

PROGRAM NAME: LAW ENFORCEMENT ACADEMY

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GUIDELINES

Time Frames:

1. Scope:

The time frame of program review is five years, including the year of the review
Data being reviewed for any item should go back the previous four years, unless not available

2. Deadline Dates:

January 15th – Program Review Document due to Department Dean for review
February 1st – Program Review Document due to Program Review Steering Committee

3. Years:

Years 1 & 3 – Implement Action Plan of (CIP) and collect data
Years 2 & 4 – Analyze data and findings, update Action Plan
Year 5 – Write Program Review of past five years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

- a. **Sources:** This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
- b. **Examples of Evidence Statements:**
 1. Poor example: Core values are integrated into coursework. (Not verifiable)
 2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
 3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

THE PROGRAM REVIEW PORTAL can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Please address any further questions regarding Program Review to the Institutional Effectiveness office (effectiveness@collin.edu, 972.599.3102 or 972.985.3714).

Section I. Are We Doing the Right Things?

EXECUTIVE SUMMARY:

Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed. Using the questions in the template as headings in the Executive Summary can provide structure to the overview.

- 1. WHAT DOES YOUR PROGRAM DO?**
- 2. COLLIN COUNTY COMMUNITY COLLEGE DISTRICT IS A STUDENT AND COMMUNITY-CENTERED INSTITUTION COMMITTED TO DEVELOPING SKILLS, STRENGTHENING CHARACTER, AND CHALLENGING THE INTELLECT.**

Philosophy and Purpose Statement

Through its campuses, centers and programs, Collin County Community College District fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
- Continuing adult education programs for academic, professional, occupational and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin Board of Trustees and/or the laws of the State of Texas.

ACCREDITATION

Collin College was granted full accreditation as a licensed Law Enforcement Academy by the Texas Commission on Law Enforcement (TCOLE) in 1990. The staff and faculty of the academy are committed to the success of each individual who attends this program.

The successful completion of the TCOLE Basic Peace Officer Course (BPOC) is required in order to become a licensed Peace Officer in the State of Texas. The BPOC program prepares the student to sit for the licensure examination administered by TCOLE. The cadet who successfully completes this program makes application to TCOLE for licensure; upon successful completion of the course and upon employment (or as a reserve officer) by a Texas Law Enforcement Agency. Completion of the program of study does not guarantee employment.

MISSION of CCLEA

The mission of the Collin College Law Enforcement Academy (CCLEA) is to provide the highest quality law enforcement instruction to its clients and to ensure at all times that the standards and requirements of the Texas Commission on Law Enforcement Officers Standards and Education are met or exceeded.

To prepare the student mentally, morally, emotionally and physically to enter and successfully complete a law enforcement agency's Field Training Officer program, the CCLEA will:

- Provide the highest quality training possible.
- Provide a learning environment with consideration for safety.
- Maintain a well-disciplined academic environment, resulting in highly disciplined graduates.
- Provide a learning environment that is free from discrimination based on race, sex, religion, age, national origin, color, disability, veteran status, or any other basis protected by law.

Marketable Skills

Collin College Law Enforcement Basic Peace Officer Course Certificate

- Demonstrate proficiency in firearms, defensive tactics and emergency vehicle operations.
- Demonstrate proficiency in de-escalation techniques.
- Demonstrate proficiency in initial investigations and crime scene management.
- Demonstrate proficiency in offender interactions.
- Demonstrate proficiency in crisis intervention for mentally ill and emotionally disturbed persons.
- Demonstrate an understanding of constitutional law, criminal law, and the criminal justice system.
- Demonstrate proficiency in the laws of arrest, search and seizure.
- Demonstrate proficiency in use of force options.
- Demonstrate proficiency in arrest procedures.
- Demonstrate an understanding of professional police practices.
- Demonstrate an understanding of illegal substances and special regulations.
- Demonstrate an understanding of victims of crime.
- Demonstrate proficiency in patrol operations.
- Demonstrate proficiency in emergency medical assistance.
- Demonstrate an understanding of all hazards training.

Collin College Basic County Corrections Course Certificate

- Demonstrate an understanding of TCOLE and academy rules overview.
- Demonstrate an understanding in facility oversight and concepts.
- Demonstrate an understanding in human relations.
- Demonstrate an understanding in mental health, de-escalation techniques and suicide.
- Demonstrate an understanding in intake procedure.
- Demonstrate an understanding in classification.
- Demonstrate an understanding in inmate services.
- Demonstrate an understanding in inmate health care.
- Demonstrate an understanding in facility security protocols.
- Demonstrate an understanding in legal responsibilities.

- Demonstrate proficiency in defensive tactics.
- Demonstrate an understanding in documentation process.

Collin College Basic Telecommunications Certificate

- Demonstrate an understanding of the Telecommunicator's role and responsibilities in public safety.
- Demonstrate an understanding of communication resources and confidentiality.
- Demonstrate an understanding of telecommunication systems and technology.
- Demonstrate an understanding of basic communication skills.
- Demonstrate an understanding of call classification and procedures.
- Demonstrate an understanding of radio communication techniques.
- Demonstrate an understanding of liability and legal issues.
- Demonstrate an understanding of stress management.

The Collin College Law Enforcement Academy offers certification course for Basic Peace Officer, Basic Correctional Officer, and Telecommunicator.

The Collin College Law Enforcement Academy offers intermediate core course for incumbent officers wishing to obtain their Intermediate Peace Officer License.

The Collin College Law Enforcement Academy offers a variety of continuing education courses that serve all members of the criminal justice system.

Graduates of our certificate programs are eligible to work statewide. This includes but is not limited to Police Departments, Sheriff Offices, 9-11 and other emergency communication centers.

Since moving to the Public Safety Training Center in September of 2018, the Collin College Law Enforcement Academy has served a multitude of criminal justice agencies. This includes 226 Texas Police agencies, 82 Texas County Offices, 7 Texas State agencies, and 13 Federal agencies. 25 Law Enforcement Agencies have sent us cadets for the Basic Peace Officer Course. 5 Cities and Sheriff's Offices have sent us officers for Basic Correctional Officer certification. Officers from 21 different states have visited the Law Enforcement Academy for training.

The Collin College Law Enforcement Academy is regulated by the THECB and Texas Commission on Law Enforcement.

3. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that document how the program supports the College's mission statement:**
- **Provide program-specific evidence that documents how the program supports the College's strategic plan (either 2020 Vision or the 2020-2025 Strategic Plan):** https://www.collin.edu/aboutus/strategic_goals.html.

The mission of the Collin College Law Enforcement Academy (CCLEA) is to provide the highest quality law enforcement instruction to its clients and to ensure at all times that the standards and requirements of the Texas Commission on Law Enforcement Officers Standards and Education are met or exceeded.

The Collin College Law Enforcement Academy has made major changes over the last five years, but none more important than the opening of the Public Safety Training Center. Being relocated off the central campus and onto a designated area specific for police and fire training has afforded the opportunity to expand training and opportunities. Police cadets are now able to train in a controlled environment, allowing them to carry their equipment during the academy. Reality based force on force training is now integrated throughout the academy. In-service course offerings have increased due to outside host agencies wanting to utilize the training center. Facility usage has grown tremendously over the last three years. The Basic Correctional Officers have a dedicated room for classroom lecture and are able to utilize the defensive tactics room for their training.

Below are examples of testimonials from stakeholders gathered for a 1-year Public Safety Training Center Update provided to the Executive Leadership Team.

“The Collin County Sheriff’s Office sends our Deputy Sheriff and Detention Officer candidates to the Collin College Law Enforcement Academy for the basic training they need to begin their careers in law enforcement. We do this because we are confident in the training and insight the CCLEA provides. Further, our Deputies take advantage of the outstanding facilities at the Public Safety Training Center to enhance their training and professional development. We are thankful for the quality training services that we receive from Scott and his staff and look forward to continuing this relationship in the future.”

~ Collin County Sheriff Jim Skinner

“The new Collin College Public Safety Training Center has been a tremendous success in its first year of operation. It has not only served as a much-needed resource in the North Texas area, but is a model for training centers around the nation. The law enforcement side of the Center is ably led by Scott Donaldson and his knowledgeable staff. The courses are full of students and the demand for more training is high. The Collin College Public Safety Training Center is well positioned to become the premier training academy in Texas. The McKinney Police Department highly values our partnership with the Training Center.”

~ Chief Greg Conley, McKinney Police Department

“(Collin College was) able to provide a state-of-the-art facility with classrooms as well as an indoor firearms range that provided an optimum teaching and learning environment.”

~ Lonny Haschell, Public Information Officer for the Texas Department of Public Safety

The Law Enforcement Academy has taken great consideration into cross training and ensuring daily operational tasks and training can continue in the absence of a staff member. This includes scheduled topic specific meetings to ensure Law Enforcement Academy professional development is delivered to staff.

These are just a few examples of how the Law Enforcement Academy is supporting the following 2020-2025 Collin College Strategic Plan.

STRATEGIC GOALS 2020-2025

- Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.
The CCLEA updates and expanded on the required curriculum. On top of teaching the required 696 hours, the CCLEA obtained guidance from our advisory board and local stakeholders to develop an advanced Basic Peace Officer Course offering an additional 159 hours.
- Develop and implement strategies to become a national exemplar in program and student outcomes.
The CCLEA was selected by the International Association of Chiefs of Police to serve as a Global Policing Partner. This partnership brought international students from the United Arab Emirates to Collin College. These specially selected students attended the entire Basic Peace Officer Course. Additionally, the CCLEA was selected as one of five academies in the United States by the International Association of Directors of Law Enforcement Standards and Training as a research partner for the Academy Innovations Project. This project, supported by the U.S. Department

of Justice COPS Office, is designed to develop evidence-based training methods for the law enforcement training profession.

- Create and implement comprehensive integrated pathways to support student transitions. The CCLEA serves as a continuing education/workforce program and does not offer credit options. The students of the CCLEA are already gainfully employed and transition to their full-time employer after the program.
- Develop and implement a comprehensive staffing and succession model. The CCLEA consistently looks to cross train and hire additional subject matter skill instructors. Full time staff are cross trained in many disciplines to ensure effective operation effectiveness.
- Develop a coordinated and systematic approach to engage external stakeholders. The CCLEA consistently utilizes a systemic approach to ensure all stakeholders needs are addressed. The CCLEA is a unique position that considerations are also necessary for our two external facility partners (City of McKinney and City of Allen). The CCLEA also maintains a robust advisory board comprised of both public and non-public members. The current board members are:

Non-public Members

Assistant Chief Kevin McCoy, (Chair)
Carrollton Police Department

Chief Greg Conley
McKinney Police Department

Dr. Gere' Feltus
McKinney City Council

Alyse Ferguson
Chief Attorney of the Collin County Mental Health Managed Counsel Program



CONTINUING EDUCATION PROGRAM REVIEW

REV. 9-17-2020

Chief Max Geron
Rockwall Police Department

Chief Brian Harvey
Allen Police Department

Chief Anthony Henderson
Wylie Police Department

Chief Doug Kowalski
Prosper Police Department

Chief David Shilson
Frisco Police Department

Sheriff Jim Skinner
Collin County Sheriff's Office

Public Members

Joe Cordina
Retired USAF

Lisa Hermes
President and CEO of the McKinney Chamber of Commerce

Christal Howard
Publisher - DFW Metro, Community Impact Newspaper

Danielle Sneed
Director of Behavioral Health Life Path System

Angelique Fuhriman
First United Bank

Kevin Keating
Safety and Security Coordinator for Plano ISD

4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College's overall student demographic distributions). If any differences exist, discuss possible reasons why the gap exists and plans to address these issues to close gaps in enrollment rates between groups of students.

Enrollment numbers for the Basic Peace Officer Course and Basic Correctional Officer Course continue to remain steady. Enrollment numbers for continuing education in service course remain steady also and continue to follow the Texas Commission on Law Enforcement training cycle.

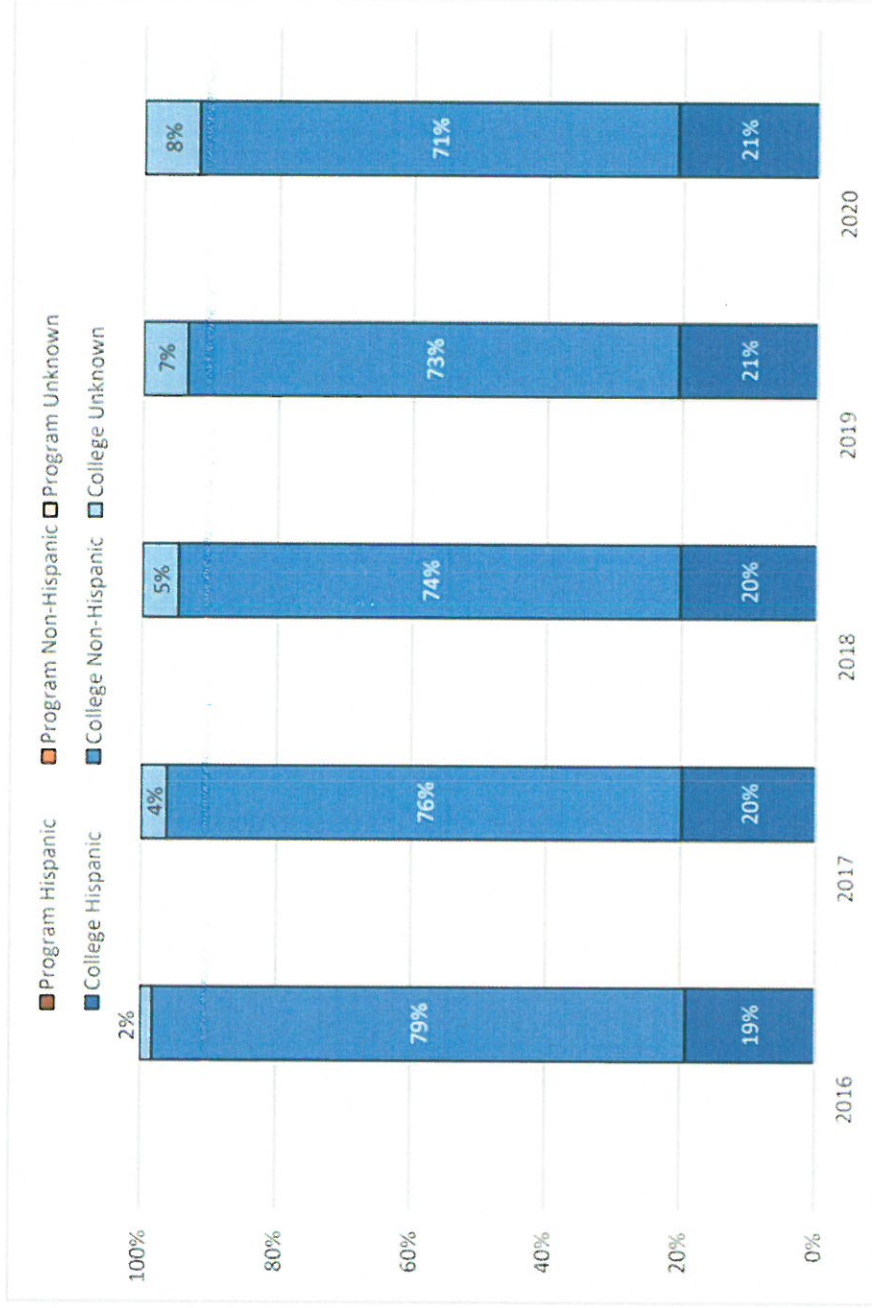
Many Collin County agencies are experiencing population growth. This will result in the need for police agencies to expand their manpower. This will most likely result in an increase of demand for the Basic Peace Officer Course. Current proposed legislation also may require the need to train municipal jail officers which could result in a large demand for the Basic Correctional Officer Course. Current proposed legislation will most likely result in the need for new mandated training which could result in a large increase in demand on continuing education in-services courses.

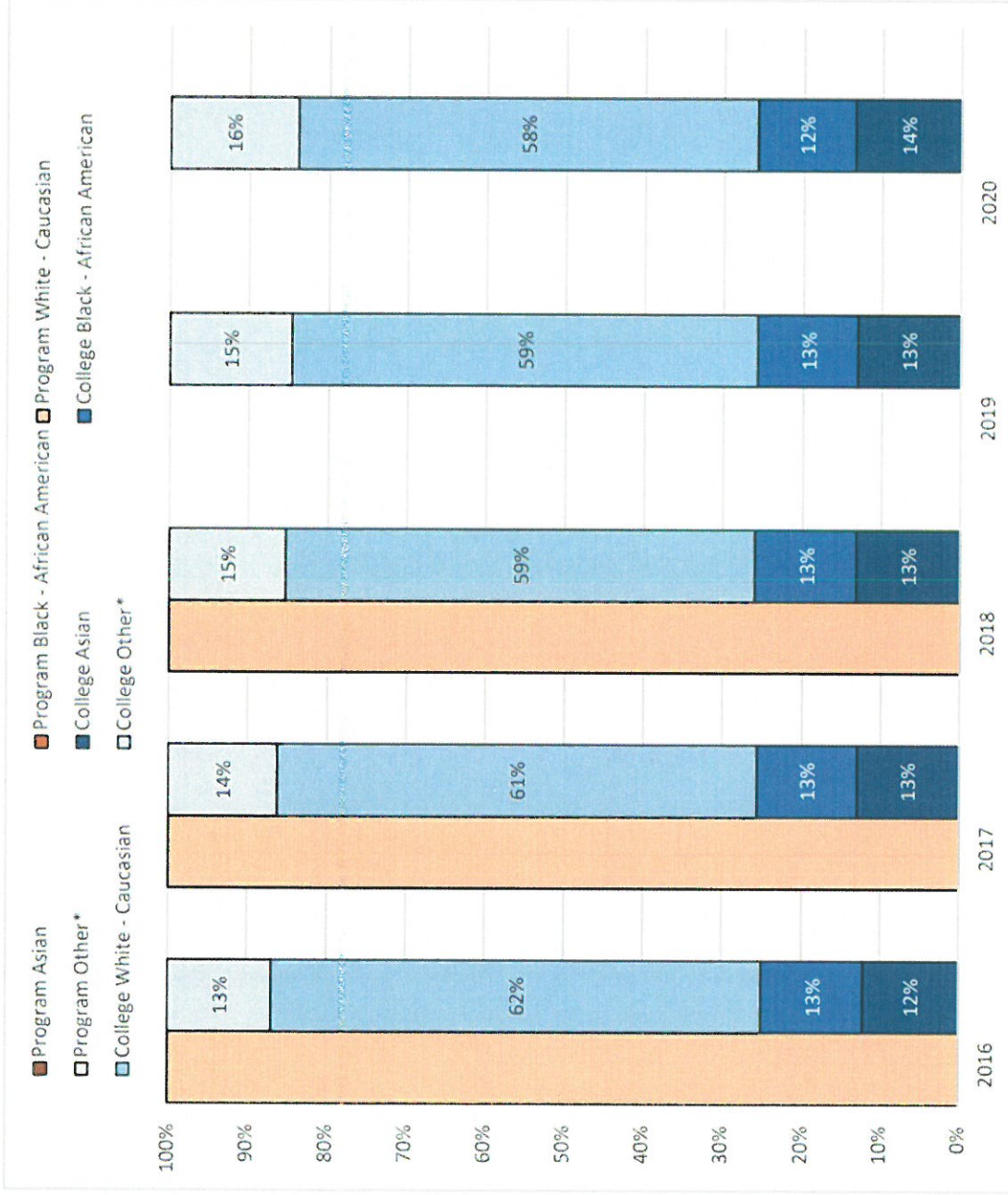
The addition of numerous legislatively mandated courses in the new Basic Peace Officer Course could result in a decrease in enrollments for these specific courses.

The topic of disproportionate enrollment is challenging to analyze for the Law Enforcement Academy. Nearly every student that we serve is sent to us by their employer. These agencies maintain and practice their own philosophy and hiring procedures. The Law Enforcement Academy almost never gets to decide on the selection process of students for courses. The fact is, law enforcement is still a male dominated workforce. The Law Enforcement Academy does, however, practice outreach programs and often hosts tours to community

members and stakeholders to showcase the facility. Tours have included Lewisville ISD Police Explorers, Celina ISD, Leadership North Texas, Leadership McKinney, The Association for Learning Environments, and Oklahoma City Metro Technology Centers.

Ethnicity Distribution of Enrolled Police Academy Majors Compared to Collin College's Overall Student Ethnicity Distribution



Racial Distribution of Enrolled Police Academy Majors Compared to Collin College's Overall Student Racial Distribution


Facility usage continues to grow and is expected to continue to grow over the next five years. It is difficult to track numbers for the last five years due to the move to the Public Safety Training Center, change in leadership, increase number in fulltime staff and a revamping of all operations. However, a comparison of numbers for the first year at the Public Safety Training Center provides the following data:

Law Enforcement Academy 2018 v 2019

- 82% increase in Basic Peace Officer students
- 15% increase in Basic Correctional Officer students
- 75.5% increase in In-service students
- 76.9% increase in course offerings

This resulted in an overall 44.4% increase in contact hours and a total revenue increase of 138.5%.

5. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that employers need and hire the program's graduates. Some resources to utilize for information could be: Texas Workforce Commission, JobsEQ, Burning Glass, O-Net, Texas LMI

The almost certain police reform and legislatively mandated training will result in an increase in the need for continuing education course offerings. The heavy growth in population across the county and North Texas Regions will result in the need for more police officers and Basic Correctional Officers. This will result in the demand for more of these course offerings. This provides implications to the program over the next five years.

Data obtained from JobsEQ (Collin County), O*NET, and Workforce Solutions of North Central Texas note:
Careers in Law Enforcement Police/Sheriff's Patrol Officers Average Salary: \$74,400.
Job Growth: 19.3%. Job growth is projected from 2020-2027.

The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary.

There are numerous competing programs in the area. The Collin College Law Enforcement Academy has gained the reputation of being a premier college-based law enforcement academy and is the training location of choice for several agencies. Non-college based academies are also in the area and they have the advantage of not being held to THECB rules. However, these agencies are not able to provide lower tuition that the college-based academies can. Currently the Basic Peace Officer Course has maintained high enrollment

numbers and often has a waiting list for the class. In-service course numbers have remained steady to continue to flow with the mandated training cycle required by TCOLE. The Basic Correctional Officer Course numbers have remained steady. Possible legislation could result in a higher need for municipal jailers in the area.

100% of students that take the Basic Peace Officer and Basic Correctional Course found related employment within six months of graduation.

Section II. Are We Doing Things Right?

6. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

Basic Peace Officer Course	FY08	FY17	FY18	FY19	FY20	FY21
ENROLLMENT		56	17	31	52	23
PART-TIME BPOC						
FULL-TIME		56	17	31	75	23
INDIVIDUAL		7	6	4	0	0
EMPLOYED WITH AGENCY		49	11	27	75	0
COMPLETERS		41	34	47	48	21
STUDENTS TOOK LICENSING EXAM		41	34	47	48	21
TOTAL TCOLE FIRST FAILED EXAM		0	0	0	0	0

1. Licensure Standard: 93% of test takers pass licensure exams.

If applicable, include the licensure pass rate: TCOLE measures licensure in three-year cycles. Attached is a copy of the Academy Pass Rate Previous 3 Fiscal Years:

Academy Pass Rate Previous 3 Fiscal Years

Collin College Law Enforcement Academy

	Num. Rosters	Num. Students	Attempted	Passed on 1st Attempt	Passed	% Passed on 1st Attempt
Jailer License						
FY 2019	4	68	68	65	68	95.588
FY 2020	3	55	54	48	52	86.889
FY 2021	4	51	51	49	51	96.078
Totals/Average	11	174	173	162	171	93.642
Peace Officer License						
FY 2019	3	47	47	47	47	100
FY 2020	1	27	27	27	27	100
FY 2021	2	39	39	39	39	100
Totals/Average	6	113	113	113	113	100

2. Retention Standard: 78% of students enrolled in program courses on the start date should still be enrolled on the last class day (grades of A through F).

Basic Peace Officer Course retention rate is 96.79%

Basic Correctional Officer retention is 98.54%

B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

3. Contact Hour Standard: There are no more than 779 contact hours in the program plan.
Number of contact hours in the program plan: 775.

4. Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.
Number of completers: Basic Peace Officer Course 191 completers in last five years.

C. Make a case with evidence that the program curriculum is current.

Both the Basic Peace Officer Course and Basic Correctional Officer Course have mandated curriculum that is required by the Texas Commission on Law Enforcement. The current Basic Peace Officer Course state mandated training is 696 hours. The Collin College Law Enforcement Academy currently offers a 775 hours course, 79 additional hours of training.

D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.

1. How many employers does your advisory committee have? Thirteen total, 8 non-public members and 5 public members.

Non-public Members

Assistant Chief Kevin McCoy, (Chair), Carrollton Police Department
Assistant Chief Steven Asher, Collin County Sheriff's Office
Chief Greg Conley, McKinney Police Department
Alyse Ferguson, Chief Attorney of the Collin County Mental Health Managed Counsel Program
Chief Max Geron, Rockwall Police Department
Chief Brian Harvey, Allen Police Department
Chief Anthony Henderson, Wylie Police Department
Chief Doug Kowalski, Prosper Police Department

Public Members

Joe Cordina, Retired USAF
Lisa Hermes, President and CEO of the McKinney Chamber of Commerce
Kim Walton, Vice President of Communications North Texas Commission
Dr. Gere' Feltus, Family Physician
Kevin Keating, Safety and Security Coordinator for Plano ISD

2. How many employers attended the last two meetings? October 30, 2020 – 8 present / March 31, 2020 (Zoom) – 7 present
3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)? The advisory committee has made recommendations to greatly enhance our programs. Some topic items that have been addressed include:
 - Solidifying 80% as the pass/fail measure for written examinations in the BPOC.
 - Solidifying three failed written test as the standard for dismissal from the program.
 - Solidifying that all objectives for a course must be successfully completed in order to receive credit. No partial credit to be given.
 - The carrying of firearms throughout the program to better familiar students with their equipment and increase mental memory training.
 - A physical fitness assessment requirement for Basic Peace Officer Course independent applicants.
 - An approved list of disqualifiers for Basic Peace Officer independent applicants.
4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.
 - The introduction of stress vest training to increase reality based stress inoculation training.
 - The approval to begin exploring a stackable course to lengthen the hours of the Basic Peace Officer Course adding advanced training.
 - The introduction of Taser certification into the Basic Peace Officer Course.

E. Make a case with evidence that the program is well managed.

The Basic Peace Officer Course is limited to 30 students per class. Average class size has been steady around 26 students.

The Basic Correctional Officer Course is limited to 30 students per class. Average class size has been steady around 20 students.

The Law Enforcement Academy does not have any courses that have a pass rate below 75%. Regardless, full time coordinators analyze each course outcomes and identifies the learning objectives that have the lowest success rate on the state licensing exams.

Contact hours taught by full-time program coordinators:

- Bryan Russell approximately 725 hours per course in BPOC
- Peter Hoh approximately 550 hours per course in BPOC 176 in-service
- LeRoy Fuentes approximately 550 hours per course 176 in-service
- Jackie Carter 60 hours per course

Student satisfaction:

**COLLIN COLLEGE LAW ENFORCEMENT ACADEMY
BASIC PEACE OFFICER COURSE
COURSE EVALUATION SUMMARY**

July 2018 thru October 2020
4 Courses Conducted

Rated as: 5 = Excellent 4 = Good 3 = Average 2 = Fair 1 = Poor

1. Workshop objectives were clearly stated-----5.0
2. Objectives stated were met-----4.95
3. Content was relevant to my personal/professional goals/job-----4.95
4. Material was well organized-----4.90
5. Group discussion and small group activities were effective-----4.97
6. Training materials contributed significantly to understanding-----4.97
7. Overall rating of the course-----4.95

COLLIN COLLEGE LAW ENFORCEMENT ACADEMY
BASIC CORRECTIONAL OFFICER COURSE
COURSE EVALUATION SUMMARY

February 2016 thru October 2020
21 Courses Conducted

Rated as: 5 = Excellent 4 = Good 3 = Average 2 = Fair 1 = Poor

1. Workshop objectives were clearly stated----- 4.7
2. Objectives stated were met-----4.8
3. Content was relevant to my personal/professional goals/job-----4.7
4. Material was well organized-----4.8
5. Group discussion and small group activities were effective-----4.8
6. Training materials contributed significantly to understanding-----4.7
7. Overall rating of the course----- 4.8

7. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?

- A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

- B. Describe the process used to keep all program literature (course descriptions, award plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.**

Staff consistently monitors and updates course descriptions and catalog entries. In fact, catalog changes were requested to CAB January 2021. The electronic site is monitored consistently to make sure course offerings are accurate and up to date and consistent with College literature and sites.

- C. In the following Program Literature Review Table, documentation that the elements of information listed on the website and in brochures (current academic calendars, policies, course syllabi, program handouts, program tuition costs and additional fees, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.**

Program Literature Review Table

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update	Responsible Party
Training Calendar	2020 Collin College Law Enforcement Training Schedule – Google Docs	December 2020	Terry Blevins
		<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	
Program Tuition	Basic Police Academy – Collin College	December 2020	Terry Blevins Hannah Sternberg
		<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	
Advisory Board Members	Advisory Board Members – Collin College	December 2020	Terry Blevins Hannah Sternberg
		<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	
Hotel Information	Hotel Information – Collin College	December 2020	Terry Blevins Hannah Sternberg
		<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	
Basic Peace Officer Application Process	Basic Police Academy – Collin College	December 2020	Terry Blevins
		<input type="checkbox"/> Current	

CONTINUING EDUCATION PROGRAM REVIEW

				<input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Hannah Sternberg
Career Opportunities	Career Opportunities – Collin College		December 2020	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Terry Blevins Hannah Sternberg
TCOLE Training Requirements	TCOLE Training Requirements – Collin College		December 2020	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Terry Blevins Hannah Sternberg
Meningitis Vaccination	Meningitis Vaccination Requirements – Collin College		December 2020	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Terry Blevins Hannah Sternberg
New Public Safety Training Center	Public Safety Training Center – YouTube		December 2020	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Terry Blevins Hannah Sternberg

8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, made to advance the service unit outcomes.

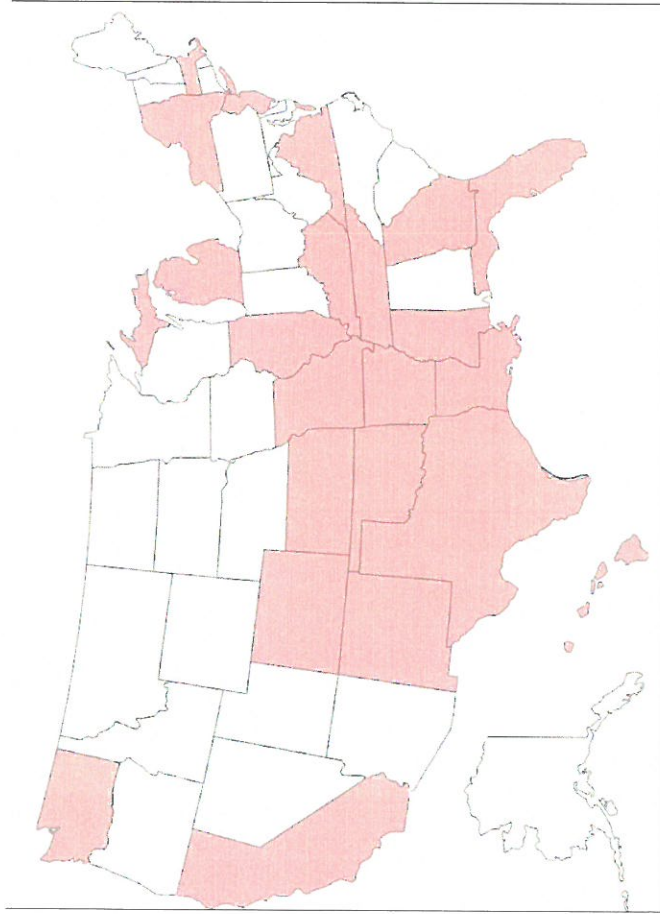
Partnership Resources Table

Partner	Description (See Points to Consider)	How is it Valuable to the Program?
Over 225 municipal agencies have utilized the LEA for training.	Officers attending in need of continuing education in-service courses and facility usage.	Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.
Over 80 county agencies have utilized the LEA for training.	Officers attending in need of continuing education in-service courses and facility usage.	Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.
20 States have utilized the LEA for training.	Officers attending in need of continuing education in-service courses and facility usage.	Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.

<p>7 state agencies have utilized the LEA for training.</p>	<p>Officers attending in need of continuing education in-service courses and facility usage.</p>	<p>Promote innovation and diversify revenue streams. Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. Promote innovation and diversify revenue streams.</p>
<p>13 federal agencies have utilized the LEA for training.</p>	<p>Officers attending in need of continuing education in-service courses and facility usage.</p>	<p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. Promote innovation and diversify revenue streams.</p>
<p>5 agencies have utilized the LEA for Basic Correctional Officer training.</p>	<p>Officers need mandated course to maintain TCOLE licensure.</p>	<p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.</p>

<p>25 agencies have utilized the LEA for Basic Peace Officer Course training.</p>	<p>Cadets need mandated course to obtain TCOLE certification as a Texas Peace Officer.</p>	<p>Promote innovation and diversify revenue streams.</p> <p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.</p> <p>Promote innovation and diversify revenue streams.</p>
<p>City of McKinney</p>	<p>In MOA partnership with Collin College for the construction and usage of the Public Safety Training Center.</p>	<p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.</p> <p>Promote innovation and diversify revenue streams.</p>
<p>City of Allen</p>	<p>In MOA partnership with Collin College for the construction and usage of the Public Safety Training Center.</p>	<p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.</p> <p>Promote innovation and diversify revenue streams.</p>

<p>Third Party Billing Agreements with over 445 agencies.</p>	<p>Serving the needs of external stakeholders.</p>	<p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. Promote innovation and diversify revenue streams.</p>
<p>Facility Usage agreements with over 20 agencies.</p>	<p>Serving the needs of external stakeholders.</p>	<p>Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. Promote innovation and diversify revenue streams.</p>



Law Enforcement Officers from 23 different states and Washington D.C. and the U.S. Virgin Islands have visited the Law Enforcement Academy for training.

9. WHAT PROFESSIONAL DEVELOPMENTAL OPPORTUNITIES ADD VALUE TO YOUR PROGRAM? PROVIDE A LIST OF PROFESSIONAL DEVELOPMENT ACTIVITIES EMPLOYEES HAVE PARTICIPATED IN SINCE YOUR LAST PROGRAM REVIEW.

Employee Resources Table

Employee Name	Role in Program	Professional Development Summary	How is it Valuable to the Program?
Scott Donaldson	Director	* see attached	Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain TCOLE licensure and certifications.
Bryan Russell	Training Coordinator	* see attached	Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain TCOLE licensure and certification.
Peter Hoh	RBTC/DT Coordinator	* see attached	Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain certifications.
Leroy Fuentes	Range Master Coordinator	* see attached	Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing. Maintain certifications.
Jackie Carter	Police Instructor	* see attached	Maintain best practices and industry standards. New curriculum updates /ideas. Networking and marketing.

*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix

10. ARE FACILITIES, EQUIPMENT, AND FUNDING SUFFICIENT TO SUPPORT THE PROGRAM? IF NOT, PLEASE EXPLAIN.

[OPTIONAL—ONLY RESPOND TO PROMPT 9 IF YOU ARE REQUESTING IMPROVED RESOURCES FOR YOUR PROGRAM. IF CURRENT FACILITIES AND BUDGET ARE ADEQUATE, PLEASE PROCEED TO PROMPT 10.]

Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the service unit or student success. As part of your response, complete the resource tables below, to support your narrative.

Possible points to consider:

- *The useful life of structure, technologies and equipment*
- *Special structural requirements*
- *Anticipated technology changes impacting equipment sooner than usual*

Equipment/Technology Table

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current	Meets Needs (Y or N): For Next 5 Years	Analysis of Equipment Utilization
Movable walls	Movable wall in the reality based training center.	Y	N	Wear and tear will require the replacement of the movable walls. Research has already begun exploring the option of a track system when the replacement is complete.
Driving Track	Driving track on location to be used by Police and Fire for mandated driving training. Other potential CE courses could also be implemented.	N	N	We currently have to rely on Allen PD and Frisco PD to complete the required driving learning objective. Our program is in jeopardy if either Allen or Frisco decided to stop allowing usage of their facility.
Defensive Tactics Mat	The padded defensive tactics mat will need replaced due to wear and tear.	Y	N	Current mat is not designed for law enforcement training.
Obstacle Course	Obstacle course to be implanted into reality based training and advanced leadership courses.	N	N	Physical training and SWAT school competition.

Financial Resources Table

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
	Current Years	For Next 5 Years		
College Budget	Y	N	The additional of at least 1 full time Coordinator will be needed to offer more sections. We consistently have a waiting list for our courses and will need to expand offerings to meet stakeholders needs.	Budget will need to be increased to support the hiring of additional full timer staff.

Section III. Continuous Improvement Plan (CIP)

11. HOW HAVE PAST CONTINUOUS IMPROVEMENT PLANS CONTRIBUTED TO SUCCESS?

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past four years (your last program review can be found on the Program Review Portal):

1. Program Learning Outcomes/Program Competencies
2. Overall improvements to your program

N/A

The Law Enforcement Academy has not completed a CIP or program review in the past. This is the first time this process is being completed.

***Please attach previous CIP Tables in the appendix**

12. HOW WILL WE EVALUATE OUR SUCCESS?

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program's CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.

Each licensure course we conducted an after-action review to determine adjustments needed. A curriculum analysis examining all learning objectives is conducted. Based off this analysis adjustments such as new course assignments, additional study materials including homework, and additional practice test are adapted, developed and implemented. An example exam analysis has been attached as an appendix.

Additional data will be obtained after the implementation of our online learning system. This will allow for continuous improvement by monitoring performance throughout the academy and not by major exams alone.

13. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.

NOTE: PLEASE CONTACT INSTITUTIONAL EFFECTIVENESS IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcomes	B. Measures	C. Targets
Results expected in this program (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301)	Instruments/processes used to measure results (e.g. surveys, end of term class results, test results, etc.)	Level of success expected (e.g. 80% success rate, 25 graduates, etc.)
Staff will develop a stackable course for the BPOC in order to meet training industry standards.	Implementation of a stackable course to follow the completing of the 775 Basic Peace Officer Course prior to the start of the 113 th BPOC in May 2022.	100%

Maintain a 90% or higher first time pass rate on the Basic Peace Officer and Basic Correctional Officer State Licensing exam	State licensing test results	90% or higher on both State licensing exams
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Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.*

- A. Outcomes** - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural-Functional theories; increase student retention in your program).
- B. Measures** - Instruments/processes used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).
- C. Targets** - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan** - Based on analysis, identify actions to be taken to accomplish outcome. What will you do? Implementation of the action plan will begin during the next academic year.
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

Table 2. CIP Outcomes 1 & 2.

A. Outcome #1 Staff will develop a stackable course for the BPOC in order to meet training industry standards.	C. Target (Outcome #1) 100%
B. Measure (Outcome #1) Implementation of a stackable course to follow the completing of the 775 Basic Peace Officer Course prior to the start of the 113 th BPOC in May 2022.	D. Action Plan (Outcome #1) Law Enforcement Academy staff will work with the curriculum officer to develop an 80 hour stackable course for the Basic Peace Officer Course. Curriculum will be based off legislatively mandated training, industry standards, best practices and recommendations form the advisory board
E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	

F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2
G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Maintain a 90% or higher first time pass rate on the Basic Peace Officer and Basic Correctional Officer State Licensing exam.	
B. Measure (Outcome #2) State licensing test results.	C. Target (Outcome #2) 90% or higher on both State licensing exams
D. Action Plan (Outcome #2)	
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

What happens next? The Program Review Report Pathway

- A. Following approval by the Steering Committee:**
- Program Review Reports will be evaluated by the Leadership Team;
 - Reports will be posted on the intranet prior to fall semester;
 - At any point prior to intranet posting, reports may be sent back for additional development by the department.
- B. Program responses to the Program Review Steering Committee recommendations received by July 31st will be posted with the Program Review Report.**
- C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

Scott Donaldson

International Law Enforcement Educators and Trainers Association Conference / Presentation – 2018
Stress Management – 2019
Cultural Awareness – 2019
Body Worn Camera – 2019
Civil Disturbance & Riot Control – 2019
2019 Forum on Criminal Justice – 2019
Management/Supervision Seminar – 2019
Community and Technical Colleges Law Enforcement and Public Safety Training Fly-in Conference – 2019
Civilian Interaction Training – 2019
2020 International Association of Chiefs of Police Officer Safety and Wellness Symposium – 2020
Eyewitness Evidence/Identification – 2020
National Criminal Justice Association Policy Summit and Board Meeting – 2020
Officer's Emotional Survival – 2020
Sexual Assault/Violence – 2020
86th Legislative Session Legal Update – 2020

Suicide Prevention – 2020
National Criminal Justice Association Conference – 2020
Leadership Styles – 2020
Certificate in Health and Wellness for Public Safety, The Kansas Law Enforcement Training Center – 2020 – 2021

Associations, Organizations & Memberships

National Criminal Justice Association
The Center for American and International Law Institute for Law Enforcement Administration
Texas Municipal Police Association
Texas Tactical Peace Officers Association
National Tactical Officer Association
International Association of Directors of Law Enforcement Standards and Education
International Law Enforcement Educators and Trainers Association
Police Executive Research Forum
Texas Police Chiefs Association
International Association of Chiefs of Police
International Association of Campus Law Enforcement Administrators
National Sheriffs' Association
Sheriffs' Association of Texas
Texas Police Association
FBI-Law Enforcement Executive Development Association
The International Association of Law Enforcement Firearms Instructors

Bryan Russell

De-escalation – 2018
Annual Firearms Qualification – 2018
Traffic Incident Management Instructor – 2019
Texas Commission on Law Enforcement Conference – 2019
Traumatic Brain Injury Course – 2019
3186 Legislative Update – 2019
Civilian Interaction – 2019
Annual Firearms Qualification – 2019
Taser Instructor – 2020

Peter Hoh

KRAV MAGA Law Enforcement Instructor – 2019
TCOLE Conference – 2019
Simunition Scenario Instructor and Safety – 2019
Tactical Mindset – Defense Against Edged Weapons – 2019
Taser CEW Instructor – 2020
Resetting the Clock – 2020
Sabre (OC) Instructor Course – 2020
AXON Online Conference – 2020

Leroy Fuentes

Texas Commission on Law Enforcement Conference – 2018
TECC Instructor Course Recert – 2018
American Red Cross Instructor Cert. – 2019
Red Dot Instructor Class – 2019
Simunition Instructor – 2019
Stress Vest Operator Course – 2020
Saber OC Instructor – 2020



CONTINUING EDUCATION PROGRAM REVIEW

REV. 9-17-2020

NOTES & SUGGESTIONS

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Total students in rosters: 20

No. of students tested: 20

Percent passed: 100.00 %

No. of students tested (first attempt) electronically: 20

Percent passed electronic test: 100.00 %

*** Only first attempt electronic tests are analyzed ***

	Correct	Incorrect	% Correct
Collin College Law Enforcement Academy	3992	1008	79.84 %
All Hazards Training	36	4	90.00 %
HazMat Awareness/ICS	36	4	90.00 %
Define term "hazardous materials" or HAZMAT	4	1	80.00 %
Define the following basic toxicology terms	1	0	100.00 %
Describe the basic procedures for safeguarding lives at a CBRNE event using the RAIN acronym	6	0	100.00 %
Describe the Incident Command System	3	0	100.00 %
Describe the potential effects of a CBRNE incident	3	0	100.00 %
Discuss biological hazards	2	1	66.67 %
Discuss chemical materials	8	1	88.89 %
Discuss explosive materials	0	1	0.00 %
Discuss Personal Protective Equipment (PPE) and decontamination	1	0	100.00 %
Discuss radioactive materials/nuclear radiation and its types	1	0	100.00 %
Identify common routes of exposure for CBRNE materials	5	0	100.00 %
Identify sources to obtain on-site information about hazardous materials being transported	2	0	100.00 %
Arrest Procedures	127	33	79.38 %
Arrest and Control	127	33	79.38 %
Demonstrate the ability to affect an arrest	6	3	66.67 %
Evaluate the advantages of the various methods of approaching, confronting, and interviewing the suspect	21	1	95.45 %
Explain methods of applying handcuffs and other restraining devices	28	5	84.85 %
Explain methods of escorting and transporting suspects	8	0	100.00 %
Explain methods of the physical search of suspects	12	1	92.31 %
Identify basic concepts of weapons retention	1	1	50.00 %
Identify methods of weaponless defense	12	3	80.00 %
Identify methods of weapons defense	12	1	92.31 %
Identify risk factors and appropriate response	4	1	80.00 %
Identify the differences between deadly and non-deadly use of force	6	0	100.00 %
Identify the three basic concepts of weaponless strategies	17	17	50.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Communication/Language	112	28	80.00 %
Verbal Communication/Public Interaction	77	23	77.00 %
Define "nonverbal" and paralinguistic communication	6	8	42.86 %
Define authoritative and authoritarian	7	5	58.33 %
Define crises	5	0	100.00 %
Define emotional intelligence (EQ) and recognize 3-essential elements of communication and 4-components of Connection	18	2	90.00 %
Define empathy	7	0	100.00 %
Define paraphrasing	1	2	33.33 %
Discuss how the human brain is usually programmed to answer a question	1	2	33.33 %
Discuss the critical nature of effective verbal communication and the crucial components of paralinguistic, kinesics, and empathetic techniques	8	1	88.89 %
Discuss why the majority of arrests are made without physical force	4	1	80.00 %
Explain how names signify recognition and respect	1	0	100.00 %
Explain the concept that one cannot win an argument	1	0	100.00 %
Explain the power of personalized respect	4	0	100.00 %
Identify a simple pattern of communication to utilize in awkward situations	1	0	100.00 %
Identify common communication blunders	0	1	0.00 %
Identify components of active listening	8	1	88.89 %
Identify each of the 6 Principles of Persuasion	2	0	100.00 %
Identify the 5 Universal Truths	3	0	100.00 %
Written Communication	35	5	87.50 %
Demonstrate observation and descriptive skills	1	0	100.00 %
Discuss the appropriate use of punctuation	3	0	100.00 %
Discuss the uses and essential characteristics of police reports	1	0	100.00 %
Identify the Components of a Sentence	7	0	100.00 %
Identify the difference between chronological and categorical ordering in report writing	3	0	100.00 %
Identify the importance of separating fact from opinion in police reports	1	0	100.00 %
Identify the process of writing complete sentences	6	2	75.00 %
Identify the statutory authority relating to confidentiality of sex offense victims	2	0	100.00 %
List the common types of police reports	2	0	100.00 %
List the eight essential criteria of a good police report	1	0	100.00 %
List the three basic kinds of information necessary in police reports	1	0	100.00 %
List the types of information that should be entered into the officer's field notebook	1	0	100.00 %
Recognize sentence clarity problems and correct them	6	3	66.67 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Constitutional Law, Criminal Law, and the Criminal Justice System	1696	364	82.33 %
Arrest, Search, and Seizure	306	94	76.50 %
Define terminology associated with arrest	22	5	81.48 %
Describe the basic court documents required to charge	7	1	87.50 %
Describe the basic criteria for obtaining, executing and returning an arrest warrant	63	20	75.90 %
Describe the basic criteria for Search Warrant	67	23	74.44 %
Describe the basic criteria for Warrantless Search	4	1	80.00 %
Discuss actions a law enforcement officer can take having "mere suspicion"	3	0	100.00 %
Discuss Probable Cause and Arrest without Warrant	11	1	91.67 %
Discuss the difference between no knock search warrant vs knock and announce warrant	14	3	82.35 %
Discuss the issues surrounding custodial statements	7	1	87.50 %
Discuss the three classifications of interactions between peace officers and persons	16	6	72.73 %
Explain the bail procedure	19	15	55.88 %
Identify the necessary conditions for arrest	73	18	80.22 %
Asset Forfeiture (TCOLE 3277)	25	15	62.50 %
Identify defenses to forfeiture	4	0	100.00 %
Identify definitions of contraband and proceeds	7	0	100.00 %
Identify forfeiture proceedings under 59.04	3	6	33.33 %
Identify issues regarding pre-seizure planning	0	1	0.00 %
Identify other considerations in forfeiture cases	2	0	100.00 %
Identify post seizure procedures	2	4	33.33 %
Identify search and methods of seizure	3	2	60.00 %
Identify the philosophy behind forfeiture and the extent to which it is appropriate	2	2	50.00 %
Identify the requirements for officers as to asset forfeiture training as established by the legislature in Chapter 1701 Occupations Code	2	0	100.00 %
Civil Process	28	12	70.00 %
Describe civil actions, procedures and process	1	0	100.00 %
Describe the difference between civil and criminal law	1	0	100.00 %
Describe the differences and penalties between general contempt of court and constructive contempt of court	22	11	66.67 %
Identify possible imposed liabilities for improper acts by the officer and the outcomes occurring in that course of action	0	1	0.00 %
Identify the general court jurisdiction of Texas	4	0	100.00 %
Code of Criminal Procedure	166	34	83.00 %
Discuss family violence prevention duties	25	2	92.59 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Code of Criminal Procedure	166	34	83.00 %
Discuss the statutory authority for administration of criminal procedure as Enumerated by the Texas Code of Criminal Procedure (CCP)	15	6	71.43 %
Identify who are peace officers	30	9	76.92 %
List the duties of officers relating to protective orders for victims of sexual assault	6	0	100.00 %
List the duties of officers relating to suppression of riots and other disturbances	22	3	88.00 %
List the duties of officers relating to threats of injury or death to persons or damage to property	10	3	76.92 %
List the duties of peace officers	58	11	84.06 %
Consular Notification	17	3	85.00 %
Identify the forms of access a consular official may have to an arrested foreign national	4	0	100.00 %
Identify the provisions of consular notification as per the Vienna Convention on Consular Notification and bilateral treaties	7	3	70.00 %
Identify the purpose of the Vienna Convention on Consular Notification treaty and bilateral treaties	3	0	100.00 %
Identify the steps to be taken when a foreign national is arrested	3	0	100.00 %
Identity Crimes (TCOLE 3277)	32	8	80.00 %
Define "security freeze," according to the Business Code	4	0	100.00 %
Identify current trends associated with identity crimes	2	1	66.67 %
Identify how identity crime is commonly perpetrated	4	0	100.00 %
Identify techniques for educating victims and the public on identity crime	3	0	100.00 %
Identify the federal statutes dealing with identity crimes	3	0	100.00 %
Identify the governmental and business entities that are notified in identity crimes	0	2	0.00 %
Identify the state statutes dealing with identity crimes	1	0	100.00 %
Identify types of crimes associated with identity crimes	3	2	60.00 %
List guidelines for personal protection against identity crime	2	1	66.67 %
List personal and financial identifiers	5	0	100.00 %
List the steps to take if identity crime occurs	3	0	100.00 %
Provide a definition of identity crime	1	2	33.33 %
Recognize the types of identity crime	1	0	100.00 %
Penal Code	913	167	84.54 %
Classify offenses and their punishment	2	0	100.00 %
Define and apply offenses involving unlawful concealment and/or transportation of persons	29	0	100.00 %
Define and apply offenses involving unlawful killing of another	49	12	80.33 %
Define and apply the elements of assaultive offenses against persons	24	11	68.57 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Penal Code	913	167	84.54 %
Define and apply the elements of crimes against property	13	3	81.25 %
Define and apply the elements of offenses against the family	4	3	57.14 %
Define and apply the elements of offenses involving unlawful restraint and kidnapping	74	7	91.36 %
Define and apply the elements of offenses of bribery and corrupt influence	14	1	93.33 %
Define and apply the elements of technology crimes that use computers	6	3	66.67 %
Define and differentiate between Exception, Defense and Affirmative Defense	38	8	82.61 %
Define exploitation and apply the elements of the offense	16	5	76.19 %
Define intoxication, list and apply the elements of offenses involving intoxication	1	3	25.00 %
Define offenses against the public order, list and apply their elements	11	5	68.75 %
Define offenses involving illegal use of tobacco	4	0	100.00 %
Define organized crime and list the elements needed for these crimes	3	2	60.00 %
Define the General Provisions of the PC	77	5	93.90 %
Define the offenses against government operations and apply their elements	41	7	85.42 %
Define the offenses involving prostitution and apply the elements of those crimes	3	1	75.00 %
Describe and apply sexual offenses	33	7	82.50 %
Describe and apply the elements of offenses involving the illegal acquisition of property	13	1	92.86 %
Describe the components of a penal code offense	7	1	87.50 %
Describe the organization of the PC	136	18	88.31 %
Explain and apply the elements of crimes involving fraud	27	5	84.38 %
Explain telecommunication crime and apply the elements of these crimes	20	9	68.97 %
Identify and apply the elements of offenses as they relate to inchoate offenses	52	20	72.22 %
Identify appropriate enhancements	17	0	100.00 %
Identify when one person is Criminally Responsible for Conduct of Another and General defenses to Criminal Responsibility	122	20	85.92 %
List and apply the elements of crimes against public decency	6	3	66.67 %
List and apply the elements of gambling offenses	3	0	100.00 %
List and apply the elements of offenses involving illegal entry	35	4	89.74 %
List and apply the elements of offenses involving perjury and falsification	12	0	100.00 %
List and apply the elements of robbery	9	1	90.00 %
List and apply the elements of weapons offenses, define prohibited weapons and firearms	11	1	91.67 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Penal Code	913	167	84.54 %
List the elements of offenses involving governmental abuse and apply those elements	1	1	50.00 %
US, Texas Constitution, and Rights	209	31	87.08 %
Discuss the provisions of the US Constitution, Bill of Rights, the Texas Constitution, and the rights set out in Chapter 1 of the CCP	192	29	86.88 %
Explain how the three components of the Criminal Justice System directly affect each other	5	0	100.00 %
Identify the civil/criminal courts and their jurisdiction	5	1	83.33 %
Identify the differences between civil and criminal law	2	0	100.00 %
Identify who are magistrates and their duties	4	0	100.00 %
Outline the structure and role of the Criminal Justice System	1	1	50.00 %
Family, Children, and Victims of Crime	165	35	82.50 %
Child Alert Check List	13	7	65.00 %
Describe proper placement and release of a child	1	0	100.00 %
Describe the authority law enforcement has to temporarily detain a child and child's family for the purposes of assessing the well-being of that child	0	1	0.00 %
Discuss the purpose of the list	4	2	66.67 %
Discuss the update to Family Code §261.301 Investigation of Report	2	1	66.67 %
List steps they must perform upon encountering a person listed on the CSCAL	4	0	100.00 %
Provide some differences between a missing person report and CSCAL	2	3	40.00 %
Family Violence, Child Victims, and Related Assaultive Offenses	36	4	90.00 %
Define family violence terms related to Title 4 of the Family Code; Protective Orders and Family Violence	6	0	100.00 %
Describe the cycle of violence phases	8	0	100.00 %
Describe the protective order court hearing process	2	0	100.00 %
Discuss Conditions of Bond in family violence cases	1	0	100.00 %
Discuss family violence situations and describe procedures for conducting preliminary investigations	6	0	100.00 %
Discuss how victims might be affected by family violence	3	0	100.00 %
Discuss the recommended steps in handling family violence calls involving temporary ex parte protective orders, protective orders, and magistrate's order for emergency protection	1	1	50.00 %
Discuss the types of abuse often occurring in incidences of family violence	2	1	66.67 %
Explain the application procedure for a protective order	2	0	100.00 %
Identify common characteristics of family violence offenders	1	0	100.00 %
Identify offenses and statutes that refer to family violence	0	1	0.00 %
Identify the legal requirements for taking possession of a child in an emergency	0	1	0.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Family Violence, Child Victims, and Related Assaultive Offenses	36	4	90.00 %
Identify the legal requirements relating to medical treatment and medical examinations of a child	1	0	100.00 %
List examples of some barriers victims face when attempting to leave an abusive relationship	3	0	100.00 %
Human Trafficking	34	6	85.00 %
Describe characteristics predominant in the identification of offenders, victims, and Consumers	1	0	100.00 %
Describe the concept of Human Trafficking from a global perspective	1	0	100.00 %
Describe victim protections under the law	3	0	100.00 %
Discuss best practices in investigations	1	1	50.00 %
Discuss case management and interagency cooperation which can aide in investigation	2	0	100.00 %
Discuss challenges and barriers to effective investigations of human trafficking	2	0	100.00 %
Discuss definitions of the term human trafficking, based on international and U.S. laws	2	0	100.00 %
Discuss human trafficking case studies	4	0	100.00 %
Discuss modern trafficking patterns	1	0	100.00 %
Discuss national and international perspectives concerning efforts to end human trafficking	1	1	50.00 %
Discuss the Art of Control Over Victims	2	0	100.00 %
Discuss the importance of victim service providers	3	0	100.00 %
Discuss the Texas statute on human trafficking	1	2	33.33 %
Explain the differences in trafficker roles	2	0	100.00 %
Explain the importance of a proactive response to human trafficking	1	0	100.00 %
Explain the importance of inter-agency collaboration	2	0	100.00 %
Explain the observational and investigative cues to identify trafficked victims	3	0	100.00 %
Explain the stages of human trafficking	0	1	0.00 %
Explain threshold requirements for eligibility of victim benefits and services	1	1	50.00 %
List the different forms of human trafficking	1	0	100.00 %
Missing and Exploited Children (TCOLE 3275)	27	13	67.50 %
After completing this section, the participant will be able to differentiate when reporting youth runaway cases is legally required as well as correlate youth runaway populations and risks for potenti	2	0	100.00 %
After reviewing this section, the participant will be able to utilize resources designed to combat the child pornography industry as well as relate data pertaining to offender demographics and behavior	2	1	66.67 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Missing and Exploited Children (TCOLE 3275)	27	13	67.50 %
Based on their role as a first responder, investigator or supervisor, by the end of this section the participant will be able to determine specific steps to take upon receiving a report of a missing c	8	3	72.73 %
By the end of this section, the participant will be able to articulate conditions that may lead children to go missing from care as well as the manners in which offenders specifically target this popu	2	0	100.00 %
By the end of this section, the participant will be able to identify risks posed to children for sexual exploitation, potential offenses related to child sexual exploitation, and grooming techniques c	3	1	75.00 %
By the end of this section, the participant will be able to specify methods used by traffickers to locate and manipulate potential victims as well as categorize trafficking crimes according to availab	5	5	50.00 %
The participant will recognize state legal requirements in the reporting of attempted abductions as well as review the stages of initial response to the scene of a missing child	4	1	80.00 %
Upon completing this section, the participant will be able to organize an appropriate response to the scene of a missing child with special needs based on best practices for recovery and available res	0	2	0.00 %
Upon review of this section, the participant will be able to contrast the dynamics of teen and youth communication trends with the increased risk for offenders to manipulate young people	1	0	100.00 %
Victims of Crime	55	5	91.67 %
Conduct an appropriate death notification	2	0	100.00 %
Discuss the ripple effect of crime victimization	6	0	100.00 %
Explain rights granted to victims of crime	3	0	100.00 %
Identify 4 outcomes of effective assistance to victims	6	0	100.00 %
Identify and discuss victim trauma and intervention techniques(s)	10	0	100.00 %
Identify crime victim liaisons and their duties	3	0	100.00 %
Identify elements that encompass a crisis reaction	11	3	78.57 %
Identify phases of a victim's reaction to crime (crisis)	5	2	71.43 %
Identify the legal basis of law enforcement's responsibilities to victims' rights	4	0	100.00 %
Summarize legal requirement for providing victims written notice	5	0	100.00 %
Illegal Substances and Special Regulations	75	25	75.00 %
Alcoholic Beverage Code	29	11	72.50 %
Define the following terms from the Alcoholic Beverage code	6	2	75.00 %
Identify the offense and its punishment	16	3	84.21 %
List the duties of peace officers as related to the Alcoholic Beverage Code	1	0	100.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Alcoholic Beverage Code	29	11	72.50 %
List the items that may be listed for a search warrant, who may issue the warrant, and explain the difference between a search and an inspection	2	0	100.00 %
List the legal hours of sale and/or consumption of alcoholic beverages as well as the penalty for violations	4	6	40.00 %
Health and Safety Code and Controlled Substance Act	46	14	76.67 %
Define the following terms contained in the Texas controlled Substances Act, Health & Safety Code (HSC)	19	6	76.00 %
Define the following terms pertaining to dangerous drugs	4	0	100.00 %
Discuss methods of identifying suspected controlled substances and dangerous Drug	3	0	100.00 %
Discuss the elements of following violations related to possession, delivery, and manufacture of dangerous drugs and for forging or altering a prescription	2	0	100.00 %
Identify appropriate interview techniques and factors contributing to probable cause in drug investigation	4	0	100.00 %
Identify common paraphernalia that may indicate substance usage	2	0	100.00 %
Identify commonly abused drugs	1	0	100.00 %
Identify Enhancements that may affect the punishment one receives for violating the Texas drug laws	0	1	0.00 %
Identify the incidence of drug interdiction and common characteristics of drug smugglers and their vehicles	1	0	100.00 %
Identify the procedures to be followed in the seizure and destruction of dangerous drugs	4	2	66.67 %
Identify the six major categories of controlled substances	2	1	66.67 %
Identify the use of uncorroborated testimony and its effect in drug cases	1	0	100.00 %
Using the appropriate resource, identify penalty groups for manufacture, delivery, and possession of controlled substances, simulated controlled substancescontrolled substance analogues, and ot	3	4	42.86 %
Investigations	257	83	75.59 %
Criminal Investigations	185	55	77.08 %
Define Criminal Investigation	11	1	91.67 %
Demonstrate methods for preparing a crime scene sketch	3	3	50.00 %
Demonstrate the ability to testify effectively and to critique the testimony of others.	4	0	100.00 %
Demonstrate the selection and use of crime scene search methods	5	3	62.50 %
Describe methods of court procedure	3	0	100.00 %
Describe procedures for determining whether a vehicle has been impounded or repossessed in reported auto theft cases	0	2	0.00 %
Describe procedures for identifying victim in case of serious injury or death	4	1	80.00 %
Describe procedures for securing the crime scene	3	0	100.00 %
Describe procedures to be taken upon arrival at the scene	1	1	50.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Criminal Investigations	185	55	77.08 %
Describe the proper procedures for crime scene documentation	2	2	50.00 %
Describe the reasons for case management	2	3	40.00 %
Determine circumstances under which additional investigative and technical personnel should be called to conduct a crime scene search and when officers may vacate the scene	2	0	100.00 %
Discuss general preliminary investigatory procedures to be followed when dealing with crimes against persons	2	0	100.00 %
Discuss general preliminary investigatory procedures to be followed when dealing with crimes against property	3	1	75.00 %
Discuss responses to questions within the limits of known information without speculation	4	0	100.00 %
Discuss safe methods for preserving evidence in original condition	3	1	75.00 %
Discuss the benefits of professional courtroom demeanor and appearance	3	1	75.00 %
Discuss the definition of "autopsy" and autopsy's value in homicide investigations	3	0	100.00 %
Discuss the general procedures for conducting field identifications (show-ups) at the time of initial investigations	5	0	100.00 %
Discuss the legal authority to protect the crime scene and establish the perimeters.	2	0	100.00 %
Discuss the objectives in conducting a crime scene search	2	0	100.00 %
Discuss the significance of homicide investigation terms	8	11	42.11 %
Discuss the significance of proof beyond a reasonable doubt in criminal cases	0	1	0.00 %
Discuss the value of crime scene sketches	2	1	66.67 %
Discuss various types of property offenses and characteristics of these types of crimes	8	4	66.67 %
Employ the steps used to refresh memory in preparation for testimony	0	1	0.00 %
Explain chain of custody	5	0	100.00 %
Explain the legal requirements for conducting interviews	8	1	88.89 %
Explain the procedure for exclusion of witnesses from the courtroom	2	1	66.67 %
Explain what a "salvage switch" is and how it works	3	0	100.00 %
Give examples of courtroom tactics used by defense attorneys	1	0	100.00 %
Identify information that should be made known to other officers	3	0	100.00 %
Identify procedures to follow when a prisoner and/or officer may have suffered bodily injury	3	0	100.00 %
Identify results of a proper booking process	0	1	0.00 %
Identify some conditions of a vehicle that might lead an officer to suspect it to be stolen	2	0	100.00 %
Identify some indicators that lead an officer to believe the vehicle is stolen after it has been stopped and observed	5	0	100.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Criminal Investigations	185	55	77.08 %
Identify some problems with car rental agencies (civil vs. criminal violations)	1	0	100.00 %
Identify the characteristics of a street thief	2	0	100.00 %
Identify the elements of the continuing or follow-up investigation, to include the introduction of various line-ups	1	0	100.00 %
Identify the necessity of properly prepared case files	2	0	100.00 %
Identify the procedures to be followed in photographing a crime scene	6	1	85.71 %
Identify the processes by which stolen and wanted information may be retrieved	5	0	100.00 %
Identify the tools of the criminal investigator	4	0	100.00 %
Identify the various types of offenses against persons and the characteristics of these type crimes	21	6	77.78 %
Identify when evidence may and may not be used	3	0	100.00 %
List the characteristics of an investigator	1	0	100.00 %
List the goals of a criminal investigator	3	0	100.00 %
List the reasons and procedures for search during booking	0	3	0.00 %
Practice proper procedure to record all necessary booking data on a prisoner and vehicle impound information	2	1	66.67 %
Practice the techniques used in conducting an interview	11	0	100.00 %
Review the type of documentary information included in a case folder and in a prosecution summary	2	0	100.00 %
Use procedures for establishing chain of custody	0	4	0.00 %
Use techniques for presenting effective testimony	4	0	100.00 %
Juvenile Offenders	72	28	72.00 %
Define delinquent conduct; conduct indicating a need for supervision	5	2	71.43 %
Define specific terms relating to juvenile proceedings	19	2	90.48 %
Discuss three important points associated with youth gang involvement	7	0	100.00 %
Identify law enforcement's legal requirement to notify schools upon arrest and/or referral to juvenile court	2	1	66.67 %
Identify the five domains of risk factors for youth joining gangs	5	1	83.33 %
Identify the legal requirements for a detention hearing without a jury if the child is not released	1	1	50.00 %
Identify the legal requirements for investigation of report of child abuse or neglect	3	1	75.00 %
Identify the legal requirements for taking a child into custody	6	2	75.00 %
Identify the legal requirements for taking possession of a child in an emergency	2	0	100.00 %
Identify the legal requirements for the release of a child brought before the court or delivered to a detention facility	4	1	80.00 %
Identify the legal requirements on places and conditions of detention	8	0	100.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Juvenile Offenders	72	28	72.00 %
Identify the legal requirements pertaining to a waiver of rights and requirements for admissibility of statements given by FC 51.09 and 51.095	0	8	0.00 %
Identify the legal requirements relating to medical treatment and medical examination of a child	0	2	0.00 %
Identify the legal restrictions on fingerprinting and photographing a child and administering a polygraph examination	4	1	80.00 %
Identify the purpose of Title III, Juvenile Justice Code, as it relates to juvenile investigations	2	1	66.67 %
Identify the rights and duties of parents	1	0	100.00 %
Learn the function of the State Missing Persons Clearinghouse (SMPC) and the required report forms	3	2	60.00 %
Learn the legal definitions for a missing person or a missing child	0	2	0.00 %
Learn what steps are taken in a missing child investigation	0	1	0.00 %
Medical	55	25	68.75 %
Emergency Medical Assistance	55	25	68.75 %
Complete course in CPR	6	4	60.00 %
Demonstrate emergency aid procedures for burns	2	0	100.00 %
Demonstrate emergency aid procedures for effective bleeding control	10	7	58.82 %
Demonstrate the emergency aid procedures for broken bones and severe sprains	2	1	66.67 %
Demonstrate the emergency aid procedures for Choking and Rescue breathing emergencies.	6	2	75.00 %
Demonstrate the emergency aid procedures for illness related to exposure to the elements	4	4	50.00 %
Demonstrate the emergency aid procedures for overdoses	3	0	100.00 %
Demonstrate the emergency aid procedures for treatment of shock	5	0	100.00 %
Demonstrate the emergency aid procedures for victims of diabetic emergencies, strokes, and seizures	6	1	85.71 %
Discuss the legal aspects of providing emergency medical assistance	2	1	66.67 %
Explain emergency aid procedures for childbirth	4	0	100.00 %
Identify factors associated with treatment of different cultures in emergency medical assistance.	1	0	100.00 %
Identify the essential principles of trauma patient assessment	0	2	0.00 %
Identify universal precautions for preventing transmission of communicable diseases	4	3	57.14 %
Patrol Operation	238	62	79.33 %
Canine Encounters (TCOLE 4065)	32	8	80.00 %
Define the word "ethology"	2	0	100.00 %
Describe a dog's body language using a visual depiction	6	0	100.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Canine Encounters (TCOLE 4065)	32	8	80.00 %
Describe how at least two of a dog's body parts are used in communication	2	0	100.00 %
Describe the utilization of common tools carried by law enforcement in the non-lethal control of canines	3	0	100.00 %
Discuss additional techniques to use to survive a canine attack	6	0	100.00 %
Discuss De-escalation techniques in working with canine calls	0	1	0.00 %
Discuss terms and conditions utilized in the Texas Health and Safety Code concerning laws pertaining to animals	1	0	100.00 %
Examine the Use-of-Force Continuum Principal	2	1	66.67 %
Identify Canine Conflict Avoidance Techniques	2	1	66.67 %
Identify factors that determine if a dog is considered dangerous	0	1	0.00 %
Identify tools of opportunity (items found at the scene)	2	0	100.00 %
List at least four types of dog aggression	4	4	50.00 %
List what should be done if deadly force must be used	1	0	100.00 %
Review the requirements for an owner with a dangerous dog	1	0	100.00 %
Civilian Interaction Training (TCOLE 30418)	34	6	85.00 %
Describe visual or audio recording of traffic stops	4	0	100.00 %
Discuss the Community Safety Education Act (SB 30, 85th Regular Session)	0	1	0.00 %
Discuss the required law enforcement training requirements under the Community Safety Education Act	3	0	100.00 %
Explain how civilians are being taught to act on traffic stops	4	1	80.00 %
Explain how uncertainty and ignorance may lead to unnecessary tension during traffic stops	6	2	75.00 %
Identify expectations of officer demeanor on traffic stops	6	0	100.00 %
Review of the Seven Step Violator Contact	11	2	84.62 %
Interacting with Deaf and Hard of Hearing (TCOLE 7887)	32	8	80.00 %
Define the terms "Deaf" and "Hard of hearing" as defined by Section 81.001 of the Texas Human Resource Code	7	2	77.78 %
Describe how to identify specialty license plates issued to individuals who are deaf or hard of hearing in the State of Texas	3	0	100.00 %
Discuss appropriate techniques utilized to interact with drivers who are deaf or hard of hearing	2	3	40.00 %
Discuss the communication impediment program	6	0	100.00 %
Identify practical suggestions for more effectively communicating with drivers who are deaf or hard of hearing	14	3	82.35 %
Patrol Skills	89	31	74.17 %
Define selected types of crowds and mobs	6	1	85.71 %
Define terms related to crowd management	3	1	75.00 %
Define vehicle stop	4	3	57.14 %
Demonstrate a proper pedestrian stop	1	0	100.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Patrol Skills	89	31	74.17 %
Demonstrate techniques used while interviewing persons during field operations	5	0	100.00 %
Demonstrate the four basic positions for the patrol unit	1	3	25.00 %
Describe the three general categories for vehicle stops	5	3	62.50 %
Determine the various kinds of hazards encountered while on patrol	1	3	25.00 %
Discuss Case laws as they relate to Traffic Stops	4	0	100.00 %
Discuss the phases of traffic stops	1	0	100.00 %
Discuss the use of the field inquiry	1	0	100.00 %
Discuss the various patrol methods	1	0	100.00 %
Establish an immediate action plan tactics	1	1	50.00 %
Explain procedures for the safe response to an active shooter by the first responders	6	2	75.00 %
Explain the 7 basic tactics for making contact with the violator	3	1	75.00 %
Identify basic safety awareness tactics	1	0	100.00 %
Identify community resources that can be used for assistance in emergencies	0	2	0.00 %
Identify different methods designed to enhance public service	3	0	100.00 %
Identify factors of responding to crowd control situations	4	0	100.00 %
Identify methods to gain citizen involvement in crime prevention	3	0	100.00 %
Identify the advantages of the six different patrol modes	3	1	75.00 %
Identify the consequences of public service	3	0	100.00 %
Identify the forms of access a consular official may have to an arrested foreign national	2	4	33.33 %
Identify the methods of mental and physical preparation	4	2	66.67 %
Identify the procedures for safe response to incidents involving explosive devices	2	0	100.00 %
Identify the procedures for safe responses to crimes in progress calls	1	0	100.00 %
Identify the provisions of consular notification as per the Vienna Convention on Consular Notification and bilateral treaties	1	0	100.00 %
Identify the purpose of the Vienna Convention on Consular Relations (VCCR) treaty and bilateral treaties	1	0	100.00 %
Identify the steps to be taken when a foreign national is arrested	1	0	100.00 %
Identify the two types of problem area patrols	3	1	75.00 %
List the elements of a crime prevention program	2	0	100.00 %
List the elements of the offenses relevant to crowd control	8	1	88.89 %
List the patrol functions	3	1	75.00 %
Review a proper team formation of the diamond formation or linear (T) formation type	1	1	50.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Radio Communications/LTFA/Amber-Silver Alert	51	9	85.00 %
Discuss the goal of the Alert Program State Network	2	1	66.67 %
Explain the officer's basic role as it relates to initiating the state's emergency response during disasters	3	0	100.00 %
Identify key terms and the various services provided in public safety	7	0	100.00 %
Identify protocol for consistent radio communication and laws that govern the use of the radio	22	5	81.48 %
State the criteria for request an Endangered Missing Persons Alert	2	2	50.00 %
State the criteria for requesting a Blue Alert	5	1	83.33 %
State the criteria for requesting a Silver Alert	3	0	100.00 %
State the criteria for requesting an America's Missing: Broadcast Emergency Response (AMBER) Alert	5	0	100.00 %
State the procedures for requesting an Alert	2	0	100.00 %
Professional Police Practices	275	65	80.88 %
Fitness, Wellness, and Stress Management	32	8	80.00 %
Describe the importance and relevance of health habits, fitness and wellness to the law enforcement profession	10	0	100.00 %
Describe the relationship between nutrition and performance	5	2	71.43 %
Discuss consequences of steroid abuse	1	0	100.00 %
Discuss responsibilities an officer has to a co-worker when substance abuse threatens the safety and efficiency of the department	1	0	100.00 %
Discuss signs and symptoms of drug / alcohol abuse and the personal consequences of personal use	2	0	100.00 %
Discuss what happens physically and psychologically when confronted with survival stress and explore ways to positively channel these changes	5	0	100.00 %
Explain myths and realities of alcoholism	1	1	50.00 %
Explore types of stress related to the law enforcement profession.	1	1	50.00 %
Identify strategies to assist a coworker contemplating suicide	1	0	100.00 %
Identify the emotional and physical symptoms of the stress response physiology of stress	1	3	25.00 %
Identify the principles of an exercise program	1	1	50.00 %
Identify ways to reduce stress through relaxation	2	0	100.00 %
Recognize strategies to manage stress	1	0	100.00 %
Multiculturalism and Human Relations	67	13	83.75 %
Define key functions of discrimination	1	0	100.00 %
Discuss personal prejudices	5	0	100.00 %
Discuss the definitions, key concepts, and origins of prejudice	48	9	84.21 %
Discuss the value of, respect for, and sensitivity to the feelings and needs of others	4	0	100.00 %
Evaluate and discuss the importance of not allowing personal prejudices to affect professional behavior	6	4	60.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

Multiculturalism and Human Relations	67	13	83.75 %
Identify forms of prejudice	3	0	100.00 %
Professional Policing	53	7	88.33 %
Analyze the characteristics of traditional (formal) police organizational structure and police subculture (informal)	2	3	40.00 %
Define "community policing" and explain this service model	2	1	66.67 %
Describe significant historical events that have influenced policing in the United States	6	0	100.00 %
Describe the evolution of policing in Texas	5	0	100.00 %
Describe the historical development of police service models or styles	17	1	94.44 %
Discuss the concept of Crime Stoppers and the function of the organization	4	0	100.00 %
Explain the traditional police service model	11	2	84.62 %
Interpret the police organization's role in society	1	0	100.00 %
Recognize the values of providing quality police customer service	5	0	100.00 %
Professionalism and Ethics	43	17	71.67 %
Discuss Ethical Dilemmas in Law Enforcement	4	0	100.00 %
Discuss the characteristics of professionalism	4	0	100.00 %
Discuss the concept of professionalism	4	2	66.67 %
Discuss the differences between physical and moral courage	3	0	100.00 %
Discuss the Law Enforcement Code of Ethics	3	0	100.00 %
Discuss Title 8 of the Texas Penal Code in relationship to an officer's behavior.	24	14	63.16 %
Explain relevant federal criminal law in relationship to an officer's behavior	1	1	50.00 %
Racial Profiling (TCOLE 3256)	54	6	90.00 %
Discuss Supreme Court decisions and other court decisions involving appropriate actions in traffic stops	18	4	81.82 %
Identify elements of a racially-motivated traffic stop	5	1	83.33 %
Identify logical and social arguments against racial profiling	10	1	90.91 %
Identify the legislative requirements placed upon peace officers and law enforcement agencies regarding racial profiling	21	0	100.00 %
TCOLE Rules	26	14	65.00 %
Define the TCOLE mission as it pertains to the establishments of standards and its enforcement of such	0	3	0.00 %
Discuss the History and importance of TCOLE	5	0	100.00 %
Discuss the significance of the Texas Peace Officers' Memorial and the National Law Enforcement Memorial	2	1	66.67 %
Explain the process of reporting a licensee arrest	3	0	100.00 %
Identify the actions taken by the Commission against a licensee	6	7	46.15 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

TCOLE Rules	26	14	65.00 %
Identify the criteria for Continuing Education for Licensees and explain the 24-month training unit and the 48-month training cycle	2	0	100.00 %
Identify the criteria for TCOLE Rules concerning basic training and enrollment standards	2	3	40.00 %
Identify the Proficiency Certificate Requirements	3	0	100.00 %
Identify the requirements for attempting a licensing exam	1	0	100.00 %
List how the TCOLE rules are organized	2	0	100.00 %
Special Populations	148	32	82.22 %
CIT (1850)	131	29	81.88 %
Assist an individual to name and contact personal support resources	3	0	100.00 %
Define "insanity" and discuss how the term is defined in Texas	4	0	100.00 %
Define a moral injury	3	0	100.00 %
Define survivor's guilt	1	0	100.00 %
Define the 80/20 rule	3	0	100.00 %
Define the meaning of "crisis" as it pertains to CIT	3	0	100.00 %
Define the term 'diversion' and discuss programs and options for avoiding the incarceration of those experiencing mental illness	1	4	20.00 %
Define the term 'intellectual disability' and discuss what that means in terms of law enforcement interaction	2	1	66.67 %
Define the term "deinstitutionalization" and discuss the criminal justice system and its relationship with those suffering from mental illness	1	0	100.00 %
Define the terms tactical transparency	1	0	100.00 %
Describe developmental disorders, and recognize the symptoms and behaviors associated with Autism Spectrum Disorders	3	0	100.00 %
Describe some of the reasons people stop taking medications	1	1	50.00 %
Describe the relationship between Inter-Personal Violence (IPV) and PTSD	1	3	25.00 %
Describe the role and complications of psychotropic medications	1	1	50.00 %
Describe the symptoms and behaviors associated with dementia and Alzheimer's Disease	2	0	100.00 %
Develop an increased awareness of mental illness and the adversity that surrounds a mental health diagnosis	1	0	100.00 %
Discuss a variety of advanced modes of communication to assist in dealing with someone in a crisis, and be able to display them in interaction and role play	1	0	100.00 %
Discuss and utilize the '5 Universal Truths of Human Interaction'	2	0	100.00 %
Discuss community and referral resources and options within his/her respective geographical area	1	0	100.00 %

Detail Class Analysis Peace Officer

9/1/2021 - 10/1/2021

CIT (1850)	131	29	81.88 %
Discuss effective communication methods for individuals that have an intellectual disability	1	1	50.00 %
Discuss Mental Health Court as a form of diversion	3	3	50.00 %
Discuss options for responding appropriately to verbal abuse	1	0	100.00 %
Discuss SB 1849 and the legislative mandates that resulted	2	0	100.00 %
Discuss statistics and trends in law enforcement suicide	4	0	100.00 %
Discuss the origins of Crisis Intervention Training	3	0	100.00 %
Discuss the problem of mental health crisis as it pertains to law enforcement	3	0	100.00 %
Discuss the statistics and terminology of suicide and suicide prevention	2	1	66.67 %
Discuss transportation options and officer safety	4	0	100.00 %
Discuss ways to change current mental health culture	2	1	66.67 %
Dispel common myths regarding mental illness	1	0	100.00 %
Distinguish the degrees of intellectual disability	3	1	75.00 %
Explain CIT's impact on community relations	3	0	100.00 %
Explore legal considerations for police intervening in a mental health crisis, and learn about the provisions that pertain to law enforcement duties in the Health and Safety Code	2	0	100.00 %
Explore several reasons why many people do not seek treatment for mental illness	1	1	50.00 %
Explore the causes of traumatic brain injury (TBI)	3	0	100.00 %
Explore the concept of 'normal' versus 'abnormal' behavior	2	1	66.67 %
Explore the concept of 'stigma'	1	0	100.00 %
Explore the relationship between homelessness, mental illness, and victimization	3	1	75.00 %
Identify behaviors associated with mood disorders	5	2	71.43 %
Identify behaviors associated with personality disorders	2	1	66.67 %
Identify behaviors associated with thought disorders	2	0	100.00 %
Identify examples of 'I' statements versus 'you' statements	5	1	83.33 %
Identify methods most effective in talking to someone with dementia	1	0	100.00 %
Identify symptoms and behaviors associated with cognitive disorders	3	1	75.00 %
Identify symptoms associated with the ingestion specific types of drugs and controlled substances	5	0	100.00 %
Implement tactics for gaining trust and building rapport	2	0	100.00 %
List and describe the crisis intervention skills involved in communicating with people experiencing mental illness	1	0	100.00 %
List protective factors against suicide	2	0	100.00 %
List several potential causes for a mental health crisis	1	0	100.00 %
List some of the causes of Post-Traumatic Stress	2	0	100.00 %
Read, fill out, and demonstrate proper implementation of a Police Officer Emergency Detention	4	0	100.00 %

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CIT (1850)	131	29	81.88 %
Recognize symptoms and behaviors of an individual experiencing PTSD	3	1	75.00 %
Recognize symptoms and behaviors that indicate an increased suicide risk	0	1	0.00 %
Reiterate the goal of CIT	1	0	100.00 %
Review national and statewide statistics related to mental health, physical health, and the prevalence of these issues in the population	2	1	66.67 %
Review various mental illnesses and the impact such illnesses can have on a person's life	3	0	100.00 %
Use a suicide risk assessment	3	1	75.00 %
Use the techniques to build rapport with veterans or others experiencing PTSD	5	0	100.00 %
Traumatic Brain Injury (TCOLE 4066)	17	3	85.00 %
Apply course knowledge to case study scenario	1	0	100.00 %
Appraise the prevalence of brain injuries	2	0	100.00 %
Describe a Traumatic Brain Injury (TBI)	1	0	100.00 %
Describe an Acquired Brain Injury (ABI)	1	0	100.00 %
Differentiate populations with brain injury risk	0	1	0.00 %
Discuss examples of historical persons who suffered with brain injury	1	0	100.00 %
Discuss the definition of brain injury	1	0	100.00 %
Identify the signs and symptoms of a brain injury	2	1	66.67 %
Inventory brain injury prevention strategies in children	3	0	100.00 %
Inventory brain injury prevention strategies in older adults	1	0	100.00 %
Inventory the three categories of change that develop as a result to a brain injury	1	0	100.00 %
Recognize the significance of a "mild" brain injury	2	1	66.67 %
Review effective communication techniques	1	0	100.00 %
Traffic Regulation	419	181	69.83 %
Intoxicated Driver (SFST)	69	11	86.25 %
Discuss the Chemical Tests	2	0	100.00 %
Recognize and prepare necessary forms concerning the intoxicated driver	6	2	75.00 %
Successful completion of the National Highway Traffic Safety Administration (NHTSA) SFST Course	61	9	87.14 %
Traffic Code/Crash Investigation	350	170	67.31 %
Apply the procedures for responding to and managing the crash scene	2	0	100.00 %
Define dispose and litter in accordance with the Texas Health and Safety Code	6	0	100.00 %
Define the following terms in the TC	5	0	100.00 %
Define the following terms in the TC, as it relates to traffic, traffic areas, and traffic control	10	7	58.82 %

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Traffic Code/Crash Investigation	350	170	67.31 %
Define the various miscellaneous terms listed in Chapter 541, TC	12	2	85.71 %
Describe procedures for interviewing driver, complainant, and witnesses	2	0	100.00 %
Describe the legal authority to establish effective traffic flow based on situational priorities	1	0	100.00 %
Describe the regulations regarding liability insurance for motor vehicles and financial responsibility.	3	3	50.00 %
Describe the regulations related to abandoned motor vehicles	2	0	100.00 %
Discuss the concept of Implied Consent	1	0	100.00 %
Discuss the regulations relating to arrest, and charging procedures, notices and promises to appear	2	0	100.00 %
Discuss the requirement for registration of vehicles	17	15	53.13 %
Discuss traffic laws contained in the Transportation Code (TC) and their applications	23	5	82.14 %
Discuss traffic signs, signals, and markings	6	1	85.71 %
Explain the required obedience and the effect of the TC	2	1	66.67 %
Given a driving situation determine if a violation exists as it applies to the operation of motorcycles	4	2	66.67 %
Given a driving situation, determine if a traffic law is violated as it applies to Chapter 545, Subchapter B, TC	15	2	88.24 %
Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter D, TC	5	7	41.67 %
Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter F, TC	7	0	100.00 %
Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter G, TC	7	3	70.00 %
Given a driving situation, determine if a violation exists as it applies to Chapter 545, Subchapter H, TC	16	1	94.12 %
Given a driving situation, determine if a violation exists as it applies to vehicle equipment standards and maintenance	55	32	63.22 %
Given a driving situation, determine if a violation exists, as it applies to Chapter 545, Subchapter C, TC	13	2	86.67 %
Given a driving situation, determine that a violation exists as it applies to Chapter 545, Subchapter I, TC	36	9	80.00 %
Given a situation involving warning signs and devices, determine if a violation of law exists	1	2	33.33 %
Identify and apply methods of measuring the crash scene and collecting any physical evidence	3	1	75.00 %
Identify legal requirements of operating emergency vehicles	3	0	100.00 %
Identify who may and who may not be licensed to drive in the state of Texas, and the types and classes of licenses that exist under Texas statutes, and understand	19	19	50.00 %
Illustrate a working knowledge of the laws, methods, and techniques relative to crash investigation to include when and where the TC applies in crash investigation.	26	13	66.67 %
Recognize the regulations relating to operation in municipalities and certain counties	6	8	42.86 %

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Traffic Code/Crash Investigation	350	170	67.31 %
Recognize the Texas Peace Officer Crash Report CR3	35	33	51.47 %
Review regulations related to the removal of injurious materials and wrecked or damaged vehicles from the highway	3	0	100.00 %
Review the regulations related to privileged parking	2	2	50.00 %
Use of Force	348	52	87.00 %
De-escalation Strategies (TCOLE 1849)	61	19	76.25 %
Articulate the benefits of the CDM	3	1	75.00 %
Demonstrate and explain key tactical expectations and roles when responding to a critical incident as a team	6	0	100.00 %
Demonstrate key verbal communications skills that are critical to defusing tense situations and gaining voluntary compliance	4	0	100.00 %
Describe and recognize the value of the emotional-rational thinking scale	3	0	100.00 %
Describe the key principles of the Critical Decision-Making Model (CDM)	1	1	50.00 %
Develop and use a variety of alternatives to hostile-sounding phrases	2	1	66.67 %
Explain concepts such as "tactical pause," "distance + cover = time," and "tactical repositioning."	7	4	63.64 %
Explain each of the five steps of the CDM	9	2	81.82 %
Explain how non-verbal communications affect interactions with others and demonstrate the use of key non-verbal communications skills	2	4	33.33 %
Explain the concepts and importance of active listening and demonstrate the use of key active listening skills	2	0	100.00 %
Explain use of the Critical Decision-Making Model (CDM) in responding to and managing a critical incident	3	0	100.00 %
Participate in an effective after-action review (AAR) of a critical incident	4	0	100.00 %
Recognize principles and best practices for effectively responding to a person in behavioral crisis	6	3	66.67 %
Successfully identify behaviors associated with a person experiencing behavioral crisis	1	0	100.00 %
Use some common tips and techniques for engaging and making a connection with a person in behavioral crisis	4	0	100.00 %
Use the CDM to explain key post-response expectations following a critical incident	4	3	57.14 %
Force Options Theory	287	33	89.69 %
Analyze factors that the courts use to determine if unreasonable force was used in a case.	33	4	89.19 %
Define and analyze the following terms relating to use of force	37	1	97.37 %
Describe psychological aspects of the use of force	28	4	87.50 %
Discuss the concepts regarding use of force	4	0	100.00 %
Discuss the impact of an officer's professional presence	4	0	100.00 %

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9/1/2021 - 10/1/2021

Force Options Theory	287	33	89.69 %
Evaluate and explain the justification(s) for use of force	69	9	88.46 %
Explain the legal authorities for the use of force	23	2	92.00 %
Identify communication strategies used when dealing with violence and assault calls	7	0	100.00 %
Identify elements that an officer must recognize and control in every encounter	6	0	100.00 %
Identify moral considerations and forces affecting an officer's decision to use deadly force	3	4	42.86 %
Identify some helpful "tools" used in redirecting someone's behavior using verbal persuasion	14	1	93.33 %
Identify the deciding factors for use of force when affecting an arrest	4	1	80.00 %
Identify the possible consequences that may arise from improper or excessive use of force	7	3	70.00 %
Identify the principal considerations in applying a use of force	4	0	100.00 %
Identify the various aspects of communication strategies used when dealing with the public	28	0	100.00 %
Identify typical procedures that are followed after an officer-involved shooting	6	2	75.00 %
List and discuss force options available to peace officers	5	2	71.43 %
Recognize criteria relating to a professional peace officer's use of force	5	0	100.00 %
Vehicle Operation	41	19	68.33 %
Professional Police Driving	41	19	68.33 %
Define an "authorized emergency vehicle"	4	0	100.00 %
Explain what the circadian rhythm is, and why it affects safe driving	5	1	83.33 %
Identify the advantages of using seat (safety) belts when driving a vehicle	2	1	66.67 %
Identify the components of a pre-shift vehicle inspection	1	2	33.33 %
Identify the conditions which influence the overall "stopping distance" of a vehicle	1	1	50.00 %
Identify the effectiveness and limitations of emergency equipment and vehicle equipment	3	0	100.00 %
Identify the effects of speed upon a turning vehicle	1	2	33.33 %
Identify the factors which may contribute to traffic collisions	4	0	100.00 %
Identify the following components of "defensive driving"	0	4	0.00 %
Identify the following driving movements or activities most frequently contributing to law enforcement collisions	2	0	100.00 %
Identify the issues that are usually addressed by a law enforcement agency's pursuit policy	2	1	66.67 %
Identify the proper steering techniques for various aspects of vehicle operation	3	2	60.00 %
Identify the reasons why "fatigue" is a physiological condition which poses a threat to safe driving	1	3	25.00 %
Identify the techniques of proper vehicle operation	7	0	100.00 %

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Professional Police Driving	41	19	68.33 %
Identify traffic conditions that affect safe vehicle operation	0	2	0.00 %
Identify, in the proper sequence, the components that make up total stopping distance	5	0	100.00 %