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**Law Enforcement Education and Training Administration, Instructional Design, and
Delivery**

by

Ronald Schwint

A Dissertation

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree of

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October 20, 2024

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Abstract

This study and research examine administrators' and instructors' current practices and capacities to research, develop, deliver, and evaluate law enforcement education and training curricula. Since the deaths of George Floyd and Tyre Nichols, demands from advocacy groups, government organizations, and administrators within law enforcement have intensified calls for law enforcement reform and defunding the police. The Police Executive Research Forum PERF (2022) report detailed that law enforcement education and training have not changed in decades and indicated that for transformational change to occur, law enforcement education and training curricula must be reshaped, redesigned, and use professional instructional designers. This study examined the education and training that law enforcement administrators, educators, and trainers have in curricula development, instructional delivery methods, and evaluation processes. The study showed that law enforcement education and training individuals have limited knowledge of adult learning instructional design, delivery, and evaluation processes, hindering their ability to create transformational change in law enforcement education and training. Even when attempting to incorporate adult learning into curricula, they revert to pedagogy HRD approaches to implement adult learning curricula.

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Chapter I: Introduction

The development of law enforcement education and training in the U.S. has occurred over two developmental eras of law enforcement. During both developmental eras, education and training practices in law enforcement have used a Human Resource Development (HRD) pedagogical silo banking approach in both higher education and state training organization to develop and deliver curricula. This HRD approach to police education, courses, and curricula has little to no analytical, empirical, or scientific approaches expected in more mature professional fields supported by an established academic discipline (Cordner, 2019). This study examines the education and training administrators and instructors in law enforcement education have in learning theories, taxonomies, instructional design, delivery methods, and how they evaluate students' performance in using force as competent. This data can identify administrators' and instructors' knowledge, understanding, and use of instructional design practices in curricula development, education, and training to effect change in law enforcement practices in the United States using constructivist learning.

Background of the Study

As the law enforcement profession becomes more complex, law enforcement administrators have begun to favor higher education degrees and officers' certifications that better conform to adult learning principles based on student-centered constructivist learning theory (Lewinski & Albin, 2022). These principles and theories support instructional design methods focused on a holistic learner-centered design using behavioral, cognitive, and constructive learning theories and taxonomies. Developing robust curricula around this instructional design process for law enforcement education and training allows officers to build problem-solving, decision-making, collaboration, and self-directed learning skills to facilitate

clear links between theory and practice. Law enforcement educators and instructors using this type of instructional design can develop more effective curricula that could begin to address the longstanding criticism and concerns with law enforcement operations (Hilal & Densley, 2013; Leal, 2009; Marciniak & Elattrache, 2020). These recommendations would require law enforcement education and training organizations to restructure their current educational process, moving from an HRD pedagogy process to an andragogy process for instructional design, delivery, and evaluation.

Restructuring, reorganization, and developing new curricula in law enforcement education and training must include the examination of administrators' and instructors' backgrounds and education in instructional design, delivery, and evaluation processes to create these changes. This examination can assist in determining why administrators and instructors have failed to create transformational change in law enforcement education and training and identify areas where education and training are needed to meet the recommendations for restructuring and reorganizing curricula (PERF, 2022).

As the United States entered the 21st century, law enforcement has again found itself at the center of calls for reform and restructuring since the death of George Floyd in 2020, including demands to defund the police by advocacy groups, government organizations, and administrators within law enforcement (Hargarten et al., 2022). Many issues from the 1960s and 1970s are still present, such as excessive police use of force, especially against individuals of color, overall police-community relations, and personnel standards and agency training (Headley & Wright II, 2019). These factors create urgency in today's police work, requiring law

enforcement education to incorporate problem-solving, technological innovations, transnational crime investigation, and crime prevention strategies into the curricula (Paterson, 2011).

With the amount of scrutiny and concern over law enforcement in the United States in 2014, President Barack Obama issued an Executive Order appointing an 11-member task force on 21st-century policing to examine changes needed in law enforcement organizations. The task force developed six pillars to explore: Building Trust and Legitimacy, Policy and Oversight, Technology and Social Media, Community Policing and Crime Reduction, Training and Education, and Officer Safety and Wellness. The task force held listening sessions to receive input on recommended courses of action for law enforcement organizations. One of the key findings from the task force in Training and Education was that "the skills and knowledge required to deal with these issues effectively requires a higher level of education as well as extensive and ongoing training in specific disciplines" (President's Task Force on 21st Century Policing, p. 51, 2015) for officers. This recommendation will require administrators and instructors to develop new curricula for this education and training.

Hargarten et al.'s (2022) ongoing Star Tribune article *Every police-involved death in Minnesota since 2000*, scrutinized the death of George Floyd in May of 2020 during an arrest by Minneapolis, Minnesota police officers. This article highlighted the 215 lethal interactions between law enforcement and individuals and the racial disparity of the individuals killed by law enforcement in Minnesota, including George Floyd's death, raising concerns for police reform and calling for defunding the police. Eaglin (2021) indicated that the defund movement was more than abolishing or dissolving police but rather a call to examine and restructure how law enforcement provides services to the public. Part of this movement includes civilian oversight of

education and training to assist in transforming law enforcement functions that are more responsive to diversity. Through oversight and transparency, police practices can shift to policing and crime prevention, with other agencies handling calls more suited to that agency's specialties, such as mental health, domestic, poverty, and juvenile issues (Merrefield, 2021). By examining policies and training pathways, law enforcement can become more effective and responsive to the needs of society (Eaglin, 2021). This pathway of redistributing funding in law enforcement would include increased emphasis on law enforcement education and training, with more funds directed to officer training (Merrefield, 2021).

Even if there is an increase in funding and the creation of new curricula, an examination of law enforcement education and training personnel is needed to determine if they can create the new curricula around constructivist learning approaches to solve the issues in law enforcement. Suppose the personnel cannot create constructivist curricula around Bloom's and Fink's learning taxonomies (See Figure 1) that make a student-centered active learning environment. In that case, students will not be able to integrate diversity, values, and interpersonal skills into their learning, which can solve many of the issues of the use of force and racial disparity. Chantal Levesque-Bristol (2021) detailed in her text *Student-centered Pedagogy and Course Transformation at Scale: Facilitating Faculty Agency to Impact Institutional* the Instruction Matters: Purdue Academic Course Transformation (IMPACT) program. The IMPACT program uses constructivist student-centered learning curricula development, where faculty members have become more engaged with students and better at understanding student needs. The program has assisted faculty in developing more precise learning objectives for their courses focused on understanding the diverse populations of today's society. The purpose of the program is to "fosters instruction and course transformation rather than course redesign" (Levesque-Bristol,

2021, p. 88) to transform instruction that is engaging, relevant, and appealing to the student and shows promise as a holistic approach that can address the issue of law enforcement officers understanding and working with today's diverse populations. The IMPACT program design is to create institutional change through a bottom-up redesign of the institution's educational and training process that focuses on the student and their development.

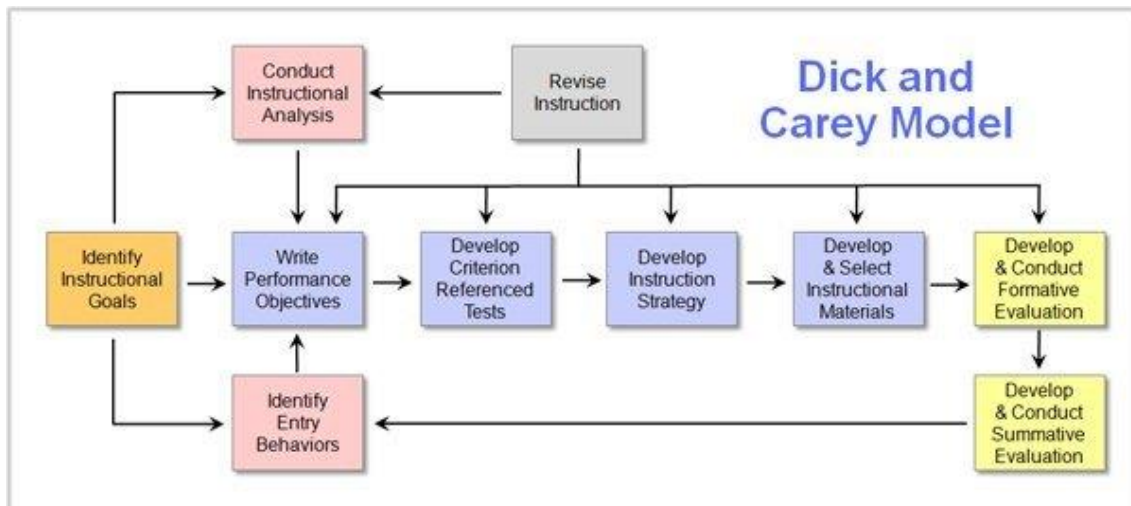
Figure 1

Instructional Design Models

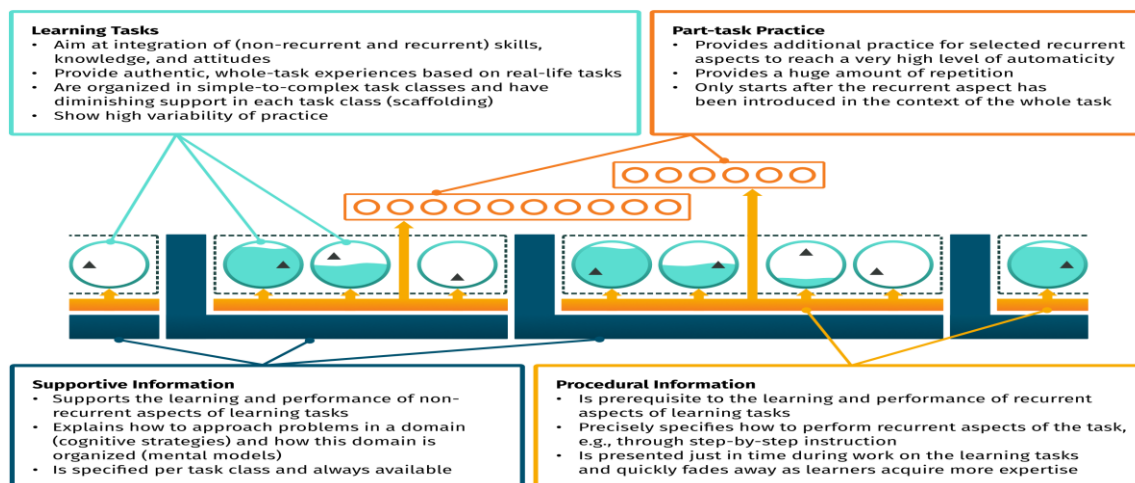
Analysis, Design, Development, Implementation, and Evaluation Model



Dick and Carey Instructional Design Model



Four-Component Instructional Design (4C/ID) Model



Since the death of George Floyd, according to the National Conference of State Legislatures (2022), every state has introduced legislation, with more than 4,500 bills introduced by legislatures across the country. Thirty-nine states and the District of Columbia have enacted 95 laws on law enforcement training. In 2022 alone, 41 states created 329 bills on standards, and 34 states created 137 bills on training, with many of these bills requiring more diversity training, crisis intervention training, and use of force training. Even with these laws, mandates, and increased training, there still has not been a determination of law enforcement education and training organizations' capacity to design, deliver, and evaluate curricula that effectively meet these new training requirements.

Tyre Nichols's brutal death at the beginning of 2023 by Memphis police officers again raised calls for national law enforcement reform. Wender (2023), in his review of the incident, challenged police professionals and society to take a “beyond superficial attempt” to address the issues in law enforcement that have been present since before the George Floyd incident. A CBS News/YouGov poll conducted in early February 2023, after the Tyre Nichols incident, showed that 89 percent of individuals polled think that change is needed in law enforcement (Oshin,

2023). Wender indicates that departments must move away from “check-the-box” training to meet law and mandate requirements and design training to identify officers with performance issues or who are underqualified. The new curricula must provide the necessary knowledge and skills to improve officers' performance and identify officers who need additional education and training during the evaluation process. Wender further challenges politicians and the public to examine the new training mandates and if these mandates will benefit unqualified officers by going through this mandated training or if administrators and instructors need to research, develop, and design constructivist learning curricula to make officers better qualified. A study into current law enforcement education and training organizations' capacity to develop, deliver, and evaluate constructivist curricula to facilitate change in officers' performance is needed to accomplish this examination. If they cannot create effective constructivist curricula, the newly mandated training will be another “just check the box” class with no real learning or purpose.

Further attention to police reform has been focused on law enforcement departments and administrators' inattention to 1983 Monell claims for failure to train, inadequate training, and failure to supervise employees under the condition established in the Supreme Court case of *Monell v. Dep't of Soc. Servs.*, 436 U.S. 658, 690 (1978). Ross (2000) discusses that there has been a significant increase in lawsuits against law enforcement agencies for failure to train and supervise officers, which includes poorly designed curricula. He points out that in the case of *Jones v. City of Chicago* (1989), law enforcement agencies should have training that directly corresponds with the task that law enforcement officers perform and adequately prepares them to perform their jobs. Many agencies still have deliberate indifference to proper instructional design by having personnel with no instructional design or education delivery. This indifference creates inadequate training that fails to train officers in the needed skills to perform their jobs (Ross,

2000). These failures in training can cause personal injuries and open agencies up to lawsuits (King, 2005). In the case of *Wright v. City of Euclid*, 2020 WL 3278698 (6th Cir. 2020), the Euclid Police Department's use of force presentation contained a derogatory video and a picture cartoon for humor. The 6th Circuit Court of Appeals questioned the department's only reading the use of force policy and having practical training that never changed or was evaluated as adequately designed instruction for officers. This lack of time, money, and commitment to law enforcement education and training shows why society still lacks trust in law enforcement (PERF, 2022). The 6th Circuit Court of Appeals did not examine the department and training staff's ability to design, develop, deliver, or properly evaluate the training as part of the 1983 Monell claim. However, if the court had considered this, the ruling could open departments to further claims for failure to train or inadequate training. The Wright case shows that law enforcement education and training organizations' capacity to properly evaluate officers as competent in the use of force training can become liable for failure to train or inadequate training of their officers (6th Cir. 2020).

The recurring factor in all examined areas is the need for quality education and training for transformational change to occur in law enforcement. Current research in law enforcement education and training indicates that exploring constructivist learning theory and instructional design practices is warranted. The Police Executive Research Forum PERF (PERF; 2022) report *Transforming Police Recruit Training: 40 Guiding Principles* determined that "the current state of recruit training demands that we rethink – and remake – the system for how new police officers are trained" (p. 7). Law enforcement education and training organizations are still prone to issues and limitations that have prevented them from effectively delivering the education and training that law enforcement needs. Werth (2011) points out that the "current literature relating

to how police officers should be trained is lacking in both breadth and depth, and very little empirical research has been conducted on problem-based learning in law enforcement training" (p. 178). This lack of research is further complicated by few law enforcement "practitioners [being] able to integrate macro-level social science knowledge with street-level experiential learning remain a scarce commodity" (Buerger, 2004, p. 30). The PERF (2022) report focusing on the changes needed in academy organization, operation and philosophy, curriculum, and academy leadership and instruction stated that academies are "clinging to outdated concepts and approaches that are not serving recruit officers or their agencies very well" (p. 29). A study of administrators and instructors in law enforcement education and training could assist in determining why they continue to use outdated concepts and approaches and the assistance they need to change their current practices.

At the third annual International Law Enforcement Training Summit (ILET) in December of 2022, the expert panel discussion on *The Future of Instructor Development* focused on the lack of administrators' and instructors' knowledge on creating and delivering instructional materials. The panel discussed the lack of administrators' and instructors' knowledge, education, and training in instructional design as the most significant problems law enforcement education and training still faces (Avery et al., 2022). Until the issue of their lack of knowledge, education, and training design is understood and addressed, law enforcement education and training will suffer from the same problems (Cushion et al., 2022). The recent International Association of Directors of Law Enforcement Standards and Training (IADLEST) (2020) report containing research from Subject Matter Experts (SME) in the law enforcement field indicates that law enforcement education and training need to shift to science-based best practices in instructional design and delivery of education and training. Using evidence-based research and best practices

in instructional design, law enforcement education can create sustainable and functional training that enables officers to meet their job tasks. A holistic whole-task constructivist learning approach to teaching is needed by developing science-based research to blend different instructional development, design, and delivery methods with current objective-based instructional design practices as part of this change to law enforcement education and training. Shifting to this science-based andragogy approach can address current law enforcement education and training issues by incorporating experiential learning through constructive self-directing learning processes. The starting point for designing and delivering curricula to meet these formats is the law enforcement education and training, which are administrators' and instructors' ability to design and deliver this type of curricula.

Even with this research and recommendation, changing trends in law enforcement certification, education, and training, there has been little examination of the organizational capacity of law enforcement education and training administrators and instructors to facilitate these changes. A study is needed as part of this change to determine administrators' and instructors' backgrounds, education, and training in instructional design to identify areas where education and training are needed for them to design curricula around these recommendations. The U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics collects data on general information about the academies' facilities, resources, programs, and staff through the Law Enforcement Training Academies (CLETA) census. As part of the census, data on the number of full-time and part-time instructors, their educational level, relevant law enforcement experience, certifications, and performance are used as benchmarks for being accredited as law enforcement education and training administrators and instructors. The census does not collect data on instructors' knowledge or background in educational development,

instructional design, or delivery methods crucial in developing curricula for law enforcement education and training that can transform law enforcement organizations' practices and officer performance. The census does not collect data on the current curricula and evaluation processes used by administrators and instructors to evaluate students in law enforcement education and training who are unqualified or underqualified in multiculturalism, interpersonal skills, or use of force. This lack of proper evaluations of students allows unqualified and underqualified students to become certified officers and continue to be officers without corrective education, training, or evaluation. A study to acquire this data on administrators and instructors can help determine why law enforcement education and training is having trouble creating curricula that can effect transformational change in law enforcement.

Statement of the Problem

Law enforcement education In the United States has evolved throughout the developmental eras of the profession. During the political era from the 1840s-1920s, officers received no training. During the reform era from the 1920s to the 1970s, the profession created a body of professional knowledge, and both higher education and states developed educational and training programs for officers. The profession began to professionalize the force during the community, also known as the community problem-solving era, from the 1970s - 2001, saw a revamping of the criminal justice system. The terrorist attacks against the United States in 2001 saw law enforcement change focus to homeland security, abandoning a lot of the practices that were developed during the community era (Cammerion, 2021).

During the different eras, two different education and training systems have developed. The higher education criminal justice degree programs developed focused on a criminology discipline. In contrast, state academy programs grew out of the need for States to have a

centralized program focusing on officers' technical skills. Both systems have used the Human Resource Development (HRD) model to educate and train officers under a behaviorist learning format (Cordner & Shain, 2011). This training has used curriculum development around the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) model (see Figure 2) for pedagogy instructional design and student evaluation to provide specific training to officers. It has worked well to instill organizational views and controls over officers and ensure they meet objective-based learning objectives for certification.

Today, most states have regulatory Police Officer Standards and Training (POST) boards that oversee law enforcement officers' certification through criminal justice programs or state academies. However, as the PERF (2022) report points out, less than 5% of department budgets are spent on training, attempting to move as many recruits as possible through the training as fast as possible at the lowest cost possible. Behavior-based pedagogy approaches and time spent on training have failed to provide the education and training officers need today (Cordner, 2019). This failure of the HRD siloed banking approach to educating law enforcement officers has not focused on being student-centered or developing constructivist learning activities that could give officers the critical consciousness they need to perform their jobs, causing administrators to look for new practices in law enforcement education and training (Cervero & Wilson, 2001). Current law enforcement education and training practices are not evidence-based, and the HRD banking approach fails to prepare law enforcement officers to succeed in their jobs (PERF 2022). A Commission on Accreditation for Law Enforcement Agencies (CALEA) report in 2011 concluded that police education and training need to focus on an instructional system design to encourage police education to emphasize needs assessment, course development, and course

evaluation that would require the use of different instructional design models (Cordner & Shain, 2011).

Several scholars have researched the need for educational change in law enforcement and what design and delivery models will benefit today's officers the most in learning through evidence-based instructional design (Buerger, 2004; Cordner, 2019; Cordner & Shain, 2011; IADLEST, 2020; Leal, 2009; Paterson, 2011; PERF, 2022; VanderKooi & Bierlein, 2014; IADLEST, 2020). The scholars' examination of law enforcement education and training focused on moving past the behavioral banking approach to learning and incorporating experiential whole-task learning approaches. Instructional design around constructivist andragogy approaches, such as small group discussions, problem-solving exercises, and realistic scenario-based exercises to promote active learning, are better suited for police professionals (PERF, 2022). This whole task approach would allow officers to use their knowledge to develop critical thinking and decision-making skills while applying their knowledge on the job (Salomon, 2016). By using constructivist learning design to develop curricula as a process of work-based training packages, law enforcement educators can meet the educational needs of officers (Cervero & Wilson, 2001). PERF (2022) further stated under guiding principle 17 that law enforcement education and training should hire professional curriculum development personnel to ensure that curricula are comprehensive and practical for today's law enforcement officers. The PERF recommendation of hiring professional curriculum development personnel still does not address the ability of administrators and instructors to deliver and evaluate this curriculum in any meaningful way.

This change in how law enforcement education and training should progress supports research on a new generation of technology-driven adult learners who prefer student-centered,

problem-based learning. This new generation of learners prefers online computer learning with interactivity, multimedia experiences, simulators, and rapid access to information (Leal, 2009). Suppose law enforcement education and training were to use design and delivery methods incorporating more of these delivery platforms into law enforcement education and training. In that case, instructors can develop new and innovative learning experiences that meet the transformational experiential whole-task learning needed in law enforcement education and training (Olivia & Compton, 2010). The current practices of HRD pedagogical behavior-based instructional design and delivery in law enforcement limit the ability of law enforcement education and training to make these changes. This study can be a starting point in identifying the education and training that organizations need to progress to this type of curriculum development.

There has been little research or examination on the individuals working in law enforcement training organizations or their certification requirements despite all the developments and changes to law enforcement education and training over the eras. Administrators and instructors in higher education criminal justice programs have advanced degrees in various subjects outside of law enforcement. In contrast, instructors in state POST certification programs continue to be primarily part-time, with little instructional design, delivery, and evaluation knowledge. These general certification standards and lack of instructional design education and training have contributed to poorly designed curricula for law enforcement education and training.

Purpose of the Study

The purpose of this study is to identify the level of law enforcement education and training personnel's ability to develop, design, deliver, and evaluate instructional materials and

then compare the data to the recommendations of the research on the needed changes to law enforcement education and training instructional design, delivery, and evaluation methods. Law enforcement education and training in the U.S. have undergone significant development over the last century through three developmental eras: the Political, Professional, and Community. During the development of education and training in law enforcement, the focus has been on best practices for curricula development through an HRD approach to student learning. This practice saw the continued addition of new and different curricula to existing curricula, but the same issues persist in law enforcement organizations. This study will examine law enforcement education and training organizations from a new perspective focused on their personnel's knowledge and ability to develop law enforcement training and education around constructivist curricula.

With little assessment of law enforcement education and training organizations' backgrounds and individuals' ability to develop, design, deliver, and evaluate law enforcement education and training, only superficial attempts to change the system will continue. Even with the national attention, changes to state laws, and research on how law enforcement curricula need to change, the ability of the system to change is still unknown. Suppose real change is to occur in law enforcement education and training. In that case, we must look at the starting point of this education and training process, the instructional design of the curricula. This researcher will examine law enforcement educators' and trainers' education and training in curricula development, instructional delivery methods, and evaluation processes. This research will create an understanding of the ability of educators and instructors to develop curricula that meet the research needs for changes within the system. The study can also provide insight into the

education and training educators and trainers need to create curricula around andragogy constructivist approaches.

Research Questions

In this study, the following research questions will guide the research process.

1. What education and training do law enforcement administrators and instructors have in learning theories, taxonomies, and instructional design?
2. What type of education and training do law enforcement administrators and instructors have in instructional delivery methods?
3. How are law enforcement instructors currently evaluating students' performance as competent?

Significance of the Study

Cordner et al. (2022) found no meaningful discussion on law enforcement education or instructional design processes across the United States has occurred in over 40 years since the National Advisory Commission on Higher Education for Police Officers (NACHEPO) report in 1970. This study will examine law enforcement education and training in a new way by looking at the starting point of the education and training process, administrators' and instructors' knowledge, understanding, and use of instructional design practices. The research aims to determine law enforcement administrators' and instructors' current knowledge of instructional design and delivery methods and the support they need to develop a clinical approach to instructional design, delivery, and assessment. By addressing the starting point of law enforcement education and training, the development of law enforcement education and training curricula, instructors can restructure and reshape curricula to address social, ethical, interpersonal skills, and use of force issues in law enforcement.

To date, no consistency or educational design and delivery approaches have been developed or used in law enforcement education in colleges, academies, or professional development programs across the United States. Lewinski and Albin (2022) point out that, on average, law enforcement education consists on average of 840 hours of instruction or 21 weeks. This number of hours falls far short of other certified careers, such as cosmetologists, barbers, dog groomers, and clinical whole-task evaluation processes requiring students to master performance before certification (Van Merrienboer et al., 2002). They further point out that other recent studies show that most certification training only has the illusion of training with little knowledge retention or is based on “check-the-box” training with no instructional development or educational components to meet mandated requirements. This time to acquire certification is minute compared to other countries like Japan at 21 months, Germany at 2.5 years, and Finland, which takes three years to become certified as a police officer (Date, 2023). Further, most developed countries require officers to have university degrees before joining the police (Horton, 2021).

From 31 years as a law enforcement instructor, trainer, and consultant throughout the United States and Europe, the struggles of law enforcement education and training personnel with instructional design practices are apparent. Many students I have instructed in instructional development courses still struggle with instructional development and delivery concepts. They often rely on company-developed instructional materials and training to deliver instruction. Most company-developed training and materials still have pedagogical silo-based instructional objectives that are not designed to be integrated into other instruction. Further, with the federalism in the U.S., differing state laws, different agency structures, and unique job responsibilities, company-developed training and materials often need to be modified and

integrated with other training to be effective. These situations make it hard for administrators or instructors to change and integrate materials into andragogy whole-task learning approaches without instructional design and delivery knowledge.

In surveying Armament Systems and Procedures (ASP) instructor trainers who train Worldwide, the survey showed that the reliance on company-developed instructional materials and training programs by instructors had impeded instructors from seeking out training in instructional design and delivery methods. The Trainers stated that more emphasis should be on developing andragogy whole-task integrated training and evaluation. A small-scale study on POST-certified instructors within Minnesota Professional Peace Officer Education (PPOE) programs also found that there was quite a disparity between the amount of functional knowledge instructors have on instructional design and delivery methods and the amount of research and instructional development individuals did. Even with all the instructors teaching in Minnesota certification programs, some were active in course development and instructional methods. In contrast, others had no experience in these areas and relied on prior instructors' course materials to teach classes. This finding reinforces the points made in the PERF (2022) report that curriculum and practices in law enforcement education continue to rely on past practices, with no systems for reviewing or redesigning curricula or training. This study will review individuals' curricula design and training, providing ways to redesign the system.

Research has determined that law enforcement administrators and instructors should seek education in higher education administration, instructional design, and research to create any significant change in law enforcement education and training (PERF, 2022). Cordner (2018) points out that "there is just no denying that a rich, deep, and intellectually rigorous knowledge base about policing now exists" (p. 309) to develop, design, deliver, and evaluate law

enforcement curricula. The only question is the capacities of law enforcement education and training organization personnel to create or design curricula around the research on the best practices for quality law enforcement education and training. This study will give law enforcement education and training organizations the data on the current capacity of their personnel to develop curricula and what education and training in instructional design personnel need to change law enforcement education and training practices.

Overview of the Methodology

This descriptive quantitative study examined law enforcement administrators, educators, and trainers' current education and training in instructional design, delivery, and assessment methods, with research that indicates that law enforcement education and training need to move away from traditional Human Resource Development (HRD) instructional models to educational models of evidence-based research and best practices to create curriculum, learning objectives, and evaluations around analogical experiential learning designs. By determining the current capacity of law enforcement education and training organization personnel instructional design knowledge, the system can decide what law enforcement educational organizations and instructors need in education and support to change the overall system.

This study used a quantitative design that consists of a survey distributed to U.S. law enforcement education and training administrators, educators, and trainers designed around the U.S. Department of Justice CLETA census to collect data on participants' current education, knowledge, and use of instructional design, development, delivery, and evaluation knowledge. The research process will help the researcher identify the needed education, training, and support law enforcement education and training organizations need to redesign law enforcement

curricula to andragogy constructivist learning and evaluation processes for law enforcement education and training (Creswell & Creswell, 2018).

Objectives and Outcomes

This dissertation aims to identify the categorical variables current law enforcement training organizations use to create, deliver, and evaluate education and training in the United States. By developing the criterion variables of law enforcement training organization personnel education and training, a comparison can occur to the research on the best practices for changing law enforcement education and training. The development of dependent variables can be understood and used in curricula developed to shift law enforcement education and training to meet the current demands placed on the organizations by advocacy groups, government organizations, and administrators within law enforcement (Creswell & Creswell, 2018).

Limitations

With the U.S. system of federalism and every state having differing requirements on law enforcement education and training, the complexities and dynamics of the law enforcement training organizations will be multifaceted. Adding to this difference in certification and educational requirements are state legislative statutes on law enforcement and training that limit how organizations can deliver curricula. Individual law enforcement departments will also have different needs and policies for their education and training process.

With the predominance of law enforcement trainers using company-developed instructional materials and training, the wide variety of backgrounds and experience of law enforcement instructors, and their limited knowledge of educational processes and learning concepts. Participants may struggle to identify academic concepts they use as instructors. This

struggle by participants may lead to misunderstanding survey questions or misidentifying techniques they use.

Assumptions

The survey participants must be from law enforcement education and training organizations for the trustworthiness and validity of this study. Any participant not meeting this definition will be removed from the study. It will be imperative that the survey contains wording and explanations of critical terms that respondents understand and answer accurately and truthfully. In today's scrutiny of law enforcement and the current education and training of officers, there may be resistance from individuals or departments to participate in the study for fear of exposure. These concerns will make the anonymity of the survey to be clearly defined.

Definition of Key Terms

- *Andragogy*: The method and practice of teaching adult learners; adult education.
- *Behaviorism Traditional Learning*: Learning is the acquisition of new Behavior. Conform to standardized practices.
- *Block instruction*: Teaching is in an intensive block, and student learning is compressed, typically with students studying only one subject.
- *Bloom's Taxonomy*: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.
- *Case law* is the body of law developed from judicial opinions or decisions over time.
- *Cognitivism Cognitive Learning Theory*: Learning involves acquiring and reorganizing cognitive structures.
- *Constructivism Experiential learning*: Learning is constructed through experiences.

- *Curricula*: The subjects comprising a course of study and the course components of the curriculum.
- *Experiential learning*: Educators purposefully engage with students in direct experience and focused reflection to increase knowledge, develop skills, and clarify values.
- *Federalism* is the division and sharing of power between the national and state governments.
- *Fink's Taxonomy*:
 - Foundational Knowledge: understanding and remembering information and ideas.
 - Application: skills, critical thinking, creative thinking, practical thinking, and managing projects.
 - Integration: connecting information, ideas, perspectives, people, or realms of life.
 - Human Dimension: learning about oneself and others.
 - Caring: developing new feelings, interests, and values.
 - Learning How to Learn: becoming a better student, inquiring about a subject, becoming a self-directed learner.
- *Formative evaluation*: Collecting real-time feedback from students during the course or using experienced employees to evaluate the course.
- *Human Resource Development*: Refers to the organization's plan to help employees develop their abilities, skills, and knowledge.
- *Instructional delivery methods*: The formats in which the course is delivered.
- *Instructional design*: This is the creation of instructional materials.
- *Learning objectives*: These are explicit statements that express what the student will be able to do as a result of the learning.

- *Terminal objective:* A statement of the level of performance, condition, and standard the student will reach from the learning.
- *Enabling objectives:* States the expectations of the student's skills, Knowledge, and behaviors that the student will learn.
- *Pedagogy:* The method and practice of teaching, especially as an academic subject or theoretical concept.
- *Robert Mills Gagné five domains of student learning.* He outlined where each of the five categories of learning fell within each of the three learning domains:
 - intellectual skills (cognitive domain)
 - cognitive strategy (cognitive domain)
 - verbal information (cognitive domain)
 - motor skills (psychomotor domain)
 - attitude (affective domain).
- *Scenario-based learning:* Uses interactive scenarios to support active learning strategies such as problem-based or case-based learning
- *Silo Instruction:* subjects taught in isolation from each other.
- *Summary evaluations:* These are the collection of data on the course at the end of the course through testing and student evaluations
- *Taxonomy:* Orderly classification of higher learning to their presumed natural relationships.
- *The three domains or basic types of educational learning:*
 - Cognitive, involving mental processes such as memory recall and analysis,
 - Affective, involving interest, attitudes, and values; and

- Psychomotor, applying motor skills.

Summary

With the increased scrutiny of law enforcement through high-profile cases and changing legislative requirements, the focus on law enforcement education and training has become central to transformational change in law enforcement. Even though the PERF (2022) report has recommended the hiring of professional educators and curriculum developers in adult education and learning to assist in creating change in law enforcement education, few studies have been conducted to determine law enforcement education and training administrators' and instructors' backgrounds and ability to develop and deliver adult education. Further, evidence-based research into best practices for law enforcement education and training must be part of restructuring curricula and delivery methods.

Understanding current administrators' and instructors' knowledge of instructional design and delivery methods using andragogy constructivist approaches can determine standards and certification that administrators and instructors must have to be effective in law enforcement education and training (Stresak 2019). Law enforcement education and training need to be reimagined and redesigned to be "sophisticated, integrated, and interdisciplinary training [that] are critical to ensure that police can obtain, retain and ultimately implement the required knowledge and skills" (Lewinski & Albin, 2022) to be successful. To create recommendations on changes within the system, we must first understand the current educational background of administrators and instructors.

Chapter 2 will review the development of law enforcement education and training in the United States. At policing's inception in the United States, law enforcement was not professional, with officers having no education and training. Most officers received their "positions by way of

political connections or bribes and learned their duties and responsibilities on the job" (Cordner, 2018, p. 302). Law enforcement was not considered a professional occupation, and the public saw most officers as corrupt with no real purpose in society.

By the 1900s, the "professional era" began to develop, with August Vollmer building off Sir Robert Peel's police operations principles (see Appendix C). Vollmer developed educational programs for law enforcement in California to provide professional training and certification programs for law enforcement. Vollmer's designed higher education programs focused on properly training individuals to be law enforcement officers and creating a professional body of knowledge in criminology that officers could study. By 1941, police schools began to grow throughout the United States in higher education institutions, developing into the criminal justice programs seen in today's higher education institutions (Cordner, 2018). By the late 1960s to early 1970s, law enforcement began to see increased scrutiny due to poor community relations, a rise in crime, and changing demographics within the U.S., and again, it had to examine its education and training practices. This "community era" saw focus directed back to the Peelian principles with a "greater emphasis on social skills and social science knowledge beyond mere technical competence" (Cordner, 2018, p. 302) in law enforcement education and training. September 11, 2001, terrorist attacks drastically changed the training focus to homeland security and warrior and guardian training development.

Moving into the future of law enforcement education and training, the changing learning preferences of adult learning, and examining andragogy adult learning, instructional design models, and delivery methods around clinical whole-task constructivist teaching and evaluation. These instructional designs and learning methods are ideal for changing law enforcement education and training curricula to address ongoing issues within law enforcement. The current

requirements for law enforcement organization personnel to develop and teach curricula within the organizations lack the requirements for those individuals to have educational or instructional design knowledge or training to create these curricula. This study will collect data on the personnel's knowledge, education, and training in curricula development. It will also identify the education and training they need to create curricula for transformational change in law enforcement.

Chapter 3 will detail the framework for the descriptive quantitative research study. With the conceptual framework from 37 years of law enforcement experience and involvement with law enforcement education and training, the study is designed to understand the knowledge, education, and training in instructional design, delivery, and evaluation processes in law enforcement training and education organizations. A quantitative survey will develop the categorical variables of law enforcement education and training organization personnel use in creating, delivering, and evaluating education and training in the United States. Once the development of dependent variables is understood, comparisons can occur with the research on the best practices for evolving law enforcement education and training. This comparison can identify areas where administrators and instructors need further education and training to effect change in curricula developed in law enforcement education and training to meet the current demands placed on the organizations by advocacy groups, government organizations, and administrators within law enforcement.

Chapter II: Literature Review

This chapter focuses on the literature on the creation and development of education and training in law enforcement in the United States and how reviewing administrators' and instructors' curricula development knowledge and practices is critical to redesigning and reshaping education and training for change in law enforcement organizations. As law enforcement education and training have developed in the U.S., the concepts, requirements, and certification process have changed throughout the three developmental eras of law enforcement. The primary law enforcement education and training organizations that developed higher education and state POST academies have predominantly used the HRD pedagogy processes to develop curricula throughout the professional era of law enforcement. Organizations have relied on mandated training hours and testing to show students' competency in meeting certification requirements. However, using HRD block silo approaches to teaching that is fractured, do not build upon each other, and sometimes contradict each other have been recurring issues that have not been addressed in law enforcement education and training systems (Stresak, 2019). The PERF (2022) report points out that instructional material is often outdated, continually built upon with no removal of old material, and slow to incorporate best practices. The report indicates that law enforcement needs a "radically different approach to training and educating new recruits" (p. 9) to overcome departments' ongoing issues.

During the community era in law enforcement, education and training began incorporating andragogy theory and constructivist learning practices into curricula. Administrators and instructors have struggled to design and develop curricula appropriately around these practices using an HRD pedagogy approach to instructional design to create change within the system. The recurring issues over the use of force, poor community relations, a rise in

crime, and changing societal demographics have remained even with this change in education and training. These issues have caused changes to law enforcement education and training through changes to state standards, increased legislation on training requirements, and the addition of new subject materials. The PERF (2022) report points to the fact that federalism and the differing federal, state, local, and higher education standards are inconsistent or employ any adult learning approaches that distinguish other professional certification programs as part of the reason these changes have failed.

Law enforcement education and training have shaped administrators and instructors to use specific curricula development practices that have not been effective. Examining andragogy adult learning theory, holistic instructional design cognitive and constructivist models, and delivery methods around clinical whole-task experiential teaching and evaluation. These instructional designs and learning methods are ideal for changing law enforcement education and training curricula to address ongoing issues within law enforcement. Higher education and state POST boards need to examine and embrace new ways of educating and training law enforcement officers and certifying administrators and instructors, including embracing educational training on curriculum design and delivery and requiring administrators and instructors to have education in these areas (PERF 2022).

This change can occur if the administrators and instructors controlling law enforcement training organizations have the background, knowledge, and training to design curricula around the research for best practices in education and training. Changing the focus to creating curricula around andragogy adult learning approaches using constructivist learning practices to develop whole-task learning and evaluation processes, officers can develop better skills in working with society, reducing many recurring issues. Law enforcement education and training personnel are

the individuals tasked with changing curricula to meet the science-based research on best practices for education and training to meet the concerns of all stakeholders and changing requirements for certification. The question that needs clarity is whether administrators and instructors have the knowledge, education, and training to make these changes.

History of Law Enforcement Training: Evolution in our Country

The professional era of law enforcement from 1910 to 1960 saw the beginning of reform in law enforcement organizations and the development of education and training for law enforcement officers. This reform was started by police chiefs such as Richard Sylvester, August Vollmer, and O.W. Wilson, with Vollmer developing college-level educational programs to create professional officers (Uchida, 2004). During the early 1900s, large departments such as New York City, Detroit, and Philadelphia began to develop some training for officers. The first policewoman school was created in 1918 in California, allowing women to work in law enforcement. In 1935, FBI Director J. Edgar Hoover began the National Training Academy (NTA) for law enforcement to develop professional law enforcement officers. Since then, the NTA has become the premier international academy for developing law enforcement leaders and administrators (Cammerino, 2021). By 1947, O.W. Wilson, Vollmer's student, had started the first Criminology program at UC Berkley. In the 1950s, chief William Parker's training procedures turned the Los Angeles Police Department (LAPD) from a corrupt, unorganized organization into a model that many departments nationwide followed for training their officers (Uchida, 2004). In 1959, States began attempting to create uniformity and minimum requirements for law enforcement officers in their states. California developed the first Peace Officer Standards and Training (POST) organization, while New York developed a basic state academy under the Municipal Police Training Council (MPTC) (Cammerino, 2021). From 1959

to 1976, 43 states created POST boards, and today, 45 of the 50 states have POST boards that certify officers (Franklin et al., 2009)

By the 1960s, the rapid increase in crime and the civil rights movement, which sparked numerous riots across the country, showed that law enforcement and officers' education and training were still lacking. 1968, President Lyndon Johnson created the Kerner Commission to investigate the deadly riots (Uchida, 2004). The Commission determined that police conduct, including brutality, harassment, and abuse of power, was a large part of the riots getting out of control and that law enforcement training and supervision were inadequate. The commission also found that police-community relations were poor, and the low employment of black officers contributed to these poor relations and riots. President Johnson created the Law Enforcement Education Program (LEEP) under the Department of Justice as part of the 1968 crime bill to provide federal funding for individuals seeking criminal justice degrees (Cammerino, 2021).

President Johnson created two commissions, the President's Commission on Law Enforcement and Administration of Justice and the National Advisory Commission on Criminal Justice Standards and Goals. The final report, *The Challenge of Crime in a Free Society*, from the President's Commission on Law Enforcement and Administration of Justice recommended that every state should have a police standards commission to set minimum standards in law enforcement education and training with the help of

“curriculum experts to improve basic training and continuing training programs...[by] research that must continually test, challenge, and evaluate techniques and procedures in order to keep abreast of social and technical change” (p. 123).

By the 1970s, field training began to become popular to build on the education and training officers received during their basic training. Having senior officers ride along with new officers could provide additional training and be available to help new officers work through their duties (Cammerino, 2021). These Field Training Officers (FTO) programs provided the street application of the skills, training, and knowledge they received in basic training while evaluating the performance of the new officer. The FTO program used a behavior-based approach to training and supervising officers based on observable terms Likert scale that the FTO had to use to rate the officer's performance. Most of the observational terms used in the evaluation are on the knowledge of police duties and the ability of the officer to perform the task properly. The program allowed few critical thinking skills evaluations (Kaminsky, 2002). The field training was also a time to build in the police sub-culture that was expected from a new officer and contributed to us versus them mentality with the public that had developed during this era.

In 1971, the National Advisory Commission on Criminal Justice Standards and Goals was created to build upon the goals of the final report. The commission set the goal that by 1982, every officer should have a four-year degree to develop law enforcement into a professional organization by increasing officers' knowledge, critical thinking, and social skills. The commission also recommended that every officer have a minimum of 400 hours of basic training and develop annual and routine training to maintain qualifications (NACCJSG, pp. 27-28). However, with the diversity of law enforcement operations and department responsibilities, the demographics between states and regions, and the constitutional federalism between the Federal government and States, these recommendations have been challenging to meet or even develop an agreed-upon certification standard for law enforcement.

Traditionally, law enforcement has never required advanced degrees for individuals to become law enforcement officers, which still is the predominate trend among police departments. In the 1980s, departments offered additional pay for college-educated individuals and officers. By the early 2000s, some departments started to require an Associate of Applied Science (AAS) degree for employment. Following the trend of requiring applied science degrees compared to 4-year degrees by 2018, the U. S. Department of Justice (DOJ) Bureau of Justice Statistics indicated that there is "a total of 664 state and local law enforcement academies" (Buehler, 2021, p. 1) in the United States. 2-year AAS law enforcement degree programs now account for half of the certification of law enforcement officers in the U.S.

By the 1980s, police and community relations had become strained. Police sub-culture was wary of the public due to lingering bad feelings between them and the public due to the riots of the 1960s and increased technology that kept patrol officers in their vehicles, limiting interaction with the public. Crime continued to rise with more pressure on law enforcement to change their practices. Law enforcement then entered the community era where social science research and education had become part of criminal justice programs with a push to adjust training to proactive policing (Uchida, 2004). The concepts of Community Oriented Policing (COP) and Problem Oriented Policing (POP) became strategies to address issues in patrol strategies and repair community and police relations (Uchida, 2004).

The community era saw law enforcement mission, operations, and administration change to working with the public and community agencies to become proactive in dealing with issues and crime in the community compared to the reliance on being a reactive crime investigation and control organization. Training began to incorporate concepts of developing officers problem-solving, decision-making, and interpersonal skills (Cammerino, 2021). The federal government,

through the Public Safety Partnership and Community Policing Act of 1994 and the Office of Community Oriented Policing Services (COPS Office), has continued to provide billions of dollars over the last four decades to create additional officers, acquire equipment, and to hire civilians to develop community policing practices. This funding has seen over 60% of law enforcement agencies adopting community policing strategies and creating community policing officers' positions in the community and schools by the early 2000s (Uchida, 2004).

In 1999, the Office of Community-Oriented Policing Services began working on changing the outdated FTO program. By 2001, the new Police Training Officer (PTO) program was being implemented (Pitts et al., 2007). The revised training program used adult Problem-Based Training (PBT), which required trainees to develop community projects as part of their training. The program has officers move from simple to complex handling of calls for service and duties, mastering each before moving on to the next more complex call or task. Even with the new PTO training program designed around adult learning principles that are more suited for today's law enforcement officers, the program has been slow to be adopted by agencies.

Law enforcement organizations developed several community-era strategies to direct enforcement actions and improve public relations. As technology and software have developed, computer statistics defined as COMPSTAT, utilize this data, which "empowers police agencies to place a strategic focus on identifying problems and their solutions" (PERF, 2013). With the core components of COMPSTAT being timely and accurate information, law enforcement can develop effective tactics and directed follow-up to solve problems and crime issues (PERF, 2013). Using COMPSTAT, law enforcement began developing directed patrol strategies and training to address issues and crime within the community. Zero-tolerance policing dealt with chronic crimes and traffic enforcement to reduce accidents and impaired drivers. Specialized

trained officers began to address specific types of crimes like domestic abuse and deal with individuals having mental health crises. In 1998, the first Crisis Intervention Team (CIT) program was started, and it is now widely used by departments nationwide (Cammerino, 2021). All these new strategies required more specialized training for officers outside the basic training programs.

This rise in more specialized training saw the increased use of company-developed training outside the traditional law enforcement training programs and POST certification requirements. Former law enforcement officers formed many of these companies with education focused on specific skills training or advanced education. The companies provided basic certification through their programs but also began to develop instructor certification programs for law enforcement education and training organization staff. These companies developed training materials, curricula, delivery, and evaluation processes for the subject matter they created. For instructor certification, the students teach the material as directed by the company and attend regular recertification courses. Many law enforcement education and training administrators and instructors began using company-developed instructional materials in their classes to deliver materials without the need to design them. Numerous issues started to arise from company-developed training programs, with the largest being the contradictions between similar training programs on materials and course instruction. The company training program's universal concept in course design also found issues with the training not aligning with state statutes or POST requirements for law enforcement officer certification. These issues required law enforcement education and training administrators and instructors to redesign training content to conform to state statutes and POST requirements.

The terrorism attack on the United States on September 11, 2001, created new challenges and changes to law enforcement operations, education, and training. With new challenges to public safety and security and the creation of the U.S. Department of Homeland Security, the priority in training shifted to homeland security (Uchida, 2004). In this training, “Congress has supported—both rhetorically and financially—the integration of military tactics, arms, and intelligence gathering techniques into state and local police forces” (Brennan, 2022, par 6). This change in training, funding, and focus saw the rise of “warrior training” in law enforcement, with the officer having the mindset that is ever present and vigilant to combat and defeat criminals. The focus of the philosophy was never to give up and win at all odds (Van Brocklin, 2019).

This rise in warrior training also saw a new sector in law enforcement training by companies now formed by former special forces military personnel. Law enforcement departments used the Department of Defense’s 1033 program and received billions of dollars in military surplus equipment, including weapons, armored vehicles, and surveillance equipment. The Patriot Act enacted by the U.S. Congress after the terrorist attack of 9/11 reduced citizens’ constitutional rights and allowed law enforcement to conduct broader surveillance of individuals. These changes permitted these new military training companies to become popular in training law enforcement on the latest equipment and tactics they had used in the wars in the Middle East, reinforcing the warrior mindset in officers. As Brennan (2022) pointed out, this paramilitary training, equipment, and change in law enforcement approach to public safety and security made officers look and act like an occupying force rather than serving the public.

This change in law enforcement operations has drawn criticism from the public and media, which has pointed to this training causing a rise in use-of-force incidents and shootings by law enforcement, increasing public distrust of law enforcement. Caleb Brennan's (2022)

article *“Warrior Mindset” Persists Among Minneapolis Police After Training Reforms, Report Says* linked this criticism to examples. The article stated that the Minnesota Department of Human Rights (MDHR) investigation of the Minneapolis police department after the death of George Floyd found that the warrior mindset is still present in the department, and training reinforces the issues that were present before Floyd’s death. Van Brocklin (2019) contrasts that the guardian mindset training also developed around being tactically safe while not treating every situation as potentially dangerous. She challenges today's law enforcement education and training administrators and instructors to examine both sides of this mindset training and, if there is a need to change, how this change will occur in education and training organizations.

Law Enforcement Training Evolution: Academies and Criminal Justice Degree Programs

Even with most states having POST certification requirements for law enforcement officers, the standards and requirements of each state's certification program still vary, and higher education criminal justice programs continue to move away from law enforcement education. Cordner (2018) found that today, "police training has increased substantially and become mandatory. But any sense that police should receive education directly related to their occupation has been lost" (p. 308). This loss of occupational education has been due to the rapid expansion and legislatively mandated addition to law enforcement certification programs, with administrators and instructors doing little to revise or redesign program content.

As law enforcement entered the professional area of developing education and certification programs for officers, federalism within the U. S. and the higher education system has created two types of professional education for law enforcement officers. The first is the higher education criminal justice degree programs within two and four-year institutions. These programs provide general-purpose knowledge through colleges and universities employing

faculty who often lack appropriate academic credentials in law enforcement (Cordner, 2018). The second is police academies, mainly focused on occupational training taught by instructors who are police practitioners without curricula development backgrounds (Cordner, 2018). The *2018 State and Local Law Enforcement Training Academies* survey shows that most academy instructors are part-time and not permanently assigned to academies. Further, only 10% of academies require instructors to have a college degree.

In both systems, police education and training are marginalized. Both courses and curricula often have no analytical, empirical, or scientific approach expected in a more mature professional field supported by an established academic discipline. These educational systems have also been prone to issues and limitations that have prevented them from effectively delivering the education and training law enforcement needs (Cordner, 2018; Cordner, 2019; Cordner, 2018; Cordner & Shain, 2011; Pepper et al., 2022). Criminal justice degree programs have grown and developed over the last Century in the U.S. Still, the programs' focus has moved to more general education, containing more sociological and physiological concepts, and introduced areas of study outside police officer training (Cordner, 2019). Most criminal justice degree programs today only require one course on police training out of 40 courses for the 4-year degree. This focus does not consider the experiential learning that prepares the student for police work or develops personal skills components comparable to the clinical portion of other higher education programs (Buerger, 2004). Most master's criminal justice programs do not require taking any police courses or developing professional police skills; instead, they focus on general research development (Cordner, 2019).

In contrast, state academies were created as a central point for all law enforcement certifications and continued training. The academies have developed outside the formal higher

educational systems, focusing more on officers' technical task-related knowledge, skills, and attitude development (Cordner, 2018). Most of these academies still suffer from a militaristic behavior-based HDR philosophy that limits the officers' learning to a specific focus (Oliva & Compton, 2010). The *2018 State and Local Law Enforcement Training Academies* survey shows that 48% of academies still use military HRD behavioral-based stress training in a classroom setting. 95% of the time, assessments of students are through written testing, and 93% of skills proficiency testing is static to evaluate the student's ability to perform law enforcement duties. The PERF (2022) report points out that during the basic certification of officers, only 31% of the time is spent on practical clinical applications. These statistics show that most academies are not student-centered and do not promote students' critical thinking integration of social, ethical, and interpersonal skills or properly utilizing these skills in use of force evaluations.

The academy model still uses an instructional block and silo format of teaching and evaluating performance standards over a condensed time frame of 833 hours (Buehler, 2021). This reliance on mandated hours for certification does not ensure that the student understands or has mastery of the content presented to become critical thinkers or good decision-makers (PERF, 2022). This type of instructional design and delivery has only created the illusion of education and learning within law enforcement, with knowledge and skills retention from this model showing a retention rate of 52% on materials (Lewinski & Robb, 2020). O'Neill et al. (2018) research on *Police Academy Training, Performance, and Learning* showed that in single-session or block skills training, learners' proficiency was at a low level with a continued decline in ability through 8 weeks after the training.

The dependence on HRD models of behavioral objective-based learning utilizing traditional face-to-face instruction combined with the military models of stress-based instruction

has hampered the law enforcement educational community in developing and providing andragogy constructivist education for law enforcement officers. The continued reliance on the pedagogy "behaviorist/connectionist" (Knowles & Swanson, 2005) approach has failed to create meaningful educational practices to ensure that law enforcement officers can effectively perform their jobs in today's contemporary society. This reliance on HRD models of behavioral objective-based learning indicates that administrators and instructors are still only receiving education and training on this type of instructional design or, if not receiving any education or training on instructional design, are using old and outdated course curricula.

Models of Instruction in Law Enforcement: Past and Present

Behavioral Based Human Resource Development (HRD)

Instructional design (I.D.) for law enforcement training developed around the established Human Resource Development (HRD) model for behavioral objective-based learning that came out of the work of B.F. Skinner on stimulus-response learning during World War Two (WWII). Skinner's work during WWII to train many individuals to perform technical tasks laid the foundation for the field of instructional design (InstructionalDesign.org). This instruction design model became popular in business and industry to train employees and develop pre-defined behaviors expected from the employee. The primary model for developing curricula for pedagogy instructional design was the popular Analyze, Design, Develop, Implement, and Evaluate (ADDIE) model that instructors learned to educate employees.

The HRD model has been widely used in formal education settings throughout the United States and in organizational training programs that are highly institutionalized and bureaucratic to reinforce a unified Human Resource Development of personnel (Merriam et al., 2007). The behaviorist orientation to learning is a controlled form of education that focuses on creating

measurable outcomes by focusing on "observable behavior rather than the internal thought process" (Merriam et al., p. 279) of the learner. By using this type of learning, institutions, and organizations can ensure that the learners' understanding of the material and behaviors align with what the instructor or organization expects in the performance of the individual.

Traditionally, one of the main goals of HRD in law enforcement education and training has been to develop law enforcement officers' behaviors by educating them on codes of conduct, laws, and policies and procedures that are mandated requirements for licensing as a law enforcement officer (Cordner & Shain, 2011). Using this objective criterion-based instructional development, law enforcement educators and instructors have developed training programs that meet federal, state, and local regulations to become certified law enforcement officers (Cervero & Wilson, 2001). These behavioral-based objectives are vital for the officers to help them understand the criminal justice system and develop the entry-level knowledge, skills, and attitudes needed to perform the job in the law enforcement field. This instructional design, which uses behavioral-based objectives, allows the learner to develop an understanding and integrate this knowledge into how to be a law enforcement officer (Murray, 2002). This design process lacks the clinical development of whole-task practices that more robust andragogical instructional design models can produce, such as cognitive and constructivist design models (Buehler, 2021).

Hilgard and Bower (2004) indicated that the HRD model falls into a "behaviorist/connectionist" family of learning that focuses on how the stimulus affects the person by shaping their responses to create learning in pre-defined ways for pre-determined purposes (Knowles et al., 2005). This HRD model is what Reese and Overton (2004) considered an elemental learning model, where learning is a controllable part of a whole learning process. This

learning process focuses on a linear process where each part-task of the learning event can be provided to the learner to create an overall product with a pre-determined outcome (Knowles et al., 2005). This behaviorist approach to learning is reactive to the environment and not a self-discovery process of the environment by the learner (Ertmer & Newby, 1993). Thorndike indicated that the HRD model using ADDIE design allows the teacher to provide well-defined and objective-based instructional goals/objectives that require the learner to acquire specific knowledge through reinforcement in particular applications (Knowles et al., 2005). Using the behaviorist model was ideal for changing law enforcement from a corrupt political organization to a professional organization with set standards and training like other professional organizations.

In initial skills development, behavioral-based practices allow the officer to take the stimuli and understand the context for using the skill. However, these behavioral-based practices do not incorporate experiential learning, so the officer can critically reflect on implementing education and training (Salomon, 2016). Murray (2002) pointed out that learning is only the start of practical training by providing the knowledge and background to be a law enforcement officer. Further training is required to allow the learner to integrate the learned information into real-life practices (Murry, 2002).

Freire (2006), in *Pedagogy of the Oppressed*, pointed out, "liberating education consists in acts of cognition, not transferrals of information" (p. 79). The systematic objective-based "banking" of knowledge approach in law enforcement instructional design and delivery methods has created problems in students' ability to transfer what they have learned to real-life settings. Designing courses around specific objectives fragments the overall learning process, with no integration of skills or ability to apply knowledge learned in real-life environments (Reiser and

Dempsey, 2007). The block style of instruction teaches the student to think in the classroom and perform individual skills at set times with no opportunities to integrate the knowledge with all skills in real-life environments (Murray, 2002). The HRD instructional design and delivery model affects the learners' ability to integrate what they have learned into an integrated knowledge base that they can use by law enforcement officers to solve problems and respond appropriately in their work (Reiser & Dempsey, 2007).

These failures of the HRD model for behavioral objective-based learning in law enforcement education and training during the professional era contributed to the issues and calls for reform in law enforcement by advocacy groups, government organizations, and law enforcement administrators. The HRD model worked well to educate and train officers on how to perform their duties in terms of physical skills, understanding laws, conducting investigations, and using equipment. Still, it failed to provide critical thinking and problem-solving skills when dealing with people and solving problems in the field. The paramilitary structure of education and training also reinforced the adherence to a top-down silo administration structure with the strict following of policies and procedures, leading to a strong police sub-culture (PERF, 2022).

Both law enforcement educational systems and field training programs using the HRD model were also prone to issues and limitations through police subcultures. Outside of law enforcement officers' formal education and training, new officers are exposed to the police subculture and develop the values, attitudes, and beliefs that influence what officers believe is right and wrong (LaFrance & Allen, 2010). The police subcultural influence is a large part of a new officer's introduction into law enforcement work under high-stress situations that develops the officer's safety, camaraderie, and loyalty working with other officers. These feelings can

become so deeply ingrained in the mind of a new officer, further changing their perceptions and decision-making in the field to fall within the police subculture ideals (LaFrance & Allen, 2010).

The law enforcement community era saw law enforcement education and training become based on the principles of community and problem-oriented policing as the primary form of education and training (Birzer, 2004). These principles support an andragogy adult education ideal for assisting law enforcement officers in succeeding as self-starters and problem-solvers. Law enforcement education and training began to adopt this new form of education that reinforced law enforcement education and training to instill adult self-directive learning into curricula (Birzer 2004). In examining the adult learning approach using Bloom's taxonomy for criminal justice education and instruction, Birzer (2004) determined six principles of learning-centered instruction that could enhance law enforcement instruction. The principles consisted of

- Creating physical and psychologically conducive learning environments that promote collaboration.
- Trust that involves the learner in the planning process.
- Allowing the learner to determine their learning needs and interest in the material.
- Developing learning objectives that meet their needs
- Allowing the learner to be self-directed in developing resources and training with the instructor's assistance throughout the process.
- Involves the learner in evaluating their learning while being coached by the instructor to develop a deeper understanding of incorporating the learning into the learners' everyday practices.

This education would allow officers to develop critical reflection and change their

assumptions, constructing knowledge by combining knowledge and skills to handle experiences while working in the field appropriately (Merriam et al., 2007). Buerger (2004) suggested an analysis of three models to address issues in law enforcement education and training:

- Model 1: A new interdisciplinary approach add in accounting, computers, ethics, and public speaking with exposure to different cultures through educational study with more results-oriented assessments.
- Model 2: Adapting existing programs and hiring individuals with instructional design backgrounds to create a curriculum.
- Model 3: New course of study not focused on a major, instead being multidimensional including education and training.

Higher education developed Buerger's recommendation in AAS 2-year degree programs. The degree programs began to integrate general education courses, law enforcement courses, and technical skills training into one program. These programs allowed students a broader education and exposure to integrating different subjects into law enforcement education, training, and skills development. The Nation Center for Education Statistics shows that over the last decade, degrees granted in law enforcement were consistently in the 30,000 per year, accounting for about half of the certification of law enforcement officers.

Constructivist/Experiential Learning

By the late 1970s through the 1990s, instructors began to develop and use new instructional designs and learning models. Dick, Carey, and Carey (2005) introduced *The Systematic Design of Instruction* (see Figure 1), which greatly enhanced instructional design to design a whole-task learning approach as a comprehensive system rather than a variety of

individual components. Their model considered all parts of the instructional design process that interact with each other for the desired learning outcome. By expanding the instructional design process to analyzing the behaviors, learner characteristics, what the students know, and the knowledge they need, better on-the-job task creations can be designed. Adding formative evaluations allows veteran officers to experience the designed instruction and give constructive feedback to strengthen the curricula (Pappas, 2015). The constructivist learning approach viewed adults' ability to construct knowledge through their own experiences, which saw the development of experiential learning activities and reality-based scenario training in law enforcement education and training. However, law enforcement education and training administrators and instructors still rely on the ADDIE model and have not adopted the Dick and Carey model to design course curricula.

Building off the findings of self-directed learning and the fact that adults need to control their education, Jarvis identified that adult learners rely on experiences to have transformative learning experiences, which he felt was at the heart of the adult learning process. As Jarvis indicated, authentic learning begins when the learner reaches a "disjuncture" where the learners' "biographical repertoire is no longer sufficient to cope automatically with [the] situation" (Marriam et al., p. 100) at hand. If the learners do not address this disjuncture, they will have difficulty using the knowledge they have gained in their work and daily lives (Reiser & Dempsey, 2007). Using experiential learning through a constructive self-directing process allows adult learners to become more experienced and capable of critically reflecting and challenging their assumptions, developing a deeper understanding of their knowledge (Marriam et al., 2007). Cognitive and constructivist learning approaches use experiences for adult learners to work through to develop their problem-solving and critical-thinking skills, allowing them to create

effective cognitive strategies to deal with situations (VanMerrienboer et al., 2002). The experiential learning model produces higher student scores in environmental authenticity, active learning, relevance, and utility (Danko, 2019). The process allows the learners to become critical thinkers and problem-solvers with increased empathy and understanding while gaining real-life experience. This learning process allows the learner to bond with other learners and the community, giving them a deeper understanding of skills development that work within the community (Sherman & Boukydis, 2020).

M. David Merrill (2004), through his work and development of the "First Principles of Instructional Design," further tied Lindman's and Knowles's assumption on how adults learn to the importance of self-directed, experiential learning for adults. Merrill examined the common principles that promote effective learning within the different models and theories for behavioral, cognitive, and constructivist instructional design and found that effective adult learning instructional design practices should contain five major principles:

- Learning is promoted when learners are engaged in solving real-world problems.
- Learning is promoted when existing knowledge is activated as a foundation for new knowledge.
- Learning is promoted when new knowledge is demonstrated to the learner.
- Learning is promoted when new knowledge is applied by the learner.
- Learning is promoted when new knowledge is integrated into the learner's world.

(Reiser & Dempsey, 2007)

With Merrill's added principles to Lindman and Knowles's (2005) assumptions, constructivist /experiential adult learning becomes more defined. It emphasizes adult learning, allowing

learners to use all prior understanding and knowledge to create new and situational-specific knowledge from the learning experiences (Ertmer & Newby, 1993). These developments and recommendations in cognitive and constructivist learning were ideal for law enforcement education and training organizations to address the issues in law enforcement education and training and incorporate new education and training into current education formats.

Using the adult education principles and developing experiential learning in law enforcement, Kenneth Murray (2004) introduced these concepts in his text *Training at the Speed of Live Volume One- The Definitive Textbook for Military and Law Enforcement Reality Based Training* and developed the simunition non-lethal training ammunition. Training companies and law enforcement instructors began to use the principles from Murray's text to design institutional components of experiential training into their programs. Although Murray had created and meticulously detailed how to set up and run experiential reality-based scenarios, law enforcement instructors are still suffering from poorly designed scenario-based training that produces little to no instructional value, as seen from the comments in the case of *Wright v. City of Euclid*, 2020 WL 3278698 (6th Cir. 2020). These failures are that most law enforcement instructors and trainers are struggling with integrating and designing this form of instruction and evaluation that will relate to the objective-based instruction they have designed and still use. Most instructors and trainers still rely on the ADDIE objective-based design model and past practices to create constructivist learning that has failed to develop constructivist learning with their students and proper assessment. Law enforcement instructors and trainers must receive education and training on using the Dick and Carey's instructional design model, which is better suited to creating constructivist curricula. As Murray (2002) stated about using reality-based training, it is like the instructors and trainers purchased a "super-computer without the operating

system software” (p. 199), and they are attempting to use old, outdated software to run the system.

The Federal Law Enforcement Training Center (FLETC) has seen the dramatic impact that adult education and constructivist experiential education and training can have in law enforcement education and training. Ronald Wolff from FLETC in 2007 identified that the law enforcement training community must meet the following challenges.

1. Reconsidering the course curriculum in light of new instructional tools and media choices.
2. Removing the perception that simulation will somehow replace instructor training. This is simply not possible – Simulation does not replace training, but rather supports the instructors in their role so that they can become more efficient.
3. Educating the users on how to effectively integrate simulation into the curriculum for the optimal blending of instruction methodologies.
4. Overcoming the fear of change. To reach new plateaus, both individually and organizationally, we must be willing to reach out beyond our comfort zone and explore new techniques and methods. (Wolff, 2007, pp. 33-34)

Homeland Security and Emergency Management (HSEM) training programs have begun to develop adult learning constructivist learning practices that focus on critical thinking, analysis of complex situations, assessment of problems, and collaborative problem-solving (Chan, 2010). Numerous courses have been designed around adult learning at the Federal Law Enforcement Training Centers (FLETC). Dr. Lewinski indicated that the U.S. Marshal's latest High-Risk Fugitive Apprehension – Human Performance Training is a prime example of adult learning approaches in law enforcement training. By allowing students to evaluate their performance,

discuss, and be active in their learning, they have created a whole task learning environment replicating real-world decision-making (Kliem, 2022). Using law enforcement officers' previous experiences through real-world applications in the learning process, educators assist learners in being self-directive by using relevant formats for the learner. This method of instruction allows the learner to identify current real-work problems facing the learner to develop the knowledge and skills to solve these problems (Chan, 2010). However, law enforcement education and training organizations have struggled to incorporate these principles and develop new curricula around the adult learning constructivist process in any measurable capacity. One main issue could be administrators' and instructors' knowledge, understanding, and ability to design instruction using cognitive and constructivist adult learning approaches.

The Future of Law Enforcement Instructional Design

Law enforcement education and training organizations are again seeing major calls to change education and training to satisfy concerns and complaints from advocacy groups, government organizations, and administrators within law enforcement. With the continued failure of the education and training organizations and their reliance on behavioral HRD instructional design, these organizations struggle to understand and adopt andragogy adult learning approaches. The administrators and instructors are responsible for curricula within these organizations and are at the core of law enforcement education and training. The system will continue to fail until these individuals have the education, training, and ability to design instruction around adult learning principles.

There are distinct differences between pedagogy and andragogy learning approaches, and law enforcement education and training organizations need to change curricula based on adult learning theories. The efforts of social scientists have defined and given direction to

assumptions on how adults learn that have drawn parallels and differences to prior learning theories that law enforcement education and training organizations are using. Creating new ways of examining learning in adults draws attention to a constructivist philosophy of learning and reviewing the latest generation of adult learners. Law enforcement education and training organizations must review the current practices that they are using and seek out science-based research to train administrators and instructors on best practices for curriculum development.

In considering the numerous influences and stimuli that adults have received internally and externally over time, social scientists found that these factors shape and direct adults as they learn. These findings supported the cognitive/gestalt learning theories and moved adult learning away from the behaviorist/connectionist pedagogy learning theories (Knowles et al., 2005). The research in this area can help define how law enforcement personnel learn, develop, and transfer knowledge into practice. Law enforcement education and training instructors must understand the theories introduced into law enforcement training. More importantly, acquire knowledge and training in andragogy constructivist instructional design, delivery, and evaluation processes.

The Adult Learning Theory – Andragogy

Knowles et al. (2005), in their text *The adult learner: The definitive classic in adult education and human resource development*, developed a new set of assumptions for an andragogy approach to adult education that takes many of the ideas from theories and models into account to explain how adults learn. They indicated that adult learning principles focus on the following:

- the need to know
- the learners' self-concept

- the role of the learners' experience
- readiness to learn
- orientation to learning
- motivations (pp. 64 – 68)

The andragogy approach to adult learning prepares individuals for the working environment and implementing learned skills. This process requires the instructor to design instruction around law enforcement learners' interests and needs through problem-solving activities. This approach allows learners to integrate relevant learning experiences into the job's whole-task processes (Chan, 2010). By enabling adult learners to use their experiences to build on their learning by examining and questioning taken-for-granted views and knowledge, the learner can orient the new knowledge in beneficial ways by sharing learners' multiple perspectives from exposure to diverse, multicultural populations socially connected through various media. Learners constantly learn and expand their knowledge base through learning experiences, developing more diversity in their opinions and attitudes (Merriam et al., 2007). Allowing the adult learner to be at the center of the learning process by using and sharing their experiences in collaboration with others, the learner can become more adaptive in integrating new knowledge to enhance their performance and task skills. (Merriam et al., 2007).

These theories consider learning as a whole process focusing on how the learner receives the information, organizes information together, and stores the information for later retrieval and use by the learner (Ertmer & Newby, 1993). These theories see the learner as receiving information from various sources that the learner uses to understand the stimulus they receive (Knowles et al., 2005). Learning is achieved through the overall process, not from individual

learning events. The learner can develop, transform, rehearse, store, and later retrieve the information to create understanding and behaviors as they make sense of a whole event (Ertmer & Newby, 1993).

It is also essential to consider the framework of the latest generation of learners. Adult learners are more actively engaged in their education using student-centered problem-based learning. With problem-based learning facilitated by instructors, student-centered self-directed learning can develop problem-solving skills through small group interactions, creating more profound knowledge development and mastering critical skills (Norris & Atkins, 2004). Most law enforcement students indicated that problem-based learning helped them develop problem-solving, decision-making, and communication skills. Law enforcement officers prefer adult learning techniques and prefer learning with:

1. Engagement – the classroom must be intellectually stimulating;
2. Practicality – Learning should focus on real-world job demands;
3. Respect – expectations and rules should be clearly communicated;
4. Affiliation – the course should allow for social interaction; and
5. Efficiency – the course should be delivered efficiently.

(Oliva & Compton, 2010)

Multiple learning experiences and stimuli will affect learning by individuals who will mentally focus on relationships between all the knowledge that has been received to apply to specific situations (Knowles et al., 2005). Due to these multiple experiences and stimuli, the teacher is not the central or only point of motivation in the learning process. The teacher is a facilitator and manager of the process who assists the learner in effectively organizing new information with prior knowledge, abilities, and skills to develop new Skills, Attitudes, and

Knowledge (SKAs) (Ertmer & Newby, 1993).

This learning process can be informal, where multiple formal and informal stimuli can occur in any manner or form of instruction, aiding in the learning development of the learner (Marriam et al., 2007). Schugurensky noted that the most notable forms of learning were "self-directed learning, incidental learning, and socialization, or tacit learning" (Marriam et al., 2007, p. 36). This self-directed learning allows the learner to take multiple stimuli to create a whole process to make sense of new information they experience. This form of education allows the learner to have a transformative learning experience. (Marriam et al., 2007).

Salomon (2016, 2020) and Sharps (2010) have pointed out that current law enforcement education and training have struggled to understand and incorporate neuroscience and human performance principles into the constructivist learning process. Law enforcement educators and trainers must develop instruction based on how the brain uses short-term and long-term memory through the sympathetic nervous system to establish SKA in the learner (Salomon, 2016). Education that allows the learner to remain in the prefrontal cortex, motor cortex, and premotor cortex during the training increases the cognitive process within the learner (Sharps, 2010). Using progressive-based training, the learners' short-term memories can be consolidated into long-term memory as the information, stimuli, and stress become more complex. This process will allow the learners' procedural memory to evaluate better, recognize, and respond to critical situations (Salomon, 2016). Using neuroscience and human performance principles in the instructional design and delivery of law enforcement training, the student can develop a base of crucial skills. This development will improve the officers' ability to recall and access information, develop mental processes in decision-making, and enhance the learning process (Salomon, 2016).

Other skills training lacks behavioral assessment through task analysis for a reliable measure of learners' skills performance that officers should meet (O'Neill et al., 2018). Until law enforcement administrators and instructors stop designing education and training around administrative mandates, artificial performance measures, and resources and begin to incorporate training designed around cognitive-based design. Law enforcement will not reach the same level of academic discipline as other fields (Salomon, 2020). This change can only happen if administrators and instructors move away from reliance on company-developed instructional materials and training and receive education in higher levels of instructional design other than the basic ADDIE model, including training in whole-task assessment design. A key component of andragogy is allowing students to incorporate life experiences into their learning. In that case, law enforcement educators must develop experiential learning scenarios specific to the job and duties officers must perform to learn from those experiences. The learning must be as meaningful as possible and focused on the student's needs, interests, and desires, allowing them to conceptualize problems and find appropriate solutions needed in the community (Birzer, 2003). This learning will require education and training in more complex instructional design models using learning taxonomies and instructional design models such as the Dick and Carey and Four-Component Instructional Design (4C/ID) (see Figure 1). These models will allow for clinical evaluation of students' performance and meet certification standards "for complex learning; that is, learning aimed at integrative goals where knowledge, skills, and attitudes develop simultaneously to acquire complex skills and professional competencies" (4CID.ORG). Evaluating students by a whole-task job performance clinical evaluation process, unqualified and underqualified students can be identified and remediated through part-task development until they meet certification standards (Frerejean & Van Merriënboer, 2022). This evaluation process

is critical during use-of-force evaluations that can have fatal outcomes and are extensively scrutinized.

Cognitive and Constructivist Instructional Delivery

In light of new research and development of instructional design and learning since the 1980s, Law enforcement education and training organizations have been slow to incorporate or receive education and training in more advanced cognitive and constructivist instructional design. Through evidence-based research, this type of education will help students take what they have learned and apply it to the complex duties they will face in stressful, fast-moving situations in law enforcement (Oblinger & Rickard, 2003). Using evidence-based research in cognitive instructional design practices, curriculum development around Bloom's and Fink's taxonomies focused on the learning domains of the cognitive (knowledge), affective (attitude), and psychomotor (skills). The process will allow adult learners to use their existing knowledge and develop more complex knowledge and skills integration through the learning process (Reiser & Dempsey, 2007). The instructional design process must consider all aspects of learning and blend instructional design practices for the best possible results. The design approach will reinforce objective-based instruction as the basis for practical training. Instructors can incorporate these part task objectives into clinical simulations and scenario-based training to have effective learning for law enforcement officers. (Ertmer & Newby, 1993)

By interrelating instructional design to create a blended "whole task" (VanMerriënboer et al., 2002) approach, students can construct meaning from the knowledge and skills they have learned in objective-based instruction through cognitive-based simulations and scenarios. This method will allow officers to promote judgments and refine their understanding of their official duties (Reiser & Dempsey, 2007). By developing meaningful curricula for the learners'

performance context during the instructional design process using formative and summary evaluations (Dick & Carey, 2005), law enforcement educators and instructors can understand the learner and apply the skills needed in the performance context of the job tasks (Dick et al., 2005). By understanding science-based best practices, law enforcement educators and trainers can explore new techniques and methods based on distributed learning platforms that include the use of technology. These changes to law enforcement training and higher education can create a new "Era" in law enforcement education and training development (Wolff, 2007). O'Neill et al. (2018) research on spaced sessions with scenario-based feedback showed a significant effect on learners' initial proficiency with stable skills retention over a post-8-week period after training using these practices.

Van Merriënboer et al. (2002), in researching and developing the 4C/ID model, detailed how instructional design is slow to change. Still, with the rapid change in technology and social concerns, complex learning constructivist design is needed today. The 4C/ID model addresses the deficiencies that law enforcement education and training organizations have with their current state of instructional design. The model focuses on integrating performance task-specific skills, providing curricula ideal for the complex learning design that law enforcement officers need.

Current State of Law Enforcement Educators and Instructors

Seven hundred twenty-eight colleges offer 4-year criminal justice programs in criminal justice (U.S. News & world report, 2023). With every state having control over higher education, the organization of criminal justice programs and the credentialing requirement of faculty can vary. Most criminal justice programs fall into the college's behavioral and/or social science divisions and are associated with sociology departments if they do not have their own

department. Higher education institutions follow a traditional process of hiring faculty for programs with graduate master's or doctorate degrees in criminal justice, sociology, or related degrees. Cordner (2018) points out that the faculty in these programs do not have the background or experience in law enforcement and use more traditional behavioral criteria-based instruction to develop theory and knowledge in criminal justice.

Community and technical colleges offer two-year law enforcement programs developed around Associate of Arts (AS) or Associate of Applied Science (AAS) degrees. These programs use law enforcement professionals and subject matter experts as clinical instructors. Instructor requirements focus on years of experience in law enforcement, subject matter expertise or training, and company-based instructor certification in various skills.

The *2018 State and Local Law Enforcement Training Academies* survey showed that most POST academy instructors are part-time and not permanently assigned to academies. Further, only 10% of academies require instructors to have a college degree. With the federalism in the U.S., differing state laws, and different agency structures, qualifications vary dramatically with no national standard of instructor qualifications. In reviewing various state requirements for instructors' certification, common requirements focus on the following:

- Years of law enforcement experience
- Expertise in the subject matter
- Company instructor certification in skills training
- An introductory course in instructor development

Part of this study's quantitative research will better understand the current status of academies' personal ability to develop, design, and evaluate curricula that are the starting point for law enforcement education and training. This research can give insight into areas where the

personnel lack education and training in instructional design in andragogy constructivist student-centered curricula.

Bryan Chapman's (2010) study *How Long it Takes to Create Learning* compiled data on the time needed to create different types of instruction. On average, simple instructor lead courses took 43 hours, eLearning took 79 to 184 hours, while whole-task constructivist learning took 490 hours to design. The hours needed to develop curricula for one course show that law enforcement instructors do not have the time to invest in instructional design processes while having other duties. This finding raises the question of what materials instructors rely on to teach classes and the dependence on company-designed instructional materials without integrating additional materials to meet state and POST standards. With the calls to re-design, expand, and fund law enforcement education and training. A starting point would be to examine law enforcement administrators' and instructors' current education and training in instructional design. This examination can develop data for further research and development of the education, training, and certification law enforcement instructors should have to create transformational change in law enforcement education and training.

The Bureau of Justice Statistics further does not show that law enforcement training organizations have ever met the recommendations on utilizing professional instructional designers or detailed instructors' backgrounds in designing, delivering, or evaluating curricula. This missing data may account for the continued failures in law enforcement education and training. Law enforcement education and training continue to fail in addressing concerns decade after decade, and the same limitations to education and training have continued over the decades. Law enforcement education and training organizations need to look at the failures in their organizations differently. Examining law enforcement education and training personnel's

background, education, and training in instructional design, delivery, and evaluation methods can answer these failures.

Summary

The current law enforcement education and training silo HRD approach does not work to integrate materials or allow the student to interconnect the materials in any meaningful way that clinical higher education practices provide (PERF 2022). Lewinski and Albin (2022), Shults (2021), and Stresak (2019) have all written about the need to update the instructional design and delivery methods for law enforcement education and training. They have all indicated that using science-based research to develop instructional materials and delivering instruction through a whole-task adult learning approach would be the best way to change law enforcement education and training. By providing experiential learning based on current police work through well-designed scenario-based training, the building blocks are more effective training (Stresak, 2019). Suppose law enforcement administrators and trainers had knowledge and training in adult learning concepts. In that case, they can change law enforcement education and training to a practical clinical situational approach where students can develop and become proficient through active learning (Lewinski & Albin, 2022). If law enforcement administrators and instructors have education and training in clinical training design like the medical fields, complex skills development based on whole-task practices could be utilized by law enforcement to restructure educational and training methods. This process can lead to culminating evaluations and assessments where the inductive learning process is part of whole task schemas from simple to complex, where mastery is required to progress through the training programs (Frerejean & Van Merriënboer, 2022). To achieve this level of education and training, an examination of law enforcement education and training administrators and instructors is needed to determine their

ability to design curricula in this way and what education and training they need to meet this level of instruction design.

In reviewing the current literature on the practices, capacities, and recommendations for law enforcement educational and training programs in the U.S., areas where change needs to occur have been identified for the transformational shift in law enforcement education and training. Many of these changes focus on moving from the traditional pedagogy behavioral-based HRD practices to andragogy adult learning approaches in the instructional design, delivery, and assessment for education and training. Further, the literature review of instructional design and delivery methods around andragogy adult learning approaches supports the recommendations for the changes needed within law enforcement education and training. The literature also supports a holistic whole-task approach in curricula development for the tendencies of current adult learners that would help their learning in mastering the subject matter and expanding their diversity of knowledge and understanding.

Throughout the literature review and the Bureau of Justice Statistics report, there has not been any research or examination of law enforcement administrators' and instructors' knowledge, education, or understanding of instructional design and delivery in andragogy holistic whole-task curricula development. There is no examination of their knowledge or ability to design clinical culminating evaluations and assessments. Suppose law enforcement education and training are to progress with the findings of this literature review. In that case, an examination will determine administrators' and instructors' current education, training, and knowledge in science-based research to develop instructional materials and deliver instruction through whole-task adult learning approaches. Law enforcement education and training has a long history of continued failure to change education and training in any meaningful way. It continues to see the same

recurring problems with its training and education. A study is warranted to examine the individuals who create, design, and deliver law enforcement education and training curricula.

The United States law enforcement certification programs have grown and continue to develop. Still, as the literature review points out, the reliance on traditional HRD approaches to education, training, and certification has continually failed to produce a professional certification educational model for law enforcement. Moving from a behavioral to a constructivist whole-task experiential adult learning approach to law enforcement education and training is one area that needs to change. The process must focus on an integrated curricula approach that allows materials to build upon each other to create inductive learning in student training (Frerejean & Van Merriënboer, 2022). By creating this approach, integrating knowledge and skills can help students understand complex situations and use critical thinking to engage appropriately (Shults, 2021). Using clinical assessments designed around holistic whole-task scenarios to identify competence in the task will also assist in developing the student's social, ethical, and interpersonal skills (Lewinski & Albin, 2022).

Moving away from the ADDIE model of instructional design and delivery to more robust instructional design models would not only restructure law enforcement education and training but would enhance the whole-task learning approach. A more robust instructional design model would allow instruction to emulate officers' real-world situations. The Dick and Carey (2005) systematic instructional design model enhances the ADDIE model to a more scientific analytical approach by utilizing instructional analysis and identifying behaviors during the curricula development analysis and design process. They further indicate that current law enforcement officers and subject matter experts should conduct formative evaluations before finalizing the curriculum. In the technical task-related training, the Frerejean and Van Merriënboer (2022)

four-component instructional design (4C/ID) model allows for complex skills development that incorporates all education and training into professional, realistic job competency training that can accurately evaluate a student's ability and competence to be an officer.

To make the necessary and recommended changes in both andragogy and process, a clear understanding of law enforcement education's capability and training personnel's ability to effect this change. To effect this change in law enforcement education and training, law enforcement organizations must first understand administrators' and instructors' current education and ability in the instructional design of curricula. This study will conduct quantitative research to develop criterion variables of the current status of law enforcement educators' and trainers' knowledge, understanding, and use of instructional design practices. These variables can determine the education, training, and certifications administrators and instructors need to change law enforcement practices in the United States.

Chapter III – Methodology

This descriptive quantitative study examined law enforcement administrators, educators, and trainers' current education and training in instructional design, delivery, and evaluation methods. Once categorical variables are developed, comparisons can occur with the research on the best practices for changing law enforcement education and training. This comparison can identify areas where administrators and instructors need further education and training in constructivist curricula developed in law enforcement education and training to meet the current demands placed on law enforcement by advocacy groups, government organizations, and administrators within law enforcement.

The recent PERF (2022) report detailed that law enforcement education and training have not changed in decades and indicated that for transformational change to occur, numerous changes must occur. The report contained 40 guiding principles law enforcement administrators and instructors should consider when restructuring the current law enforcement educational system. This report supports the recent research on law enforcement education, indicating that exploring learning theory and instructional design practices is warranted to determine the changes that need to occur in law enforcement education and training. Research shows that law enforcement education and training must move from traditional Human Resource Development (HRD) instructional models to educational models of evidence-based research to best practices to create curriculum, learning objectives, and evaluations around analogical experiential learning designs. By determining the current capacity of law enforcement education and training organization personnel instructional design knowledge, this research study can determine what law enforcement educational organizations and instructors need in education and support to change the overall system.

There has been extensive research into the learning theories, adult learners, and best practices for law enforcement training. However, law enforcement education and training organizations are still struggling to make effective changes and continue to see the same issues with education and training. This study will develop the current knowledge, education, and training administrators and instructors have in instructional design, development, delivery, and evaluation of curricula and compare those results with the research on instructional design practices recommended by the research on the best practices for law enforcement education and training.

Research Perspective

Law enforcement education and training have continued to see issues and limitations in creating curricula that have transformational change for officers and departments. There has been extensive research on law enforcement education and training practices, what needs to change, and how evaluation processes fail to identify student issues or required changes to education and training materials. The curricula for law enforcement education and training depend on administrators' and instructors' ability to design, develop, deliver, and evaluate curricula and their ability to understand and redesign curricula to meet the recommendation of the research on the best practices for law enforcement. Until we know the current capacity of administrators' and instructors' education and training in instructional design and their understanding of the best practices for designing instruction, curricula development will continue to suffer the same issues and limitations.

To create transformational learning for law enforcement personnel, instructional design practices need to include Bloom's taxonomy of learning domains, including the cognitive (knowledge), affective (attitude), and psychomotor (skills), instead of just focusing on addressing

the affective (attitude) of the learner. This process will allow "learners use [of] existing schemata (knowledge) to interpret events and solve problems, and they develop new and more complex schemata through experience and learning" (Reiser & Dempsey, 2007, p. 39) to improve ways of thinking and understanding for the individual's knowledge growth throughout their learning. This process will build on their past experiences and help the individuals better understand new knowledge and concepts presented. This process will allow the learner to make the appropriate critical decisions based on the information presented.

In examining the structural concept of what law enforcement officers need in HRD training programs through transformative constructivist learning experiences and curriculum development, the process must include the "top-down insertion of ...workplace based learning, training packages and competency based forms of knowing/doing" (Cervero & Wilson, 2001, p. 73) as the best managerial approach to take in the law enforcement educational field. As Olivia and Compton (2010) indicated

As an HRD professional, the educational orientation with the design phase of the Human Resource Development Model Process not only will yield training programmes that are compatible with learners' educational orientation but might increase learners interest in topics being presented, assist learners with being more self directed while encouraging instructors' creativity in the identification of best practices applicable to the educational orientation of their learners" (p.194).

The benefits of changing from a behavioral traditional HRD instruction model to educational models based on evidence-based research and best practices are needed to create curriculum and learning objectives that use andragogy experiential learning designs. Using this

model, students can become more self-directed in their learning and improve their critical thinking and problem-solving skills, allowing them to perform better in the field and eliminating issues of ethics, racism bias, and social justice within the community. At this time, an examination of the status of law enforcement administrators' and instructors' ability to understand, develop, and implement these educational models and what type of education and support they need to be able to make these changes needs to occur.

Research Design

Using Creswell and Creswell's (2018) survey design approach of quantitative research, I designed a comprehensive survey designed around the U.S. Department of Justice Census of Law Enforcement Training Academies (CLETA) census to collect data on participants' current education, knowledge, and use of instructional design, development, delivery, and evaluation knowledge and practices. After reviewing the literature, recurring themes of quality effective education and training in law enforcement centered around the learning theories of behaviorism, cognitivism, and constructivism utilizing the taxonomies of Bloom and Fink to deliver instruction through an andragogy approach. Using the recurring themes, a rubric was developed to show the contrasts between the different instructional designs, delivery, evaluations, theory, concepts, and keywords. The rubric, Table 2, was used in developing the survey questions about participants' knowledge, understanding, and use of instructional design, delivery, and evaluation processes.

Table 2

Coding rubric

Theory	Concepts	Keywords
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Behaviorism	Direct instruction/lecture Programmed instruction Social learning	Writing testing Memorizing
Cognitivism Cognitive Learning Theory	Attribution/elaboration theory Cognitive development Condition of learning	Research projects Discussions Self-research
Constructivism Experiential learning Simulations RBT	Social development theory Case-based learning Discovery learning Situating learning Apprenticeship	Scenario-based training Real-world examples Case studies Internships Volunteer work
Blooms	Remembering Understanding Applying Analyzing Evaluating Creating	Testing quizzes discussions research project Case studies Scenario-based training
Finks	Foundational knowledge Application Integration Human dimensions Learning to learn	Real-world examples Internships Volunteer work

The development of the questions focused on (a) the participant's background and education in instructional design and delivery methods, (b) how they currently research and develop instructional materials, (c) what type of course materials they develop, (d) how they currently deliver and teach courses, (e) What knowledge they have in andragogy constructivist learning theories (f) how they assess, and evaluate students, and (g) how they revise course materials.

A pilot survey was designed and distributed to ASP trainers during the 2022 annual conference to evaluate and acquire feedback on the survey. The data collected and feedback from the conference assisted in further developing the survey. The Qualtrics Survey Software was used to design, deliver, and collect data. The survey focuses on determining dependent variables

that administrators and instructors in law enforcement education and training have in learning theories and taxonomies, instructional design, and delivery methods, and how they evaluate students' performance as competent to perform law enforcement duties.

The survey identified the categorical data of current law enforcement training organization personnel use in creating, delivering, and evaluating education and training. The nominal data comparisons will assist in determining the variables from the research for the best practices in law enforcement education and training. These variables can identify areas where administrators and instructors need further education and training to effect change in curricula developed in law enforcement education and training to meet the current demands placed on the organizations by advocacy groups, government organizations, and administrators within law enforcement (See Appendix A).

Research Questions

In this study, the following research questions will guide the research process.

1. What education and training do law enforcement administrators and instructors have in learning theories, taxonomies, and instructional design?
2. What type of education and training do law enforcement administrators and instructors have in instructional delivery methods?
3. How are law enforcement instructors currently evaluating students' performance as competent?

Subjects, Participants, Population, and Sample

A diverse purposive sample was used for the study, including two- and four-year colleges and universities teaching in criminal justice or law enforcement programs and state POST academics from across the United States. 314 emails were sent to the administrators and

instructors in these programs to take the survey. Two follow-up emails were sent out at monthly intervals to take the survey. The survey was also shared on my LinkedIn account, reaching 1400 contacts. Force Science, a key partner in this study, included a brief description and a link to the survey in their monthly newsletter, reaching 70,000 individuals through email.

Of the 314 emails sent to college, university, and POST academics, 39% of addresses looked at the survey. How many individuals took the survey through those emails could not be determined. Estimating that 1% of the individuals on the 70,000 Force Science email list and 1400 LinkedIn contacts looked at the survey, this would constitute 17% of the targeted population looked at the study. A total of 134 individuals took the survey.

Survey respondents were from across the United States and 12 international instructors. The highest response rate was from the Midwest, with the East Coast and Southeast having the same response rate. The Southwest had the lowest response rate, while 8.2% (n=10) of the respondents taught throughout the United States. 104 of the respondents indicated that they had law enforcement experience. 33.7 (n=35) percent were active law enforcement officers, 24 percent (n=24) were retired officers with twenty-plus years of experience, and only a small percentage had under ten years of experience.

Table 3

Where do you instruct law enforcement courses in the United States?

	Frequency	Valid Percent
Midwest	35	28.7
East Coast	23	18.9
Southeast	23	18.9
West Coast	12	9.8
Do not instruct in the United States	12	9.8
Across the United States	10	8.2
Southwest	7	5.7

Missing	2	1.6
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Table 4

What type of law enforcement experience do you have?

	Frequency	Valid Percent
Full-Time LE 20+ years Experience	35	33.7
Retired Officer 20+ years Experience	25	24.0
Full-Time LE 11-20 years Experience	22	21.2
Retired Officer 11-20 years Experience	7	6.7
Full-Time LE 0-5 years Experience	6	5.8
Full-Time LE 6-10 years Experience	3	2.9
Part-Time LE 20+ years Experience	3	2.9
Corrections Officer 0-5 years Experience	1	1.0
Corrections Officer 11-20 years Experience	1	1.0
Retired Officer 6-10 years Experience	1	1.0
Missing	20	

Respondents' positions in law enforcement education and training were primarily instructors 44% (n=48) or a combination of administration and instruction 42.2% (n=46). The number of respondents who were instructional designers or administrators was low. When asked where respondents teach law enforcement classes, most indicated they teach for multiple organizations. Most respondents taught within their departments' training divisions and for state and regional academies. Thirteen percent (n=28) taught at higher education institutions, with 8.3% (n=18) working for training companies or having their own training companies. Fifteen of the respondents did not respond to this question.

Table 5

What best describes your position in law enforcement education and training?

	Frequency	Valid Percent
Instructor	48	44.0

Both administration and instruction	46	42.2
Instructional designer	8	7.3
Administrator	7	6.4
Missing	15	

Table 6

Where do you teach law enforcement classes?

	Responses		Percent of Cases
	N	Percent	
Department training division	60	27.8%	55.0%
State Academy	37	17.1%	33.9%
Regional Academy	37	17.1%	33.9%
Higher education 2-year program	16	7.4%	14.7%
Higher education 4-year program	12	5.6%	11.0%
Training company (ASP, PPCT, Axon, Firearms, ETC)	18	8.3%	16.5%
I have my own education and training company	18	8.3%	16.5%
Corrections	12	5.6%	11.0%
Security Company	6	2.8%	5.5%

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
109	87.9%	15	12.1%	124	100.0%

a. Dichotomy group tabulated at value 1.

The survey respondents primarily had four-year degrees or master's degrees. Individuals with either a doctorate 14.8% (n=18) or a high school diploma 13.9% (n=17) were relatively even. Higher education degrees varied, with degrees in criminal justice and police administration being the most attained at all levels. There was a shift in graduate degrees, with master's degrees in business administration and law degrees seeing higher percentages among respondents. Less than 1% of respondents had degrees in education or educational administration.

Table 7

What is your highest level of education?

	Frequency	Valid Percent
4-year Degree	43	35.2
Masters	27	22.1
Doctorate	18	14.8
High School	17	13.9
2-year Degree	17	13.9
Missing	2	

Data Collection Methods and Procedures

The survey was set up by sections and allowed respondents to skip questions and sections or provide multiple responses to specific questions depending on the respondents' background, assignment, education, or duties. The survey sections consisted of:

- Questions about respondents' background in law enforcement education and training
- Respondents' instructional background
- Respondents' instructional design background
- Respondents' course development practices
- Learning theories used in instruction delivery methods.
- Respondents' evaluation process
- Respondents' Scenario-based or reality-based scenario evaluation process
- Whole-task clinical andragogy knowledge

Using Qualtrics Survey Software, the quantitative survey collected the categorical responses from participants for each section of the survey (Salkind & Shaw, 2020). Upon completion of the survey, 142 individuals started the survey, and after cleaning the data in the 28.0.0.0 version of Statistical Product and Service Solutions (SPSS), 124 individuals completed

the survey. Using the 124 individuals who completed the survey and the estimated percentage of the individuals who looked at the study, I estimated that 28% responded to the survey.

Data Analysis

The quantitative analysis includes descriptive and inferential statistics from SPSS. Each data set was converted to ordinal-level tables to show the responses to each question (Salkind & Shaw, 2020). This data analysis allowed the researcher to validate the conditions and patterns of the sample population's education levels, instructional design and delivery background, and assessment practices.

Role of the Researcher

With a career as a law enforcement educator, instructional designer, training administrator, and expert court witness and interacting with students and trainers worldwide for the past thirty-one years, the focus has been on instructional design models for law enforcement education and training. Krathwohl (2009) stated that within the principles of research, there must be transparency about who we are and how our perceptions "shape what we think" (p. 628) as we conduct research. This understanding means we must reflect on personal views, which are like a "fish studying water, and our very fishiness shapes how we think about it" (Luker, 2008, p. 31). After developing a strong base of professional relationships with others in the field and building a broad base of professional organizations to gain knowledge from the "authorit[ies]" (Krathwohl, 2009, p.47) in the field, these experiences and knowledge will shape the way I conduct this study.

One of the enormous obstacles I must overcome in law enforcement research is the current beliefs and traditions. With a strong sub-culture that becomes closely bonded through law enforcement's work, there is resistance to change and new ideas. With the current climate in the

United States and intense focus on law enforcement conduct and training, research in this area will be closely scrutinized. Therefore, the study will be "freely available" (Kratwohl, 2009, p. 52) to show that the research is genuinely unbiased and done in the best interest of society.

Human Subject Approval

As a requirement for any study using human subjects, this study was submitted for review to Saint Cloud State University's Internal Review Board (IRB) for approval as part of the research process for this dissertation. St. Cloud State University's IRB approved this study on June 16, 2023, Appendix B.

Summary

This research will collect quantitative data from law enforcement education and training administrations and instructors on their understanding, knowledge, and use of research in the instructional design, delivery, and evaluation of law enforcement education and training curricula. The study will determine the current capacities of law enforcement administrators' and instructors' backgrounds to facilitate actual change in curricula needed for law enforcement education and training for transformational change in law enforcement.

The research will consist of a survey of law enforcement administrators and instructors to create data on law enforcement education and training organizations' current capacities to design, develop, deliver, and evaluate curricula. Cross-tabulating categorical nominal data sets can identify where education and training in instructional design within law enforcement education and training organizations are needed to meet the recommendations for best practices in education and training. Through this study and research, this researcher will change the focus of discussions and ongoing research in law enforcement education and training to one that has only

looked at best practices for education and training. Law enforcement has developed a system of certification and continuing education for law enforcement officers in the United States. Still, it has struggled to make this education and training reach the same level as other professional organizations. Even with science-based research and continued changes to law enforcement education and training, the same issues continue to be present in law enforcement decade after decade.

This study and research will examine the individuals who develop law enforcement education and training curricula. By researching the capacities of administrators and instructors to research, develop, deliver, and evaluate curricula for law enforcement, data on their knowledge and ability to develop curricula can determine why education and training have continued to fail to create change. Through linear and cross-tabulation analysis, ways can be identified to improve how law enforcement officer education and training curricula are designed and delivered. By addressing the starting point of law enforcement education and training, curricula development, delivery, and evaluation, these bottom-up changes can solve the reoccurring issues that law enforcement education and training have faced and create the transformational change demanded by stakeholders for law enforcement.

Chapter IV: Results

There has been extensive research on law enforcement education and training practices, what needs to change within law enforcement education, and how evaluation processes have failed to identify student issues or changes required in law enforcement education and training materials. Curricula development, instructional delivery, and evaluation processes are separate areas of knowledge, education, and mastery that have traditionally been outside an area of study for law enforcement education and training personnel.

To successfully address identified issues, law enforcement education and training depend on administrators' and instructors' ability to design, develop, deliver, and evaluate curricula. This change includes their ability to understand and redesign curricula to meet the research recommendations on the best practices for law enforcement operations. Until the current capacity of administrators' and instructors' education and training in instructional design and their understanding of the best practices for designing instruction, curricula development, delivery methods, and evaluation processes for law enforcement education and training, law enforcement will continue to suffer the same issues and limitations already identified by research for best practices.

This study used a categorical data survey. The quantitative analysis presented in this chapter includes descriptive and inferential statistics through SPSS to analyze the quantitative data. The data collection of current law enforcement education and training organization personnel practices in creating, delivering, and evaluating education and training was guided by the following research questions:

1. What education and training do law enforcement administrators and instructors have in learning theories, taxonomies, and instructional design?

2. What type of education and training do law enforcement administrators and instructors have in instructional delivery methods?
3. How are law enforcement instructors currently evaluating students' performance as competent?

Results for Research Questions

Research question one. *What education and training do law enforcement administrators and instructors have in learning theories, taxonomies, and instructional design?*

Respondents' Instructional Background

When examining instruction, 87.9% of respondents responded that they currently teach courses for their organizations. Even with one-third of the respondents indicating that their primary job is law enforcement duties, 39.4 percent (n=47) indicated that they teach between four to seven courses. In contrast, 13.8% (n=15) indicated they teach over ten courses for their organizations. When asked about the number of different courses the respondents had taught, 33.9 percent (n=37) indicated that they teach six to ten subjects, while 29.4% (n=32) teach one to five subjects for their organizations. When asked about the type of instructional material they taught, respondents indicated that, on average, they either taught material or delivered instruction in 4 different areas.

Table 8

How many courses do you teach for your organization?

	Frequency	Valid Percent
4-7	43	39.4
8-10	26	23.9
0-3	25	22.9
More than 10	15	13.8
Missing	15	

Table 9

How many different subject matter courses have you taught in law enforcement?

	Frequency	Valid Percent
6-10	37	33.9
1-5	32	29.4
11-15	18	16.5
20+	18	16.5
None	3	2.8
16-20	1	.9
Missing	15	

When asked what type of courses respondents taught, 14.8% (n=61) stated they only taught classroom courses on foundational knowledge, and 12.2% (n=50) indicated that they only taught skills courses. The highest response indicated that 18.5% (n=76) were teaching a combination of both classroom and skills courses. 14.1 percent (n=58) indicated that they taught departmental courses, and 17% (n=70) taught department in-service courses for ongoing certification of officers. 12.9 percent (n=53) indicated that they taught state basic licensing courses. A small percentage, 3.6% (n=15), indicated that they also work and teach courses for training companies.

Table 10

What type of course materials do you teach?

	Responses	
	N	Percent
Combination of classroom and skills instruction	76	18.5%
Department in-service	70	17.0%
Foundational knowledge. Classroom only.	61	14.8%
Department courses	58	14.1%
Basic certification courses (state or licensing academy)	53	12.9%
Physical Skills	50	12.2%
Company basic certification course	15	3.6%
Company instructor certification course	15	3.6%
Other	13	3.2%

a. Dichotomy group tabulated at value 1.

When breaking down the types of instruction delivery methods respondents used, face-to-face instruction is used in the classroom 27.7% (n=95) of the time and 21.3% (n=73) when conducting skills training. In-service training at 20.1% (n=69) is most often used to conduct departmental training. Online instructional delivery remains the lowest for instructional delivery in law enforcement. Most courses are taught in blocks of 0 to 4 hours (39.4%) (n=52) or 5 to 8 hours (30.3%) (n=48) in length. 13.6 percent (n=18) were one to two weeks long, while 7.6% (n=10) were one semester.

Table 11

How do you teach your course?

	Responses	
	N	Percent
Face-to-face in the classroom	95	27.7%
Face-to-face skills training	73	21.3%
In-service training	69	20.1%
Roll call training	28	8.2%
Combination of online and in-person instruction	27	7.9%
Online course asynchronous (no direct contact with students)	23	6.7%
Online synchronous (Zoom, Teams, VR, etc.)	20	5.8%
Other	8	2.3%

a. Dichotomy group tabulated at value 1.

Table 12

When teaching your courses how long do you break down the instruction of the course?

	Responses	
	N	Percent
0 to 4 hours	52	39.4%
5 to 8 hours	40	30.3%

1 to 2 weeks	18	13.6%
16 to 32 hours	11	8.3%
1 semester	10	7.6%
1 month	1	0.8%

a. Dichotomy group tabulated at value 1.

Most course lengths consisted of four or eight hours, with 15.2% (n=16) being 40-hour courses and 13.3% (n=14) over 80 hours. Skills courses followed similar lengths; however, they had higher percentages of 32-hour lengths at 11.9% (n=10). Online or hybrid delivery methods account for only about a fourth of instruction delivery. The majority of online or hybrid course lengths were 4 hours or less, with the next highest length of courses being 40 hours in length. Within departments, respondents use in-service training for 70.4% of delivery and roll call training for 28.6% of instructional. 93.3 percent of in-service or roll call instruction was broken down into 1 to 4 hours, 42.9% or 5 to 8 hours, at 51% of instruction. A very small percentage of instructional delivery lasts 10 hours or more.

Respondents' Instructional Design Background

In this section of the survey, respondents could skip questions if they were not directly involved in researching and creating courses, which reduced respondents' participation by approximately 20 percent. 82.5 (n=80) percent of respondents indicated that they participate in researching and creating course materials. Most respondents, 37.3% (n=28), indicated they had created between one and five courses. 25.3 percent (n=19) indicated that they had created 20 or more courses.

Table 13

Are you directly involved with researching and creating course materials and courses?

	Frequency	Valid Percent
Yes	80	82.5
No	17	17.5
Total	97	100.0
Missing	27	

Table 14

How many courses have you created overall for law enforcement education and training?

	Frequency	Valid Percent
1-5	28	37.3
20+	19	25.3
6-10	17	22.7
11-15	8	10.7
16-20	2	2.7
None	1	1.3
Missing	49	

Respondents used an educational instructional design process to create course materials 41.3% (n=31) of the time. They use course materials developed by companies 10.7% (n=8) of the time, and only 4% (n=3) of respondents use an instructional designer to create course materials. 34.7 percent (n=26) of respondents stated they do not use any instructional design process and make up their materials or use other instructor's materials 9.3% (n=7) of the time.

Table 15

What process do you use to create curricula?

	Frequency	Valid Percent
I create courses using an educational instructional design process.	31	41.3
None. I make up my own materials	26	34.7

I use course materials that are created by an outside source (company, program, publisher)	8	10.7
I use the materials from other instructors	7	9.3
I use an instructional designer to create course materials	3	4.0
Missing	49	

When examining respondents' instructional design knowledge, 50.5% (n=54) indicated they have an above-average understanding of instructional design and have taken multiple courses. However, only 30.9% (n=23) have some knowledge of instructional design or have taken a course on the subject. A little over half of respondents, 65.3% (n=49), have researched instructional design methods for law enforcement.

Table 16

How would you rate yourself in the following categories?-

Instructional design knowledge

	Frequency	Valid Percent
Some knowledge and training	17	15.9
Good understanding. Have taken a course on the subject	16	15.0
Above-average understanding. Multiple courses	54	50.5
Excellent understanding. Have an education degree	20	18.7
Missing	17	

Table 17

Have you researched instructional design methods for law enforcement training?

	Frequency	Valid Percent
Yes	49	65.3
No	26	34.7
Missing	49	

When asked about instructional training, 30.3% (n=57) of respondents stated they had attended an instructor development course. About half have taken an instructional design course or participated in a company instructor course. 21.8 percent (n=41) have no instructional training and were taught on the job by another law enforcement officer.

Table 18

What training have you had in instructional design?

	Responses	
	N	Percent
I have attended an instructional development course	57	30.3%
I have attended a company's instructor training program (ASP, PPCT, Taser, Redman, etc..)	39	20.7%
I have taken instructional design and delivery course	37	19.7%
I was taught "on the job" by another law enforcement officer	34	18.1%
I have a college degree in education	14	7.4%
None, I am only an instructor	7	3.7%

a. Dichotomy group tabulated at value 1.

Most respondents, 52%, (n=56) use pedagogy instructional design models such as Analyzing, Designing, Developing, Implementing, and evaluating (ADDIE) or the Plan, Implement, and Evaluate (PIE) model to design their instruction. Very few use andragogy adult learning models such as the Dick and Carey, 2% (n=2), or the Four-Component Instructional Design (4C/ID) model by Van Merriënboer 1% (n=1). 24.7% indicated they do not use any instructional design process in creating instruction.

Table 19

What instructional design models have you used to design course materials?

	Responses	
	N	Percent
Analyzing, Designing, Developing, Implementing, and evaluating (ADDIE)	36	36.7%
None	24	24.5%
Not listed	20	20.4%

Plan, Implement, and Evaluate (PIE)	15	15.3%
Dick, Carey & Carey Model	2	2.0%
Four-Component Instructional Design (4C/ID) model by Van Merriënboer.	1	1.0%

a. Dichotomy group tabulated at value 1.

Almost sixteen percent of respondents examine peer-reviewed articles, textbooks, and research when developing course materials. Respondents also reviewed federal and state laws and case laws 15.4% (n=64) of the time and statistics on law enforcement 14.7% (n=61). Respondents also talked with other instructors and training companies, 14.4% (n=60), to assist in developing education and training. Only 9.9% (n=41) examine their department reports and investigations to improve training. Respondents examine the internet 13.2% (n=55) to gain more information on the subject matter. Only 0.2% (n=1) indicated they do not do any research when creating course materials.

Table 20

What research do you do when creating course materials?

	Responses	
	N	Percent
Peer-reviewed articles, websites, or textbooks on the subject matter (validated research)	66	15.9%
Review Federal and State court cases and case law	64	15.4%
Review Federal and State laws	64	15.4%
Examine published reports and statistics on law enforcement from Federal, State, or Local agencies	61	14.7%
Talk with other educators, trainers, and training companies	60	14.4%
An Internet search on the subject matter (non-validated information or sites)	55	13.2%
Examine department statistics and reports (debriefings, complaints, or Internal affair investigations)	41	9.9%
I only use other instructors or training company materials	4	1.0%
None, I do not research anything when developing course materials	1	0.2%

a. Dichotomy group tabulated at value 1.

Respondents' Course Development Practices

Eighty-nine percent (n=65) of respondents developed terminal course objectives for their courses. When developing enabling objectives, the percentage dropped to 83.6% (n=61). Most respondents, 88.9%, used formative evaluations of their course to ensure course delivery understanding.

When creating course materials, respondents indicated that they create both a syllabus and an outline 64% (n=48) of the time. Others create only a syllabus 8% (n=6) or an outline 25.3% (n=9) for their courses. 2.7% (n=2) of the respondents indicated they had no course materials for the courses that they teach. 50% (n=30) of respondents indicated that they review or update course materials after every course or once a year 33.8% (n=25). 14.9 percent (n=11) of respondents indicated that they only update materials when policies or laws change, and 1.4% (n=1) of respondents never update materials.

Table 21

Do you develop terminal objectives for your course materials?

	Frequency	Valid Percent
Yes	65	89.0
No	8	11.0
Missing	51	

Table 22

Do you develop enabling objectives for your course materials?

	Frequency	Valid Percent
Yes	61	83.6
No	12	16.4
Missing	51	

Table 23

Do you create a course syllabus and outline for each of your courses?

	Frequency	Valid Percent
Both	48	64.0
Outline	19	25.3
Syllabus	6	8.0
None	2	2.7
Missing	49	

Table 24

How often do you review and update course materials?

	Frequency	Valid Percent
After every course	37	50.0
Once a year	25	33.8
Only if laws or policies change on the materials	11	14.9
Never	1	1.4
Missing	50	

When asked if respondents used simulators or reality-based training in their course, 86.2% indicated they did. However, only 69.2% of respondents use them for evaluation purposes. When asked about how respondents developed scenarios or reality-based training for regular skills. Respondents indicated using the terminal and enabling objectives to design scenarios around situations they or others from their department have experienced. Respondents also shared and used materials that others or training companies had created. 2.3% (n=6) of respondents make up scenario-based training the day they do the scenario-based training, and 1.5% (n=4) only make scenarios that students cannot complete.

Similarly, when developing use-of-force scenarios, respondents used terminal and enabling objectives to design scenarios around situations they or others from their department

have been in and from training companies. In contrast, respondents made up more scenarios the day they used them or designed scenarios that students could not complete in use-of-force training. Further, 2.3% (n=6) of respondents do not use scenario-based training when instructing on the use of force courses.

Table 25

When developing simulations or Reality-based training scenarios for students' what process do you use to design the simulation or Reality-based training scenario?

	Responses	
	N	Percent
Regular skills - I use the terminal and enabling objectives of the course to design the simulation or scenario	48	18.0%
Regular skills - I make up a simulation or scenario based on my personal experiences or situations the department has had	40	15.0%
Regular skills - I use simulations or scenarios that other instructors or companies have designed	34	12.8%
Regular skills - I just make up simulations or scenarios the day I use them	6	2.3%
Regular skills - I only design simulations or scenarios that students can not complete or survive	4	1.5%
Regular skills - I do not use full simulations or Reality Based training scenarios	4	1.5%
Use of force skills - I make up a simulation or scenario based on my personal experiences or situations the department has had	36	13.5%
Use of force skills - I use the terminal and enabling objectives of the course to design the simulation or scenario	41	15.4%
Use of force skills - I use simulations or scenarios that other instructors or companies have designed	34	12.8%
Use of force skills - I just make up simulations or scenarios the day I use them	8	3.0%
Use of force skills - I only design simulations or scenarios that students can not complete or survive	5	1.9%
Use of force skills - I do not use full simulations or Reality Based training scenarios	6	2.3%

a. Dichotomy group tabulated at value 1.

Research question two. *What type of education and training do law enforcement administrators and instructors have in instructional delivery methods?*

Learning Theories Used in Instruction Delivery Methods

When asked to rate themselves in their knowledge of learning taxonomies, 45.2% indicated they have some or a good understanding and have taken a course on learning taxonomies. 32.1% indicated they have an above-average understanding and have taken multiple courses in learning taxonomies. Only 14.2% indicated they have advanced education, knowledge, or degrees in learning taxonomies. With instruction delivery methods, 72.6% (n=77) of respondents stated that they had above average to excellent understanding of instructional delivery methods, having taken multiple courses or having education degrees. When explicitly asked about knowledge of adult learning andragogy knowledge, the respondents' responses stayed consistent, with 48.1% (n=51) having an above-average understanding or taking multiple courses on the subject and 31.1% (n=34) having some understanding or taken a course on the subject.

Table 26

How would you rate yourself in the following categories? –

Knowledge of instructional delivery methods

	Frequency	Valid Percent
Above-average understanding. Multiple courses	56	52.8
Good understanding. Have taken a course on the subject	22	20.8
Excellent understanding. Have an education degree.	21	19.8
Some knowledge and training	7	6.6
Missing System	18	

Table 27

How would you rate yourself in the following categories?-

Knowledge of adult learning concepts

	Frequency	Valid Percent
Above-average understanding. Multiple courses	51	48.1
Good understanding. Have taken a course on the subject	25	23.6
Excellent understanding. Have an education degree	21	19.8
Some knowledge and training	9	8.5
Missing	18	

When asked about their knowledge of learning taxonomies, respondents were most familiar with learning taxonomies around Bloom's 51% (n=52) pedagogy approach to delivering instruction and Gagne's five learning domains 29.4% (n=30). Only 19.6% (n=20) were familiar with Fink's taxonomies for adult learning.

Table 28

Have you heard of or used any of these taxonomies while developing and delivering instruction?

	Responses	
	N	Percent
Gagne's five domains of student learning	30	29.4%
Bloom	52	51.0%
Fink	20	19.6%

a. Dichotomy group tabulated at value 1.

Respondents were evenly divided in using behaviorism, cognitivism, or constructivism learning theories in delivering instruction to students. However, when asked which delivery method is most important in training law enforcement officers, 53.3 (n=40) felt that constructivism was the most important, while behaviorism was least important at 18.7% (n=14).

Table 29

What learning theories do you incorporate in the design and delivery of your instruction?

	Responses	
	N	Percent
Behaviorism Traditional Learning	77	35.3%

Cognitivism Cognitive Learning	68	31.2%
Constructivism Experiential learning	73	33.5%

a. Dichotomy group tabulated at value 1.

Table 30

Rank each learning theory by importance for law enforcement education and training.

	Responses	
	N	Percent
Behaviorism Traditional Learning	14	18.7%
Cognitivism Cognitive Learning	21	28.0%
Constructivism Experiential learning	40	53.3%

a. Dichotomy group tabulated at value 1.

When activating the learning domains of students, respondents were even in activating the students' intellectual, cognitive, verbal, motor skills, and attitude. When asked to rank the learning domains that were most important for student learning, the respondents felt that cognitive 27.1% (n=16) was the most important, followed by motor skills 25.4% (n=15), and attitude 23.7% (n=14).

Table 31

When delivering instruction to students, which Learning Domains does your instruction affect in the student?

	Responses	
	N	Percent
Intellectual skills (cognitive domain)	67	21.2%
Verbal information (cognitive domain)	67	21.2%
Cognitive strategy (cognitive domain)	64	20.3%
Motor skills (psychomotor domain)	59	18.7%
Attitude (affective domain)	59	18.7%

a. Dichotomy group tabulated at value 1.

Table 32

Rank each learning domain by importance for law enforcement education and training.

	Responses	
	N	Percent
Cognitive strategy (cognitive domain)	16	27.1%
Motor skills (psychomotor domain)	15	25.4%
Attitude (affective domain)	14	23.7%
Intellectual skills (cognitive domain)	10	16.9%
Verbal information (cognitive domain)	4	6.8%

a. Dichotomy group tabulated at value 1.

When examining Bloom's taxonomies in instruction, the respondents used instruction to develop the student's ability to understand 18.5% (n=66), apply knowledge 19.1% (n=68), and remember 18% (n=64) the most. Still, they only used instruction to allow the student to create 10.1% (n=36) of the time. When asked to rank Bloom's taxonomies, the respondents felt that understanding and remembering were the most important for student learning. Still, they also felt the students' ability to create 21.1% (n=12) was necessary for law enforcement students.

Table 33

When delivering instruction to students, how many of Bloom's Taxonomy categories does your instruction address with the students?

	Responses	
	N	Percent
Bloom's Taxonomy - Apply	68	19.1%
Bloom's Taxonomy - Understand	66	18.5%
Bloom's Taxonomy - Remember	64	18.0%
Bloom's Taxonomy - Analyze	63	17.7%
Bloom's Taxonomy - Evaluate	59	16.6%
Bloom's Taxonomy - Create	36	10.1%

a. Dichotomy group tabulated at value 1.

Table 34

Rank each Bloom's Taxonomy category by importance for law enforcement education and training.

	Responses	
	N	Percent

Understand	20	35.1%
Remember	12	21.1%
Create	12	21.1%
Apply	9	15.8%
Analyze	2	3.5%
Evaluate	2	3.5%

a. Dichotomy group tabulated at value 1.

When examining Fink's taxonomies for adult education, respondents used foundational knowledge 20.7% (n=54), application 19.9%, (n=52) and integration 18% (n=47) the most when delivering instruction to students. When asked to rank Fink's taxonomies in order of importance to law enforcement education, their ranking remained the same.

Table 35

When delivering instruction to students, how many of Fink's Taxonomy categories does your instruction address with the students?

	Responses	
	N	Percent
Foundational Knowledge	54	20.7%
Application	52	19.9%
Integration	47	18.0%
Caring	38	14.6%
Human Dimension	35	13.4%
Learning How to Learn	35	13.4%

a. Dichotomy group tabulated at value 1.

Table 36

Rank each Fink's Taxonomy category by importance for law enforcement education and training.

	Responses	
	N	Percent
Foundational Knowledge	54	20.7%
Application	52	19.9%
Integration	47	18.0%
Caring	38	14.6%
Human Dimension	35	13.4%
Learning How to Learn	35	13.4%

a. Dichotomy group tabulated at value 1.

Respondents consistently used four delivery methods. 21.1 (n=21.1) percent of respondents still use block instruction with limited repetition of learning once completed but are using block instruction repetitively covering materials at a higher rate, 23.8% (n=44).

Respondents indicated that they used an integrated approach to activating prior learning to build on new learning, covering materials several times 33% (n=61) of the time. 22.2 percent (n=41) of respondents are using integrated whole-task learning to deliver instruction.

Table 37

How do you deliver your course material?

	Responses	
	N	Percent
Integrated instruction. Course materials incorporate other course materials and build on prior learning and evaluations. Material/Skills are covered several times in courses during the program.	61	33.0%
Block instruction. Course material is repetitively covered and evaluated. Material/Skills are only covered once in the program	44	23.8%
Integrated whole-task instruction. The instruction and evaluation process incorporates several course materials and skills training into one course, teaching complete job tasks from start to finish.	41	22.2%
Block instruction. Course material is covered once and then evaluated. Material/Skills are only covered once in the program.	39	21.1%

a. Dichotomy group tabulated at value 1.

When asked about the use of technology in instruction or the classroom, most respondents said they are not using any technology to enhance or assist in instructional delivery. Only 7.3% (n=40) use some learning management system, law enforcement computer software 6% (n=33), or firearms simulator 9.1% (n=50) in classroom instruction. Only a small percentage of respondents actively examined technology and software for use in the classroom, even though it was indicated that 4.4% (n=24) felt the technology and software were too expensive.

Table 38

Do you use any technology in courses?

	Responses	
	N	Percent
Firearms simulator	50	9.1%
Learning Management Platform (D2L, Moodle, Adobe, etc.)	40	7.3%
Computer software (Computer Aided Dispatch CAD, records management, report writing, accident, Computer Aided Design CAD, etc.)	33	6.0%
Virtual Reality VR equipment	19	3.4%
Driving simulator	11	2.0%
We are currently exploring technology and software to use in courses	36	6.5%
We have explored technology and software, but cost and licensing are too expensive	24	4.4%

a. Dichotomy group tabulated at value 1.

Research question three. *How are law enforcement instructors currently evaluating students' performance as competent?*

Respondents' Evaluation Process

When examining evaluation processes, 44.2% (n=46) indicated that they have an above-average understanding and have taken multiple courses on evaluation. By comparison, 27.9% (n=29) had some knowledge and only took one evaluation process course. This area is the first where respondents, almost 1% (n=1), indicated they have no knowledge of evaluation processes. 87.7% of respondents use the objectives from the course to develop summary evaluations. Respondents indicated that they have limited training and knowledge, 30%, on how to evaluate Scenario-based or reality-based scenarios.

Table 39

How would you rate yourself in the following categories?- Knowledge of evaluation processes

Frequency	Valid Percent
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Above-average understanding. Multiple courses	46	44.2
Good understanding. Have taken a course on the subject	29	27.9
Excellent understanding. Have an education degree.	19	18.3
Some knowledge and training	9	8.7
None	1	1.0
Missing	20	

Of the evaluation processes respondents use to evaluate students' learning, 15.4% (n=59) indicated that they use multiple-choice tests, but only 8.4% (n=32) of multiple-choice tests are based on written scenarios. Respondents also used true-false tests 11.3% (n=43) of the time but only used true-false tests based on written scenarios 6.5% (n=25) of the time. The respondents seldom used research papers or written responses to scenarios. Respondents used dynamic and static skills demonstrations to determine student proficiencies when evaluating skills training. Only 12.8% (n=49) of respondents used reality-based training scenarios or simulation-suit 7.9% (n=30) evaluations to gauge students' skills proficiency. Only .3% (n=1) of respondents used no evaluation process to determine student proficiencies.

Table 40

When assessing student learning, what type of evaluations do you use?

	Responses	
	N	Percent
Multiple choice test	59	15.4%
Dynamic skills demonstration	51	13.4%
Full simulation or Reality Based training scenarios	49	12.8%
Static skills demonstration	44	11.5%
True-false test	43	11.3%
Written responses from a scenario	33	8.6%
Multiple choice test from a written scenario	32	8.4%
Simulation suits one-on-one skill demonstration	30	7.9%
True-false test from a written scenario	25	6.5%
Research paper	15	3.9%
None, I use my own judgment whether the student has passed or not	1	0.3%

a. Dichotomy group tabulated at value 1.

Respondents' Scenario-Based or Reality-Based Scenario Evaluation Process

When asked how respondents graded scenarios or reality-based training of regular skills, respondents indicated that they use the terminal and enabling objectives to grade students 22% (n=44) of the time. 14% (n=28) used either a pass or failed to rate students' performance or used their judgment 6.5% (n=13) whether the student passed or failed the training. 7.5 percent (n=15) of respondents only used scenario training to reinforce decision-making, while 2% (n=4) only made scenarios students could not complete. In grading use-of-force scenarios, respondents followed a similar pattern.

Table 41

How do you grade/rate student performance using simulation, simulators, or Reality-based training scenarios for student testing?

	Responses	
	N	Percent
Regular skills - I use the terminal and enabling objectives of the course and scenario as a grading rubric for the scenario	44	22.0%
Use of force skills - I use the terminal and enabling objectives of the course and scenario as a grading rubric for the scenario	40	20.0%
Regular skills - The student is graded as either passing (completing the scenario) or failing if they did not complete the scenario	28	14.0%
Use of force skills - The student is graded as either passing (completing the scenario) or failing if they did not complete the scenario	26	13.0%
Regular skills - I do not grade scenarios. I only use scenarios to reinforce points for the students	15	7.5%
Use of force skills - I do not grade scenarios. I only use scenarios to reinforce points for the students	14	7.0%
Regular skills - I use my own judgment whether the student has passed or not	13	6.5%
Use of force skills - I use my own judgment whether the student has passed or not	12	6.0%
Regular skills - None. None of my scenarios are designed for the student to complete or survive	4	2.0%

Use of force skills - None. None of my scenarios are designed for the student to complete or survive	4	2.0%
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a. Dichotomy group tabulated at value 1.

Whole-Task Clinical Scenarios

Respondents were asked about their knowledge of instructional design for clinical whole-task evaluations. 36.2 (n=21) percent of respondents indicated they had taken multiple courses on adult learning concepts related to clinical whole-task instruction. 34.5 percent (n=20) of respondents stated that they had knowledge of delivery methods based on clinical whole-task evaluations; however, 22.4% (n=13) indicated they had no knowledge in this area. When evaluating clinical whole-task evaluations, 29.3% (n=17) indicated they had an above-average understanding of developing course materials around clinical whole-task evaluations.

Table 42

Do you have any knowledge and training in clinical whole-task evaluations? –

Knowledge of adult learning concepts

	Frequency	Valid Percent
Above-average understanding. Multiple courses	21	36.2
None	13	22.4
Good understanding. Have taken a course on the subject	11	19.0
Excellent understanding. Have an education degree.	9	15.5
Some knowledge and training	4	6.9
Missing	66	

Table 43

Do you have any knowledge and training in clinical whole-task evaluations? –

Knowledge of instructional delivery methods

	Frequency	Valid Percent
Above-average understanding. Multiple courses	20	34.5
None	13	22.4

Good understanding. Have taken a course on the subject	11	19.0
Excellent understanding. Have an education degree.	9	15.5
Some knowledge and training	5	8.6
Missing	66	

Table 44

Do you have any knowledge and training in clinical whole-task evaluations? –

Knowledge of evaluation processes

	Frequency	Valid Percent
Good understanding. Have taken a course on the subject	17	29.3
None	13	22.4
Above-average understanding. Multiple courses	13	22.4
Excellent understanding. Have an education degree.	11	19.0
Some knowledge and training	4	6.9
Missing	66	

When respondents were asked if law enforcement education and training should move to the whole-task clinical evaluation of students to certify them as officers, 34.5% (n=19) indicated that students should undergo a regular skills clinical evaluation for certification. With use-of-force certification, that rate increased, with 40.7% (n=22) of respondents feeling that officers should have to go through whole-task clinical evaluations.

Table 45

Do you think whole-task clinical scenarios should be used to evaluate students as competent for certification? - Regular skills

	Frequency	Valid Percent
Probably yes	23	41.8
Definitely yes	19	34.5
Possible	7	12.7
Probably not	6	10.9
Missing	69	

Table 46

Do you think whole-task clinical scenarios should be used to evaluate students as competent for certification? - Use of force skills

	Frequency	Valid Percent
Definitely yes	22	40.7
Probably yes	20	37.0
Possible	9	16.7
Probably not	3	5.6
Missing	70	

Summary of Results

Law enforcement education and training is a field that has developed throughout the history of the United States, and the field has tried to develop to the level and scrutiny of other professional training organizations. With numerous calls for law enforcement reform, law enforcement education and training is the starting point for reform. Part of this reform is evaluating the current status of law enforcement education and training compared to the research on the best practices for law enforcement education and training.

The first part of this study was to gain an understanding of the individuals who work in the field of law enforcement education and training. In examining the data, most individuals are full-time law enforcement officers with secondary roles in education and training. Most organizations still do not have large full-time staff or employ instructional designers to help with curriculum development. The individuals who do work in the field teach multiple courses on different subject matters when providing instruction. The primary form of instructional delivery was face-to-face, with online instruction still making up a small part of content delivery.

In designing instruction, most individuals in the field use some type of instructional design process to develop course materials, and they have developed several courses. However,

about a third of the individuals attain their materials from training companies or learned on the job. Most individuals have attended classes on instruction design or instructor development focused on pedagogy behavior-based course design, with few having training in andragogy adult learning models. When developing course materials, individuals use taxonomies based on Bloom's and Gagne's pedagogy behavior-based learning but only use Fink's andragogy adult learning taxonomies 20% of the time.

Individuals do use terminal and enabling objectives in the design of their instruction and indicate that they are activating behaviorism and cognitivism in the students. In contrast, they feel that instruction should focus more on cognitivism and constructivism in the student. Most cost delivery is based on developing students' intellectual skills and verbal information. Still, individuals feel the focus should be more on the students' cognitive strategy and motor skills. All individuals felt that developing foundational knowledge, application, and integration of learning was the most important for students when delivering adult education.

Regarding course delivery, most individuals still use Human Resource Development (HDR) pedagogy models, which use block instruction with little integration of overall job duties. Some individuals are moving to more andragogy adult learning models using integrated instruction and evaluation. Still, there is a very low rate of individuals using clinical whole-task instruction or assessments.

When examining student evaluation processes, this is the area where the individuals have the least knowledge or training, especially in evaluation scenario-based or reality-based exercises. Most still rely on behavioral-based multiple-choice or true-false tests based on learning objectives to determine students' competence. The use of critical thinking integrated whole-task testing, such as research papers and scenario-based tests, is very low. This is an evaluation area

where individuals stated they have the least knowledge or training. About half of the respondents indicated that this type of evaluation should be used to determine a student's competency to be a law enforcement officer.

In chapter five, I will be taking an analytical look at the research data compared to the research on the best practices for law enforcement education and training. This examination of the areas where individuals in law enforcement education and training have the needed backgrounds, knowledge, education, and training and the areas where they need more knowledge, education, and training can be used to develop recommendations on additional education and training the instructors and administrators need in law enforcement education and training. These insights can be the best to start discussions on how to change law enforcement education and training to address the issues and concerns that law enforcement is currently experiencing.

Chapter V: Discussion

This study aimed to examine the current level of law enforcement education and training personnel in the United States use of instructional design practices, instructional delivery methods, and evaluation processes. The law enforcement profession in the United States has become more complex in the 21st century, and several high-profile incidents have caused public concern over the current practices that law enforcement uses, challenging law enforcement education and training to change their current educational process to change law enforcement practices to address the public concerns. Law enforcement has attempted to become a professional organization throughout its inception, seeing professional education and training development for law enforcement throughout its different development eras. However, the development and delivery of law enforcement education and training are still struggling to create a professional body of educational practices that can effectively train new officers and provide ongoing education and training to address issues within the profession. The factor of the failed educational practices within law enforcement can be seen by the fact that there has been no meaningful discussion on law enforcement education or instructional design processes across the United States in over 40 years (Cordner et al., 2022). With the heightened public concern from high profile cases, the Police Executive Research Forum (PERF) (2022) report *Transforming Police Recruit Training: 40 Guiding Principles* determined that "the current state of recruit training demands that we rethink – and remake – the system for how new police officers are trained" (p. 7) to develop a better professional body of educational practices for law enforcement.

Chapter 1 provided the background, overview, and purpose of my study. The theoretical framework, methodology, and research questions were created to understand law enforcement administrators' and instructors' current knowledge and training in instructional design, delivery,

and assessment. In Chapter 2, I reviewed the existing literature and research in law enforcement education and training, which indicates that law enforcement as a professional organization needs to abandon traditional Human Resources Development (HRD) pedagogy block instruction and transition to cognitive and constructivist andragogy learning theories and instructional design and delivery practices. This HRD approach to police education, courses, and curricula has little to no analytical, empirical, or scientific approaches expected in more mature professional fields supported by an established academic discipline (Cordner, 2019). In addition, the literature review contained recommendations from the International Association of Directors of Law Enforcement Standards and Training (IADLEST) (2020) report, with research from Subject Matter Experts (SMEs) in the law enforcement field indicating that law enforcement education and training need to shift to science-based best practices in instructional design and delivery for law enforcement education and training. In developing curricula around science-based educational practices, officers can build problem-solving, decision-making, collaboration, and self-directed learning skills to facilitate clear links between theory and practice. The literature review indicated that law enforcement education and training organizations have started to adopt these recommendations and restructure their current educational process. However, the individuals who work in this field have struggled to create education and training for the new learning practices that effectively change officers' knowledge, attitudes, and practices. Chapters 3 and 4 outline the methodology for the study and discuss the study's results.

In this chapter, I will review the research conclusions detailed in chapter four and compare them to the literature review and research on the best practices for law enforcement education and training. By comparing administrators' and instructors' knowledge and training in the instructional design, delivery, and evaluation processes to the core principles in andragogy

adult education through whole-task education and evaluation, some of the shortcomings within law enforcement education and training can be identified. This examination can assist in determining what education and training current administrators and instructors need in the instructional design, delivery, and evaluation processes to create curricula that can create transformational change in law enforcement.

Summary of Results

The first part of this study was to understand respondents' responses on their background and status in law enforcement education and training. Most respondents maintained primary duties as officers, with educational and instructional duties secondary to their primary job. When assigned educational and instructional duties, respondents indicated that they taught for multiple organizations and taught multiple subject matter. Most full-time positions were within individual departments, with state or licensing academies having the lowest full-time staff level.

My first research question was to determine what education and training law enforcement administrators and instructors have in learning theories, taxonomies, and instructional design. Approximately 20% of the respondents indicated they were only instructors and did not design their instructional materials. The respondents who designed instructional materials felt they had an above-average understanding of the instructional design process and or had researched instructional design processes. One-third of the respondents indicated that they had limited knowledge or had only taken one course on instructional design. Even with the respondents rating themselves as having an above-average understanding of instructional design knowledge, 34.7% still indicated that they make up their course materials (see Table 16) or use materials from other instructors and do not use an instructional design process or follow any instructional design process. Respondents overwhelmingly created both terminal and enabling

objectives to be learned in their courses. Respondents consistently examine peer-reviewed articles, textbooks, law enforcement research, and federal, state, and case laws when developing course objectives. Respondents still have a low occurrence of 9.9% (see Table 21) in reviewing departmental reports or investigations to identify and remediate deficient training.

Most respondents still use instructional design models focusing on Human Resource Development (HDR) pedagogy behavior-based course design, delivery, and evaluation processes when designing instruction. Very few respondents 3% (see Table 20) used andragogy or adult learning instructional design processes. Their materials are still based on taxonomies around Bloom's and Gagne's pedagogy behavior-based learning and only use Fink's andragogy adult learning taxonomies 20% of the time.

My second research question was to determine what type of education and training law enforcement administrators and instructors have in instructional delivery methods. Respondents again felt they have an above-average to excellent understanding of instructional delivery methods and adult learning concepts. The design of their instruction is evenly divided between using behaviorism, cognitivism, or constructivism learning with students and developing the student's intellectual, cognitive, verbal, attitude, and motor skills. However, when asked what respondents felt was most important for student learning, they felt delivery should be focused on cognitivism and constructivism student learning while developing students' cognitive strategy and motor skills.

In using adult learning practices, the respondents felt that developing foundational knowledge, application, and integration of learning was essential to student learning. Respondents also thought it was important to develop students' ability to establish foundational knowledge while integrating knowledge into practical applications. Respondents use practical

applications through scenarios and reality-based training as part of instructional delivery but are still not using them as a primary source of instruction or evaluation. When using scenarios or reality-based training, respondents indicated that they use the terminal and enabling objectives to create scenarios and reality-based training. They also use scenarios based on experiences or use others' scenarios or reality-based training, which may not be tied to the course's learning objectives. A small percentage of the respondents still make up scenarios and reality-based training the day they use the exercises or makeup exercises that students cannot complete.

Classroom delivery is still based on traditional HRD pedagogy models, with face-to-face block-style instruction with little whole-task integration of overall job duties. More andragogical adult learning models are beginning to use integrated instruction and evaluation, and a very low rate of clinical whole-task instruction or evaluation practices are used. Other modalities of instruction, such as computer-based instruction or the use of technology and software to enhance instruction, are low among all respondents. Knowledge of the use of technology and software and the cost was stated as a significant reason not to use these types of instruction.

My third research question was to determine how law enforcement instructors currently evaluate students' performance as competent. Respondents again felt they had a good or above-average understanding of assessing student learning. However, respondents' responses showed that this is the area where they had lower or no knowledge and training, especially in evaluating scenario-based or reality-based exercises. Most respondents still follow traditional pedagogical HRD evaluation processes, relying on behavioral-based multiple-choice tests, true-false tests, or static skills testing to determine students' competence. The use of critical thinking integrated whole-task testing, such as testing based on scenarios, is limited. Of the respondents who use full simulations or reality-based training scenarios for evaluations, the evaluation process varies.

Only about 20% of respondents use the course's objectives as evaluation factors, while others only rate the evaluation as a pass or fail. Others use their judgment to determine whether the students passed or failed. Again, some respondents only create scenarios or reality-based training that students cannot complete. The respondents overwhelmingly supported the idea that law enforcement education and training should move towards a clinical whole-task evaluation of students to certify them as officers, especially in the use of force skills. A small minority, under 15%, felt law enforcement education and training should not move to clinical whole-task evaluation processes.

Discussion of Results/Findings

In this section, I will provide a rationale for my interpretation of the study's results and draw conclusions. Throughout law enforcement education and training development, two distinct pathways for education and training have developed higher education criminal justice programs focused on theory and states developing POST boards overseeing state-run certification academies focused on pre-service law enforcement skills and application and ongoing training. As Gary Corder indicated, law enforcement education and training have increased substantially and become mandatory. However, federalism and continual mandates from various entities have moved law enforcement education and training away from clinical occupational education to meeting check-the-box mandates. Both courses and curricula developed for law enforcement education and training suffer from no analytical, empirical, or scientific approach expected in a more mature professional field supported by an established academic discipline. The current education and training for law enforcement still suffer from issues and limitations that have prevented the system from effectively delivering the education and training law enforcement

needs or creating a unified professional body of knowledge and curricula (Cordner et al., 2022; Cordner, 2019; Cordner, 2018; Cordner & Shain, 2011).

Respondents' Backgrounds

Examining the respondents' background information from the study, only a small percentage of individuals are employed full-time as administrators or instructors, and few organizations have dedicated instructional designers. These low rates were identified by the *2018 State and Local Law Enforcement Training Academies* survey, which showed that most POST academy instructors are part-time and not permanently assigned to academies. Most respondents also held positions as instructors for multiple organizations while maintaining their primary duties as field law enforcement officers. Further respondents indicated that, on average, they teach four to seven courses on up to ten subjects (see Tables 9 and 10). Teaching for multiple organizations with differing policies, procedures, and subject matter requires dedicated research, development, and evaluation of educational material and curricula. This heavy workload is compounded by a field that has constantly changing practices and guidelines driven by federal, case, and state law, as well as state regulatory requirements that require continual development and changes to curricula. As Chapman's (2010) study indicated, it takes between 43 to over 490 hours to develop and design instructional materials for one course; this questions whether these individuals have the time to create and maintain clinical occupational education within the law enforcement field. Further, many respondents indicated they were just instructors who did not develop or maintain instructional materials, which questioned their understanding of the material delivered or recognition that the materials are up to date or represent current law enforcement practices. With a need to develop a professional body of knowledge and curricula to address the issues within law enforcement education and training, the lack of full-time staff, many in the

field working for multiple organizations teaching multiple courses while still maintaining full-time law enforcement duties, and the lack of time for curricula review this is one area that law enforcement and licensing organization will need to examine.

Instructional Design

Soloman (2020) pointed out that in law enforcement education and training, law enforcement administrators and instructors must stop designing education and training around administrative mandates, artificial performance measures, and resources and begin incorporating training designed around adult learning cognitive-based clinical occupational education.

Lewinski and Albin (2022), Shults (2021), and Stresak (2019) have all written that there is a need to update the instructional design and delivery methods for law enforcement education and training by using science-based research to develop instructional materials through a whole-task adult learning approach. By developing experiential learning curricula based on current police through well-designed scenario-based training, administrators and instructors can create more effective education and training to meet the clinical occupational education and training law enforcement needs (Stresak, 2019).

Even with respondents indicating an above-average understanding of instructional design processes and adult learning principles, 21.8% of the administrators and instructors in the field indicated they had no instructional design training and were taught on the job by another law enforcement officer. Further, 34.7% of participants stated they do not use any instructional design process and make up their materials or use other instructors' materials (See Tables 16 and 18). This lack of instructional design is compounded by only half the respondents indicating they update their course materials after every course (see Table 25) to meet changing practices or revised policies and laws.

In a field where instructional design must be quickly and effectively re-designed to keep up with the constantly changing policies, procedures, or law requirements in law enforcement, respondents' current instructional design practices are antiquated and do not rise to the level of professional development of curricula. One area impacting respondents' ability to design or re-design instructional materials quickly was the lack of using technology. Under 10% (see Table 51) of the respondents indicated using learning management platforms, educational software, law enforcement software, or online learning to deliver and evaluate materials. Further, only 6.5% of respondents indicated that they are looking at technology and software such as simulators or virtual reality to conduct learning in the classroom.

Instructional delivery

The *2018 State and Local Law Enforcement Training Academies survey* indicated that 48% of academies still use military HRD behavioral-based stress training in a classroom setting, which assesses students' learning through behavior-based testing and static skills proficiency testing. From the study, even with respondents ranking the adult learning theories of constructivism and experiential learning, having students use cognitive learning strategies to help students understand, remember, and apply knowledge is the most important for law enforcement education and training. Respondents still use traditional HRD behaviorism learning strategies with students to only develop their knowledge, understanding, and remembering of materials and skills.

Respondents' responses on delivery methods and practices are still not focused on instruction to develop students' ability to evaluate or analyze materials and skills, focusing on human dimensions and caring to affect students' attitudes toward carrying out their duties as law enforcement officers or developing students' human dimensions, caring, and attitude. Without

developing students' human dimensions, caring, and attitude, law enforcement education and training programs will continue to struggle to produce officers who can analyze and adapt responses to the changing issues they will face in today's diverse society.

Evaluation Processes

Considering that the respondents are still struggling to develop andragogical adult learning instructional curricula delivered using whole-task adult learning approaches to meet the clinical occupational education and training needed of today's officers, the evaluation process of officers' competence in their professional development becomes even more vital to address the issues that have been identified in law enforcement. Respondents indicated that this is an area where they have the least amount of education and training. This lack of education and training continues to plague law enforcement education and training, as seen by their reliance on behavioral-based testing methods to evaluate students' knowledge and memorization as a measure of their competence to perform law enforcement duties and not developing whole-task scenario-based evaluation and testing practices as a measure of student competence.

The PERF (2022) report indicated that during the basic certification of officers, only 31% of the time is spent on pre-service practical clinical applications. The respondents showed an even lower rate of using practical clinical applications to assess students, 26.2%. Even with respondents indicating that this would be the preferred method for student evaluations of their competence for police officer certification, respondents indicated that this area is where they have the least education and training. Only one-fourth of respondents use learning objectives for this training evaluation, while 7% do not even grade the students' performance. Further, around 6% of respondents make up experiential reality-based scenarios when they use them in training and use their judgment on how the student performed in the evaluation. Even more alarming is

that 2% of instructors are still only creating experiential reality-based scenarios that students cannot complete, which are not based on any science-based instructional practice for law enforcement.

Relationship to Theory

This study aimed to examine issues within law enforcement from a new perspective by exploring the capacity of law enforcement education and training to design, deliver, and evaluate education and training that can create transformational change. To evaluate administrators and instructors within the field, this study examined their knowledge of instructional design, delivery methods, and evaluation processes and their ability to create curricula around the recommendations of science-based best practices for law enforcement education and training. The targeted survey population was directed at every level of law enforcement education, from higher education to state-run certification programs, departmental training personnel, and training companies.

From the literature and research review, law enforcement began developing a professional body of knowledge for education and training practices similar to those of other organizations using behavioral-based HRD practices. As law enforcement progressed, two distinct forms of education and training developed: higher education and state-run certification programs. These education and training programs have continued to lack the instructional design, delivery, and evaluation processes seen in other professional clinical occupational fields, which have seen law enforcement continue to suffer from a lack of professionalism, issues in officers' conduct, and a lack of societal trust. The literature and findings from oversight organizations have called for the complete restructuring of law enforcement education and training to adopt

more andragogy adult learning instructional design, student-centered instructional delivery, and clinical whole task evaluations of students and officers.

My findings of current administrators and instructors in law enforcement education and training, specifically examining their education and training in instructional design, delivery, and evaluation processes, and how their backgrounds and practices aligned with the literature review and research recommendations on changing law enforcement education and training practices. The respondents in this study indicated that they felt they had above-average understanding and training in all three areas of education and training. However, compared to their responses to the best practices of using andragogy adult learning experiential whole-task education and evaluation practices, these are areas where the respondents have had the least education and training and are still not using adult learning practices in the field. Most respondents indicated that they have researched and agreed that andragogy adult learning experiential whole-task education and training would benefit the field the most. However, they are still struggling to implement this type of education and training in law enforcement. The respondents indicated they have the least education, training, or confidence in student or officer evaluation, which is critical in determining student or officer understanding and the ability to perform law enforcement duties. These two facts could indicate why the field is still struggling to create transformational education to address the issues law enforcement continues to experience.

Implications for Further Research

While this study attempted to include administrators and instructors from all areas of law enforcement education and training to develop an overall baseline for the current status of administrators' and instructors' knowledge and education and their current delivery methods, there were disparities in the number of participants from each targeted population. There were

also apparent differences in representation between the two types of education and training practices focused on pre-service certification or continual education, which require differing focus on design, delivery, and evaluation processes. Some of these disparities and differing focuses could be addressed since most organizations do not employ large numbers of full-time staff, and most participants indicated that they work for multiple organizations and teach both pre-service and continual education and training.

Given the variety of education and training organizations and the two distinct areas of education and training practices, future research should focus more specifically on each organization and training focus to obtain more detailed data from every group. This examination can be more concentrated and grouped in future research. This thorough analysis can further identify the strengths and deficiencies of each group while identifying areas where more education and training are needed by education and training personnel.

Further research into the differences between pre-service certification and continual education can help identify the specific needs of administrators and instructors in each area. This research can help better understand both areas of education and training and determine if administrators or instructors in each area need differing or specific knowledge and education to assist in creating curricula in each area.

This study only focused on administrators and instructors in law enforcement education and training and did not include leadership, governing bodies, or oversight organizations in the study. There is a clear need to expand law enforcement education and training personnel, budgets, professional development, and instructional and training time to implement changes within the field. Leadership, governing bodies, or oversight organizations should also be

included in future studies to determine their positions, support, and commitment to restructuring law enforcement education and training.

Implications for Practice and Recommendations

This study aimed to understand and create a baseline for administrators and instructors within law enforcement education and training knowledge and education in instructional design, delivery, and evaluation practices. When examining the field, I noticed that few administrators or instructors work full-time. The field primarily relies on part-time instructors who work for multiple education and training organizations while maintaining primary jobs as law enforcement officers. These individuals are taxed for creating and maintaining curricula for various organizations and keeping materials up to date on rapidly changing policies, laws, and delivery methods that they have limited time to do. These factors have caused individuals in the field to continue to use prior curricula and delivery methods that do not align with the latest research in science-based best practices for law enforcement education and training. The lack of full-time staff in the field is an area that needs to be addressed. By increasing staff levels with qualified individuals, a more significant focus can be placed on designing and delivering current instructional materials, which are quickly changed and based on the science-based best practices for law enforcement education and training.

The respondents in this study indicated that they have above-average understanding and training in all three areas of education and training. However, when comparing their responses to the best practices of using andragogy adult learning experiential whole-task education and evaluation practices, these are areas where the respondents indicated they had the least amount of education and training and are still not incorporating adult learning practices in their education and training. Most respondents indicated that they have researched and agreed that adult learning

practices in law enforcement education and training would benefit the field the most. However, they still struggle to implement adult learning practices into their current curriculum. Further respondents indicated they have the least education, training, or confidence in student or officer evaluation, which is critical in determining student or officer understanding and the ability to perform law enforcement duties. These factors are areas of deficiency in law enforcement education and training staff that can explain why the field still struggles to create transformational education to address the issues law enforcement continues to experience.

The research and oversight organizations have indicated that law enforcement education and training must move to andragogy, which whole-tasks practical clinical applications in education, training, and evaluation. The study showed that the participants have attempted to seek knowledge and education in adult learning practices and are dedicated to providing quality education and training but are struggling to move away from behavioral-based pedagogy to HRD practices. This failure is seen in the respondents' lack of education and training in adult learning practices and their misapplication of these practices in the field. This is further compiled by a field that still does not require administrators or instructors to have extensive education and training in instructional design, delivery, or evaluation processes to work in the field.

To accomplish this, law enforcement must first focus on the starting point of the process and the administrators and instructors within the field that educate and train officers. Law enforcement must realize that to create a professional field of study and training, there must be a dedicated staff with the education, training, and expertise to develop curricula that prepare individuals for the practical clinical applications that officers must perform in their jobs. This change can only be accomplished if we understand the current deficiencies within law

enforcement education and training and take steps to correct the deficiencies that have been identified.

Law enforcement is at a point in developing a professional body of education and training where the field needs more resources, time, and development to ensure that officers are educated and trained to the highest standards. The law enforcement field has continued to overlook the importance of law enforcement officers' professional education and training and the individuals' expertise that work within the field. This has caused continual high-profile incidents that cause concern within society and seen leadership, oversight organizations, and legislators make decisions on law enforcement education and training without investing the time, resources, or funding to ensure the law enforcement education and training field and personnel can implement the education and training that law enforcement needs.

By ensuring that the individuals who work within the law enforcement education and training field have the proper credentialing and providing them with courses that provide the necessary background in instructional design, delivery, and evaluation processes, the field's instruction level can match that of other professional clinical fields. The study's results suggest that law enforcement needs to reexamine its current certification practices for administrators and instructors and include more requirements for educational courses in instructional design, adult learning practices, and clinical evaluation practices. By ensuring that the individuals at the starting point of law enforcement officer development have the credentialing, education, and knowledge needed to perform their jobs, the ability to create transformational change can begin within the law enforcement field. To ensure this change can occur, leadership, oversight organizations, and legislators must also understand and support the changes that need to occur within the law enforcement education and training field.

Limitations

This study aimed to examine issues within law enforcement from a new perspective by exploring the capacity of law enforcement education and training to design, deliver, and evaluate education and training that can create transformational change. To evaluate administrators and instructors within the field, this study examined their knowledge of instructional design, delivery methods, and evaluation processes and their ability to create curricula around the recommendations of science-based best practices for law enforcement education and training. The targeted survey population was directed at every level of law enforcement education, from higher education to state-run certification programs, departmental training personnel, and training companies.

While this study attempted to include administrators and instructors from all areas of law enforcement education and training to develop an overall baseline for the current status of administrators' and instructors' knowledge and education and their current educational practices, there were disparities in the number of participants from each targeted population. There were also apparent differences in representation between the two types of education and training practices focused on pre-service certification or continual education, which require differing focus on design, delivery, and evaluation processes. Some of these disparities and differing focuses could be addressed since most organizations do not employ large numbers of full-time staff, and most participants indicated that they work for multiple organizations and teach both pre-service and continual education. With these factors, this researcher attempted to keep the data interpretations as accurate as possible.

Another factor that was determined by this study is the small pool of respondents that indicated they were responsible for the design of instructional materials. Most respondents stated

that they were only instructors and were only responsible for delivering materials and evaluating students or officers. This finding indicates that future research should focus on each area of professional law enforcement education and training to examine individuals' current levels in each phase of the education and training process. The research can assist the field in determining where more emphasis needs to be placed to correct current issues or employ more specialized staff to enhance curricula.

Given the variety of education and training organizations and the two distinct education and training practices focus areas, future research should focus more specifically on each organization and training focus to obtain more detailed data from every group. In the data evaluation, administrators' and instructors' knowledge and education in different curricula development and delivery areas can be further examined to better understand each group's current status. By conducting future research specific to each group, more detailed analysis could be developed to identify the strengths and deficiencies of each group. Further research on science-based best practices for education and training for pre-service certification or continual education can identify the specific areas needed within these education and training areas.

Summary

With Law enforcement developing its own professional body of education and training, two distinct paths have developed, one based on law enforcement theory and continued education through higher educational organizations and the other based on state certification organizations and private companies conducting pre-service certification of new officers. Throughout the history of law enforcement in the United States, the professional education and training body has changed. However, law enforcement continues to have issues with its practices, causing concerns within law enforcement organizations, government officials, and

society. One area that has not been extensively examined is the current capacity of administrators and instructors within law enforcement education and training to properly develop, deliver, and evaluate law enforcement curricula that can create transformational change in law enforcement and address issues within the field.

The study showed that individuals involved in law enforcement education and training felt they had an above-average understanding of the educational processes of developing, delivering, and evaluating curricula they use to educate and train officers. When comparing the respondents' responses to the best practices of using adult learning practices and clinical evaluation processes, this is the area where respondents have the least amount of education and training. The respondents agreed that law enforcement needs to move law enforcement education and training to more adult learning practices. However, they still struggle to move away from traditional behavior-based HRD practices. This questions whether the professional body of education and training has reached the same level as other clinical fields and provides officers with the needed education and training to perform their jobs.

The study presented several areas where law enforcement education and training still struggle to develop and adopt educational and training practices based on adult learning experiential whole-task practical clinical applications. To create transformational change within law enforcement and address the current issues. Law enforcement must look at the starting point of student and officer development within law enforcement education and training. The field will not change until law enforcement has the education and training staff that is sufficient and qualified to develop a professional body of knowledge, education, and training practices that reflect the recommendation for best practices in the field. Law enforcement can begin by

ensuring that administrators and instructors in the field have the proper credentialing, education, training, and expertise to ensure that officers are properly trained to perform their jobs.

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Appendix A Survey

Law Enforcement Education and Training Administration, Instructional Design, and Delivery Methods.

As part of my doctoral program at St. Cloud State University, I am conducting my dissertation research on *Law Enforcement Education and Training Administration, Instructional Design, and Delivery*.

The study research questions are:

1. What education and training do law enforcement administrators and instructors have in learning theories, taxonomies, and instructional design?
2. What type of education and training do law enforcement administrators and instructors have in instructional delivery methods?
3. How are law enforcement instructors currently evaluating students' performance as competent?

I am recruiting individuals to participate in this study to understand the instructional design, delivery, and evaluation methods individuals currently use for creating and delivering Curricula in law enforcement. The survey will take approximately 15-20 minutes to complete. All information gathered will only be reported in summary form; no individual data will ever be reported. There are no foreseeable risks or discomforts related to your participation. To participate in the survey, you should be active in law enforcement education and training as an administrator or instructor.

Your participation in this study is voluntary. Even if you say you want to participate and then change your mind, that is okay. If you have questions about your rights as a subject/participant in this research study, or if you feel you have been placed at risk, please get in touch with the IRB Administrator at Research and sponsored programs through the Office of Research and Sponsored Programs (320) 302-4932.

This research has been reviewed and approved by the Institutional Review Board at St. Cloud State University. For any questions regarding this survey, please contact one of my Co-chairs, Dr. Jennifer Jones at jbjones@stcloudstate.edu or Dr. Emeka Ikegwuonu at emeka.ikegwuonu@stcloudstate.edu.

Questions and Concerns: If you have any questions concerning this study, please get in touch with Ronald Schwint at Ronald.Schwint@mnwest.edu

Please forward this email to any other individuals that you know that conduct law enforcement education and training.

By clicking next, you agree to participate in this research study, including completing the online survey.

Ronald Schwint M.Ed.

Law Enforcement Faculty
 Minnesota West Community and Technical College
 1450 Collegeway
 Worthington, MN 56187
 Office 507-372-3405
Ronald.Schwint@mnwest.edu

What is your highest level of education?

- High School (1)
- 2-year degree. In: (2) _____
- 4-year degree. In: (3) _____
- Master's degree. In: (4) _____
- Doctorate degree. In: (5) _____

Where do you instruct law enforcement courses in the United States?

- Midwest (1)
- East coast (2)
- West Coast (3)
- Southeast (4)
- Southwest (5)
- Across the United States (6)
- I do not instruct courses in the United States (7)

Do you instruct law enforcement classes Internationally?

- Yes (1)
- No (2)

Where do you instruct law enforcement courses Internationally?

- South America (1)
- Europe (2)
- Africa (3)
- Asia (4)
- Australia (5)

Which organization best describes the type of organization you work for when providing law enforcement education and training? Check all that apply.

- Higher education 4-year program (1)
- Higher education 2-year program (2)
- State Academy (3)
- Regional Academy (4)
- Department training division (5)
- Corrections (6)
- Security Company (7)

Training company (ASP, PPCT, Axon, Firearms, ETC) (8)

I have my own education and training company (9)

What best describes your position in law enforcement education and training?

Administrator (1)

Instructional designer (2)

Instructor (3)

Both administration and instruction (4)

Only assist primary instructor during a course (5)

How many courses do you teach for your organization?

0-3 (0)

4-7 (2)

8-10 (4)

More than 10 (3)

How many different subject matter courses have you taught in law enforcement?

None (1)

1 - 5 (2)

6 - 10 (3)

11 - 15 (4)

16 - 20 (5)

20+ (6)

What best describes your current employment?

College or University Instructor (1)

Full-time department education and training administrator (2)

Full-time department education and training instructor (3)

Full-time State or licensing academy administrator (4)

Full-time State or licensing academy instructor (5)

Primarily regular law enforcement/corrections duties with part-time education and training duties (6)

Training company administrator or instructor (7)

Security (8)

What type of law enforcement experience do you have?

	0-5 Years (1)	6-10 Years (2)	11-20 Years (3)	20+ Years (4)
Currently an active full-time law enforcement officer (1)				
Currently an active part-time law enforcement officer (2)				
Currently a active full time or part-time corrections officer (3)				
Retired officer (4)				

How would you rate yourself in the following categories?

	None (1)	Some knowledge and training (2)	Good understanding. Have taken a course on the subject (3)	Above average understanding. Multiple course (4)	Excellent understanding. Have education degree. (5)
Instructional design knowledge (1)					
Knowledge of learning taxonomies (2)					
Knowledge of instructional delivery methods (3)					
Knowledge of adult learning concepts (4)					
Knowledge of evaluation processes (5)					

What kind of law enforcement materials do you teach? Check all that apply

- Foundational knowledge. Classroom only. (1)
- Physical Skills (2)
- Combination of classroom and skills instruction (3)
- Basic certification courses (state or licensing academy) (4)
- Department courses (5)
- Department in-service (6)
- Company basic certification course (7)
- Company instructor certification course (8)

Other (9)

How do you deliver course materials? Check all that apply.

Face-to-face in the classroom (1)

Face-to-face skills training (2)

Online course asynchronous (no direct contact with students) (3)

Online synchronous (Zoom, Teams, VR, etc.) (4)

Combination of online and in-person instruction (5)

Roll call training (6)

In-service training (7)

Other (8)

What is the average time frame per session/day that you teach the course materials?

1 to 4 Hours (1)

5 to 8 hours (2)

9 to 10 hour (3)

Over 10 (4)

How many instructional hours are in the course you teach?

	4 hours or less (1)	8 hours (2)	16 hours (3)	32 hours (4)	40 hours (5)	80 hours (6)	over 80 hours (7)
Face-to-face in the classroom (1)							
Face-to-face skills training (2)							
Online course asynchronous (no direct contact with students) (3)							
Online synchronous (Zoom, Teams, VR, etc.) (4)							
Combination of online and in-person instruction (5)							
Roll call training (6)							
In-service training (7)							
Other (8)							

How do you cover the subject matter you teach in each course? Check all that apply.

Block instruction. Course material is covered once and then evaluated. Material/Skills are only covered once in the program. (1)

Block instruction. Course material is repetitively covered and evaluated. Material/Skills are only covered once in the program (2)

Integrated instruction. Course materials incorporate other course materials and build on prior learning and evaluations. Material/Skills are covered several times in courses during the program. (3)

Integrated whole-task instruction. The instruction and evaluation process incorporates several course materials and skills training into one course teaching complete job tasks from start to finish. (4)

When teaching your course(s) how long do you break down the instruction of course material/skills? Check all that apply.

0 to 4 hours (1)

5 to 8 hours (2)

16 to 32 hours (3)

1 to 2 weeks (4)

1 month (5)

1 semester (6)

Do you use any of the following technology or software during instruction?

YES (1) NO (2)

Learning Management Platform (D2L, Moodle, Adobe, etc) (1)

Virtual Reality VR equipment (2)

Firearms simulator (3)

Driving simulator (4)

Computer software (Computer Aided Dispatch CAD, records management, report writing, accident, Computer Aided Design CAD, etc) (5)

We are currently exploring technology and software to use in courses (6)

We have explored technology and software, but cost and licensing is too expensive (7)

Are you directly involved with researching and creating course materials and courses?

Yes (1)

No (2)

How many course have you created overall for law enforcement education and training?

- None (1)
- 1 - 5 (2)
- 6 - 10 (3)
- 11 - 15 (4)
- 16 - 20 (5)
- 20+ (6)

What process do you use to create curricula?

- I create courses using an educational instructional design process. (1)
- I use course materials that are created by an outside source (company, program, publisher) (2)
- I use an instructional designer to create course materials (3)
- I use the materials from other instructors (4)
- None. I make up my own materials (5)
- I only deliver instruction to students from the materials that are given to me (6)

What training have you had in instructional design? Check all that apply.

- I have a college degree in education (1)
- I have taken instructional design and delivery course (2)
- I have attended an instructional development course (3)
- I have attended a company's instructor training program (ASP, PPCT, Taser, Redman, Etc.) (4)
- I was taught "on the job" by another law enforcement officer (5)
- None, I am only an instructor (6)

Have you researched instructional design methods for law enforcement training?

- Yes (1)
- No (2)

What research do you do when creating course materials? Check all that apply.

- Peer-reviewed articles, websites, or textbooks on the subject matter (validated research) (1)
- An Internet search on the subject matter (Non-validated information or sites) (2)
- Review Federal and State court cases and case law (3)
- Review Federal and State laws (4)
- Examine publish reports and statistics on law enforcement from Federal, State, or Local agencies (5)
- Examine department statistics and reports (debriefings, complaints, or Internal affair investigations) (6)
- Talk with other educators, trainers, and training companies (7)
- I only use other instructors or training company materials (8)
- None, I do not research anything when developing course materials (9)

What instructional design models have you used to design course materials? Check all that apply.

- Analyzing, Designing, Developing, Implementing, and evaluating (ADDIE) (1)
- Plan, Implement, and Evaluate (PIE) (2)
- Plompt's OKT Model (3)
- Dick, Carey, & Carey Model (4)
- Four-Component Instructional Design (4C/ID) model by Van Merriënboer. (5)
- Not listed (6)
- None (7)

Do you develop terminal objectives and enabling objectives when you design your instruction?
Learning objectives are explicit statements that express what the student will be able to do as a result of the learning.

Terminal objective is a statement of the level of performance, condition, and standard the student will reach from the learning.

Enabling objectives will state the expectations of the student's skills, Knowledge, and behaviors that the student will learn.

Yes (1)

No (2)

Terminal objective (1)

Enabling objectives (2)

Do you use Formative and Summary evaluations in your instructional design process?

Formative evaluation is collecting real-time feedback from students during the course or using experienced employees to evaluate the course.

Summary evaluations are the collection of data on the course at the end of the course through testing and student evaluations

Yes (1)

No (2)

Formative Evaluation (1)

Summary Evaluation (2)

Do you create a course syllabus and outline for each of your courses?

Syllabus (1)

Outline (2)

Both (3)

None (4)

How often do you review and update course materials?

After every course (1)

Once a year (2)

Only if law or policies change on the materials (3)

Never (4)

I do not have course materials for the classes I instruct (5)

I only instruct the course (6)

From the definition below, what learning theories do you incorporate in the design and delivery of your instruction? Rank each learning theory by importance for law enforcement education and training.

	A. Behaviorism Traditional Learning	B. Cognitivism Cognitive Learning Theory	C. Constructivism Experiential learning
Definition of learning	Learning is the acquisition of new Behavior. Conform to standardized practices	Learning involves the acquisition and reorganization of cognitive structures	Learning is constructed through experiences
Learner's role	Passive participants in the learning process	Active participants in the learning process	Active participants in the learning process
Main strategy Implication	Facilitates knowing what <ul style="list-style-type: none"> • Objective-based instruction • Competency-based education • Skill development and training 	Facilitates knowing how <ul style="list-style-type: none"> • Concept maps • Reflective thinking 	Reflection in action <ul style="list-style-type: none"> • Authentic case-based learning environment • Reflective practice • Collaborative construction of Knowledge
Example of teaching method	<ul style="list-style-type: none"> • Lecture • Simulation • Demonstration • Programmed instruction 	<ul style="list-style-type: none"> • Problem-solving • Concept mapping • Advanced organizer 	<ul style="list-style-type: none"> • Scenario-based training • Real-world examples • Case studies • Internships • Collaborative learning
Assessment strategies	Criterion-referenced assessment: multiple-choice questions and recall items	Essays, written reports, and projects	Elimination of grades and standardized testing; Grading rubrics

Do you use Rank in importance
Yes (1) No (2) 1 to 3 (1)

Behaviorism Traditional Learning (1)
Cognitivism Cognitive Learning (2)
Constructivism Experiential learning (3)

There are three domains or basic types of educational learning:

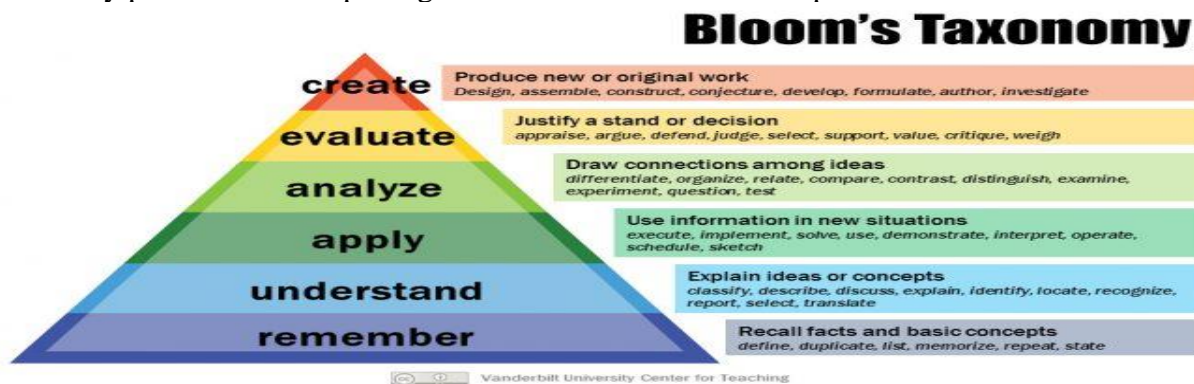
- Cognitive, involving mental processes such as memory recall and analysis;
- Affective, involving interest, attitudes, and values; and
- Psychomotor, involving motor skills.

Robert Mills Gagné identified five domains of student learning. He outlined where each of the five categories of learning fell within each of the three learning domains:

- Intellectual skills (cognitive domain)
- Cognitive strategy (cognitive domain)
- Verbal information (cognitive domain)
- Motor skills (psychomotor domain)
- Attitude (affective domain).

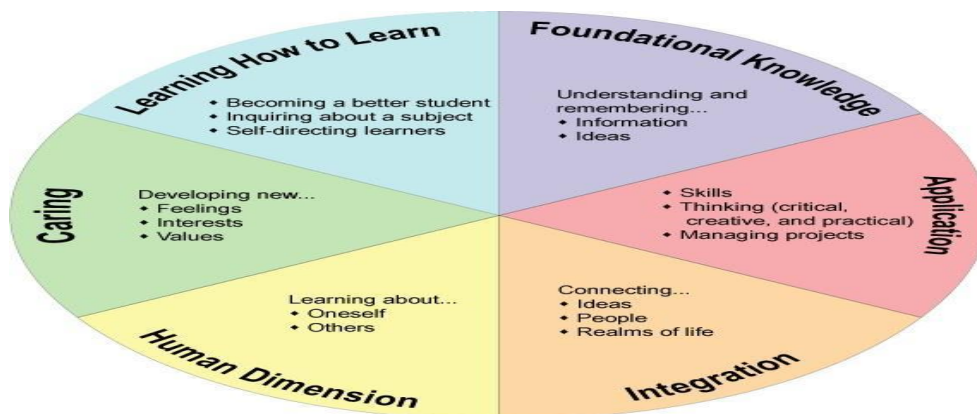
With collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl, Benjamin Bloom published a framework for categorizing educational goals: Taxonomy of Educational Objectives. Familarly known as Bloom's Taxonomy.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," understanding that Knowledge was the necessary precondition for putting these skills and abilities into practice.



Dee Fink, in 2003, introduced a taxonomy of significant learning that integrates cognitive and affective areas and adds a meta-cognitive component. His six types of significant learning are interactive but not hierarchical and would be used selectively depending on the learning outcome desired. They are:

- A. Foundational Knowledge: understanding and remembering information and ideas
- B. Application: skills, critical thinking, creative thinking, practical thinking, and managing projects
- C. Integration: connecting information, ideas, perspectives, people, or realms of life
- D. Human Dimension: learning about oneself and others
- E. Caring: developing new feelings, interests, and values
- F. Learning How to Learn: becoming a better student, inquiring about a subject, becoming a self-directed learner



Have you heard of or used any of these taxonomies while developing and delivering instruction?

Yes (1)

No (2)

Gagné five domains of student

learning (1)

Bloom (2)

Fink (3)

When delivering instruction to students, which Learning Domains does your instruction affect in the student? Rank domains by importance 1 through 5.

Domain used

Rank domain in
importance

Yes (1) No (2)

(1)

Intellectual skills (cognitive domain) (1)

Cognitive strategy (cognitive domain) (2)

Verbal information (cognitive domain) (3)

Motor skills (psychomotor domain) (4)

Attitude (affective domain) (5)

When delivering instruction to students, how many of Bloom's Taxonomy categories does your instruction address with the students? Rank taxonomy by importance 1 through 6.

Which categories do you use

Rank by importance

Yes (1)

No (2)

1 - 6 (1)

Remember (1)

Understand (2)

Apply (3)

Analyze (4)

Evaluate (5)

Create (6)

When delivering instruction to students, how many of Fink's Taxonomy categories does your instruction address with the students? Rank taxonomy by importance 1 through 6.

	Which categories do you use		Rank by importance
	Yes (1)	No (2)	1 - 6 (1)
Foundational Knowledge (1)			
Application (2)			
Integration (3)			
Human Dimension (4)			
Caring (5)			
Learning How to Learn (6)			

When assessing student learning, what type of evaluations do you use? Check all that apply.

- Multiple choice test (1)
- Multiple choice test from a written scenario (2)
- True-false test (3)
- True-false test from written scenario (4)
- Written responses from a scenario (5)
- Research paper (6)
- Static skills demonstration (7)
- Dynamic skills demonstration (8)
- Simulation suits one on one skill demonstration (9)
- Full simulation or Reality Based training scenarios (10)
- None, I use my own judgment whether the student has passed or not (11)

Scenario or reality based training scenario Evaluations: A whole task job process that the officer must perform from start to finish based on the information provided in the scenario.

Examples:

- Written answer based on case law on locating, interviewing, searching, and arresting a individuals based on the facts provided in the written scenario.
- Correctly identifying the key elements from a written scenario.
- Complete a DWI investigation from seeing violation, pulling over vehicle, identifying signs of impairment, conducting sobriety test, and arrest decision.
- Complete a full traffic stop including identifying violation, conducting stop, interviewing driver/passengers, writing citation, and informing driver of violation and citation. Complete crash investigation including completing crash report.
- Using simulator scenarios.
- Creating reality based simulation of a crime scene for student to process from start to finish. Creating reality based force scenario with student having all simulation tools and

placed into live scenario to work through from initial contact, use of force, controlling subject, arrest, and follow up care/actions.

Do you use simulators or Reality Based training scenarios in your courses

Yes (1)

No (2)

Do you use Scenarios or Reality Based training scenarios for final evaluation/certification of the student

Yes (1)

No (2)

When developing Scenarios or Reality Based training scenarios for students' what process do you use to design the simulation or Reality Based training scenario? Check all that apply.

Regular skills Use of force skills

Answer 1 (1) Answer 2 (1)

I use the terminal and enabling objectives of the course to design the simulation or scenario (1)

I make up a simulation or scenario based on my personal experiences or situations the department has had (2)

I use simulations or scenarios that other instructors or companies have designed (3)

I just make up simulations or scenarios the day I use them (4)

I only design simulations or scenarios that students can not complete or survive (5)

I do not use full simulations or Reality Based training scenarios (6)

How do you grade/rate student performance when using simulation, simulators, or Reality Based training scenarios for student testing?

Regular skills Use of force skills

Answer 1 (1) Answer 2 (1)

I use the terminal and enabling objectives of the course and scenario as a grading rubric for the scenario (1)

The student is graded as either passing (completing the scenario) or failing if they did not complete the scenario (2)

I use my own judgment whether the student has passed or not (3)

I do not grade scenarios. I only use scenarios to reinforce points for the students (4)

None. None of my scenarios are designed for the student to complete or survive (5)

Do you think that whole-task clinical scenarios should be used for evaluating students as being competent for certification?

	Regular skills Answer 1 (1)	Use of force skills Answer 2 (1)
Probably not (1)		
Possible (2)		
Probably yes (3)		
Definitely yes (4)		

Do you have any knowledge and training in clinical whole-task evaluations?

	None (1)	Some knowledge and training (2)	Good understanding. Have taken a course on the subject (3)	Above average understanding. Multiple course (4)	Excellent understanding. Have education degree. (5)
Instructional design knowledge (1)					
Knowledge of learning taxonomies (2)					
Knowledge of instructional delivery methods (3)					
Knowledge of adult learning concepts (4)					
Knowledge of evaluation processes (5)					

Appendix B IRB Approval



INSTITUTIONAL REVIEW BOARD (IRB)
720 4th Avenue South AS 101, St. Cloud, MN 56301-4498

Date: June 16, 2023
Name: Ronald Schwint
Email: ronald.schwint@go.stcloudstate.edu

IRB PROTOCOL DETERMINATION: **Exempt**

Faculty Mentor/Advisor: Jennifer Jones

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects.

PROJECT TITLE: Law Enforcement Education and Training Administration, Instructional Design, and Delivery

Your project has been: **Approved**

SCSU IRB#: **50250495**

Please read through the following important information concerning IRB projects.

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).
- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc) by completing an [IRB Modification/Revision Request Form](#).
- The IRB reserves the right to review the research at any time.

Feel free to contact the IRB for assistance at 320-308-4932 or email ResearchNow@stcloudstate.edu and reference the SCSU IRB number when corresponding for expedited response. Additional information can also be found on the IRB website <https://www.stcloudstate.edu/irb/default.aspx>.

Sincerely,
IRB Chair:
Dr. Roxanne Wilson

Roxanne Wilson

Professor
Department of Nursing

IRB Institutional Official:
Dr. Claudia Tomany

Claudia Tomany

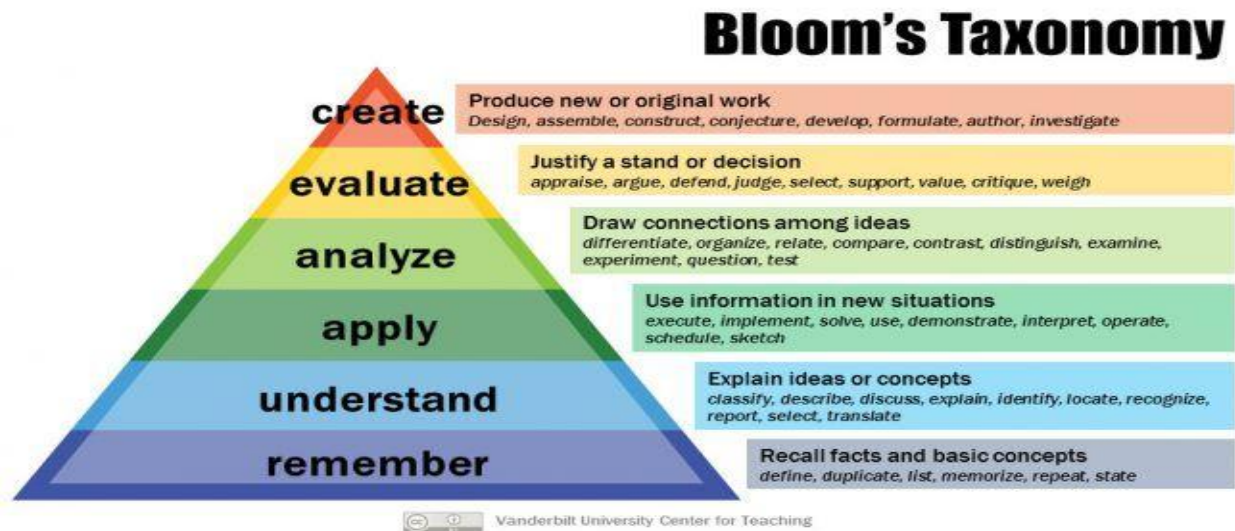
Associate Provost for Research
Dean of Graduate Studies

Appendix C Table 1 Sir Robert Peel's Policing Principles

9 Policing Principles
1. To prevent crime and disorder, as an alternative to their repression by military force and severity of legal punishment.
2. To recognize always that the power of the police to fulfill their functions and duties is dependent on public approval of their existence, actions and behavior, and on their ability to secure and maintain public respect.
3. To recognize always that to secure and maintain the respect and approval of the public means also the securing of the willing cooperation of the public in the task of securing observance of laws.
4. To recognize always that the extent to which the cooperation of the public can be secured diminishes proportionately the necessity of the use of physical force and compulsion for achieving police objectives.
5. To seek and preserve public favor, not by pandering to public opinion, but by constantly demonstrating absolute impartial service to law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws, by ready offering of individual service and friendship to all members of the public without regard to their wealth or social standing, by ready exercise of courtesy and friendly good humor, and by ready offering of individual sacrifice in protecting and preserving life.
6. To use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public cooperation to an extent necessary to secure observance of law or to restore order, and to use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.
7. To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and that the public are the police, the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.
8. To recognize always the need for strict adherence to police-executive functions, and to refrain from even seeming to usurp the powers of the judiciary of avenging individuals or the State, and of authoritatively judging guilt and punishing the guilty.
9. To recognize always that the test of police efficiency is the absence of crime and disorder, and not the visible evidence of police action in dealing with them.
<i>Law Enforcement Action Partnership</i>

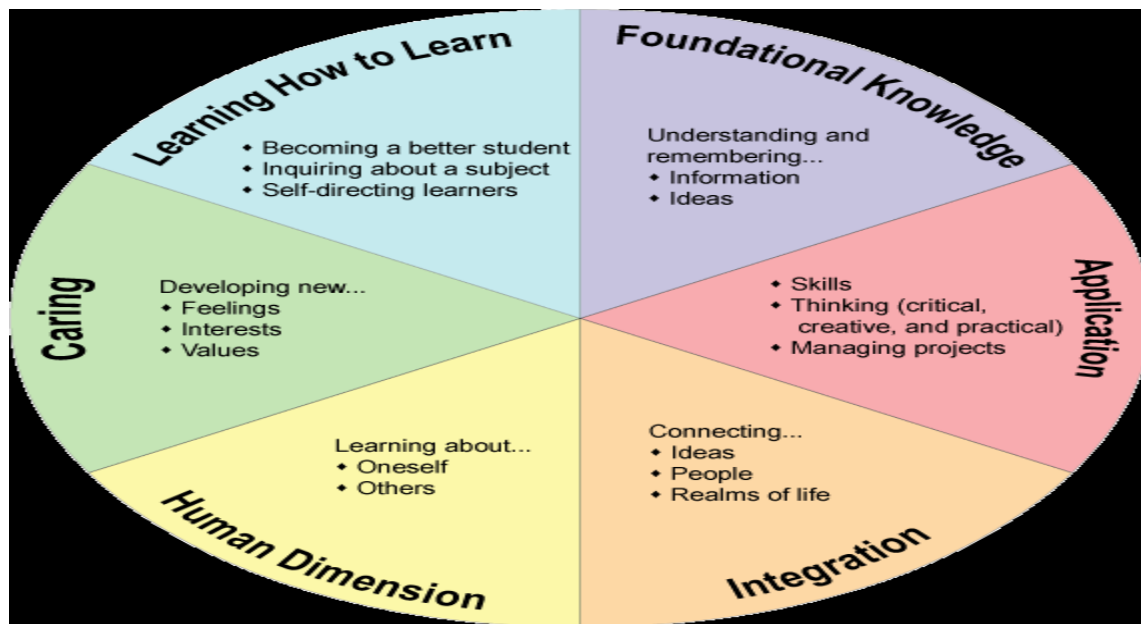
Appendix D Figure 2 Taxonomies of Learning

Bloom's Taxonomy



Bloom's Taxonomy. (2002) <https://bloomstaxonomy.net/>

Fink's Taxonomy



Addison & Tollefson. (2022).