PROFESSIONAL DEVELOPMENT GUIDE FOR COMMUNITY SERVICE OFFICERS WITHIN COMMUNITY COLLEGE POLICE DEPARTMENTS

by

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ABSTRACT

College security has been around since the late 1800s. Community colleges have utilized security since building their physical campuses during the mid-to-late 1960s. Community service officers emerged as one of over 200 recommendations developed by the 1967 CALEA task force which compiled possible methods to reduce crime in the nation and increase citizen safety. Training for these CSOs is limited both upon hire and for ongoing professional development.

The purpose of the research was to develop a professional development training guide for supervisors and training managers for community service officers within community college police departments. This product dissertation was created after learning what the current minimum training standards are being applied by community college police departments; the areas that the departments feel could enhance the department's training curriculum for CSOs; and what training CSOs are currently required to complete. The guide contains two sections and multiple training phases. Section one focuses on orientation, on-boarding, and essential skills training for the newly hired CSO. Section two focuses on professional development after the CSO has been released from their initial training. Enhanced training can assist CSOs with being more efficient and able to assist the college community while police officers respond to potentially hazardous situations that the CSO does not have the tools or training to respond to.

KEY WORDS: CSO, campus police, training, professional development

DEDICATION

I would like to dedicate this dissertation to my Mom. If it had not been for you challenging me to complete this degree and your continual support, we probably would never have had the opportunity to experience this enriching and challenging journey.

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So many people have been involved in my life to help complete this research. First, I would like to thank my committee for your awesome mentorship and guidance to complete this long journey. The three of you together were an excellent team and your individual strengths and areas of expertise were all so helpful and essential for getting us to the end of this successful journey. Thank you!

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CHAPTER ONE: INTRODUCTION TO THE STUDY

INTRODUCTION

The structure of police departments continues to change with the continued evolution of law enforcement to include the addition of civilian employees. Boston, Massachusetts, established the first law enforcement entity in 1636 (City of Boston, 2017) with police officers. It is unclear when the first civilian worked in a law enforcement agency. Since 1950, the percentage of civilians in police departments doubled between 1950 and 1972, from 7.5% to 13.2%, respectively (Schwartz & Urban Institute, 1975, p. 3).

This increase is due to the lower cost of salaries and benefits for community service officers (CSOs) in comparison to sworn members (Aubury & Wandrei, 2020; CareerOneStop, 2021), their ability to do low-skilled tasks (Schwartz & Urban Institute, 1975, p. 1), and the encouragement of "leaders in law enforcement and criminal justice and by national commissions" (Schwartz & Urban Institute, 1975, p. 1). CSOs handle tasks requiring less training, and they share information for officers to act upon (Schwartz & Urban Institute, 1975, p. 63), which allows police officers to focus on critical calls. Once individual offices have accepted CSOs, they have indicated that capable civilians can relieve them of tasks, which results in cost savings (Schwartz & Urban Institute, 1975, p. 68).

CSOs receive most of their training on the job, in comparison to the formalized training police officers receive at a police academy. In 1975, 67% of respondents to a survey indicated CSOs received less than one month of training, whereas 37% of the respondents felt that 3 to 6 months of training was needed (Schwartz & Urban Institute, 1975, p. 69). In most areas,

additional training is available for CSOs, with a limited variety and number of classes available, in comparison to police officers.

The benefits of using CSOs are many: CSOs improve police and community relationships through their interactions with the public, both in person and on the telephone (Perry, 2002). In their service-oriented calls, they interact with the community while doing tours, answering phones, assisting citizens, and walking through schools (Perry, 2002; Staple, 2011). These types of tasks allow the community to approach a police department employee, and they help the department to pay more attention to the status of the community. To assist CSOs in expanding their knowledge and awareness, the researcher will create a guide to highlight different areas in which CSOs can, and should, obtain additional professional development training.

BACKGROUND AND CONTEXT

Emergence of Community Colleges in Illinois

Community colleges have been around since 1901 when Joliet Junior College (2021) was founded by J. Stanley Brown and William Rainey Harper. In Illinois, the need for community college-specific security was not recognized until the enaction of the Illinois Public Junior College Act of 1965. Instead of the original practice of holding classes at a local high school or college, Illinois was divided into 39 college districts (Illinois Community College Board, 2023). This led to a change in terminology for the statute as the "Illinois Junior College Act" became the "Illinois Community College Act" starting October 1, 1973 (Public Community College Act, 1961). Public college enrollment continued to be important, increasing from 3.97 million students in 1965 to 13.87 million in 2020 (Duffin, 2020).

POLICING IN COMMUNITY COLLEGES

In 1894, the first formal college security department was established at Yale University (2020). History of security for American colleges is limited until the 1950s (Collins, 1992). No mention of security is made specifically in any documents other than the Illinois Junior College Act, but colleges did include security in their plans for physical campuses as they were established. Some examples include Harper College (1967) and East St. Louis (Smith, 1980) who mention security needs for their campuses that were in the process of being built.

Community college policing has become more prevalent in recent years. The Crime Awareness and Campus Security Act of 1990 increased the public's awareness of campus crime. Specific crimes from the Crime Awareness and Security Act that were reported most frequently by colleges between 2010 and 2020 are burglary, forcible sex offenses, and motor vehicle theft. Even with these crimes being reported, the overall trend for crime in 2019 was 10% less than 2010 (National Center for Education Statistics, 2023) with an overall decreasing crime trend since 2009 (National Center for Education Statistics, 2016). Some possible causes of decreased crime include increased student awareness on how to mitigate, handle, and report crime on campus along with safer campuses due to crime prevention strategies that have been implemented (Palko, 2023).

According to Caplan (2021), the data-informed community engagement (DICE) framework allows a mixed team to collaborate and determine ways to mitigate risk and respond to problems, including crime. The mixed team could include information technology, campus police, facilities management, and feedback received from various committees on what the campus constituents desired (Patton, 2017). Using the perspective of Temple University students, recommended crime prevention measures include data and policy transparency; improving safety in the areas surrounding campus; building a rapport between campus security and students;

increasing security and visibility to campus walkways; increasing campus security awareness of mental health crises; and raise awareness to mitigate scenarios where students may harm each other (Ezarik, 2022). Using the Crime Prevention Through Environmental Design (International CPTED Association, 2022) technique, the mixed team can help the campus community by taking control of their campus, optimizing public spaces for safety, keeping the campus clean, utilizing existing roads to control access to the campus, involving diverse groups on campus to resolve crime issues together, developing a sense of community, and establishing places for people to gather and safely enjoy their campus. The mixed team can also develop plans for incidents, conduct training exercises, and do post-exercise evaluations to determine where improvements can be made to improve campus safety (Federal Emergency Management Agency, 2013). Working together with the campus community can develop the security plan that works best for their campus.

Additionally, according to Maguire (2003) and Hancock (2016), community college police departments have varying departmental organizational structures based on size, department expectations, and whether they apply community policing. College police department and municipal police department structures tend to be similar. Sloan (2000) found that the organizational structure adjustments may be an attempt to change the public perception from a door-shaker to professional law enforcement.

Three factors that impact the departmental structure include vertical, functional, and special differentiation (Maguire, 2003). Organizational size and age are the main drivers for vertical differentiation. The elements of impact are the number of command levels within the organization; the concentration of staffing at specific command levels; and the height of the organization measured by income disparity between the lowest- and highest-ranking employees.

Functional differentiation is equivalent to adding specialized units to the organization. Maguire's (2003) research found that police continue to add additional functional units instead of consolidating units. Spatial differentiation is measured by the department's geography, whether by distance, patrol beats, or police stations. Maguire (2003) found that this was largely impacted by agency size. In summary, departments may start with a simple organizational structure and continue to get more complex over time as additional teams are added.

Community service officers (CSOs) are a vital part of police departments. The CSO is often the first person that a community member will meet face-to-face in routine interactions on a community college campus. CSOs are the "eyes and ears" of the department and act as the liaison between the public and the police department (UCLA Police Department, 2017; Pham, 2015). The next section will show how the CSO typically receives the least amount of training within a police department.

Current Training and Deficiencies in Training for CSOs

In Illinois police departments, initial training requirements can vary from 20 to 640 hours. Detailed state statutes set the 640-hour training requirement for police officer training (Illinois Police Training Act, 2022). In contrast, telecommunicators have minimal training requirements recommended by the Association of Public Communications Officers (APCO) (APCO International, 2015). Lastly, CSOs are required to have 20 hours of training (Public Community College Act, 2009).

Police officers have the highest level of required training, with a minimum of 640 hours of training at the police academy within their first 6 months of employment (Illinois Police Training Act, 2022). The annual training requirements detailed in the No Representation Without Population Act (2022) and Illinois Police Training Act (2022) call for a minimum of 30 hours

every 3 years to satisfy a subset of topics. These topics include crisis intervention; emergency medical response; hands-on, scenario-based role playing; high-risk traffic stops; law concerning stops, searches, and the use of force under the Fourth Amendment to the United States Constitution; officer safety techniques; officer wellness and mental health; and use of force techniques, including the use of de-escalation techniques (Illinois Police Training Act, 2022).

Telecommunicators have the next highest training requirements. APCO International (2015) lists seven pages of items in which a law enforcement telecommunicator should show competence. The annual professional development training is 24 hours for telecommunicators (APCO, 2015).

According to the Public Community College Act (2009), non-sworn members of the department do not have recommended professional development standards other than the 20-hour basic security training course within 6 months of their hire date and 8 hours of annual training to ensure that they continue to be effective members of the department (Public Community College Act, 2009).

STATEMENT OF THE PROBLEM

Community service officers (CSOs) are used in college police departments in the country to supplement the needs of the campus community (Hancock, 2016). The training received upon hire by CSOs is a one-time course along with 8 hours annually of professional development training (Public Community College Act, 2009).

While CSOs work for a police department, private security officers work for a business and not a law enforcement agency. As reported by Security Guard Training Central (n.d.), security officers for private businesses in Illinois must obtain a permanent employee registration card (PERC) and may attend a course with at least 20 hours of class time. The PERC is valid for

3 years (Illinois Admin. Code Application for Examination and Licensure – Private Security Contractor, 2014).

Another example of extensive training requirements for licensing is cosmetology. Cosmetology licenses in Illinois require a 1,500-hour program lasting 8 months to 7 years along with passing the licensing exam (Public Act 99-427, 2015). According to Public Act 99-427(2015), the cosmetology license is valid for two years and requires at least 14 hours of professional development including one hour of domestic violence and sexual assault awareness.

CSOs have minimal training and no certification when compared with other law enforcement roles, private security, and cosmetologists in Illinois. However, because CSO training varies from college to college, this research strives to learn what training CSOs are currently receiving as part of the community college police department.

OVERVIEW TO THE STUDY

The purpose of this research was to investigate current practices and develop professional development topic recommendations for community college community service officers. While a full complement of minimum training requirements exists for police officers and telecommunicators, the same is not true for CSOs. All law enforcement agency employees have some training requirements, whereas CSOs have only minimal training requirements. The research goal is to assist CSO supervisors and training managers in enhancing the CSO contributions to the department and community by augmenting the required training topics available to CSOs.

The research will focus on community service officers, or their equivalents, in community college police departments within the state of Illinois. Foundational to this research are the following questions:

- What are the current minimum training standards applied by community college police departments?
- What areas do the departments believe could enhance their department's training curriculum for CSOs?
- What training are CSOs currently required to complete?

Rationale and Significance

This study may have a positive impact on the effectiveness of CSOs who assist police officers in the field on community college campuses. The goal is to learn about the professional development training currently being offered to CSOs. The product will take researcher knowledge and experience, along with information from the Illinois community college police departments, to develop a recommended professional development curriculum for CSOs.

Data Collection Method and Participant Pool

Research Methodology

In order to determine current practices, the researcher conducted artifact collection using an online survey. To facilitate the collection of information and artifacts, an online survey was used as a more systematic method than using email. (Hubble, 2010).

The survey requested a copy of the current training checklist for CSOs; a list of any training completed in the past 2 to 5 years by CSOs; input about the areas the chief of police (or their designee) believed would enhance the training, by either inclusion or deletion from the curriculum; and a copy of the departmental manual. The information collected clarified current CSOs training, potential professional development training topics from department manuals, CSO onboarding training checklists, and the respondent's feedback.

Participant Pool

The participant pool consisted of the chief of police, or their designee, for the 39 community college districts in the State of Illinois. The 39 community college districts encompass the 48 community colleges of Illinois.

Anticipated Outcomes

Information received from the departments was compiled to develop a recommendation for continuing the development of the CSO employee in community college police departments and to develop a Guide for Professional Development for CSOs. The Guide provides a plan for approaching different concentration areas that could help the CSO expand their skills as well as more readily serve the departmental needs.

THEORETICAL FRAMEWORK

Using the Results Pyramid framework developed by Roger Connors and Tom Smith (Kelley, 2015), the on-going professional development for CSOs can become more successful. The framework of experience, beliefs, actions, and results can be used to change the culture of the department, the training representative, and the CSOs. The experience that the CSO has with the training, experience shapes their beliefs on the importance of the training, the beliefs of the CSO will guide their actions when training is scheduled or administered, and finally the success of the CSO professional development training program depends on the resulting actions of all staff involved. (University of Florida, n.d.).

TRAINING APPROACH

The training approach for most law enforcement professional development training is grounded in Police Training Officer (PTO) framework. In contrast, initial hiring typically uses

the San Jose model (Thompson, n.d.). The San Jose model utilizes standard evaluation guidelines, seven behavior anchor points, and a daily observation report to document the trainee's ability to perform as required for their role (David J. Harris & Associates, 2019). Unlike the San Jose model, PTO framework is focused on student-learning and adjusting the instruction to match student needs (Community Oriented Policing Services, 2001). PTO incorporates lectures, teacher-led discussion, role play, and case study review.

Using this framework, Community Service Officers will be able to learn about additional topics through instructor presentations, discussions regarding the topic both led by the instructor and case study feedback, as well as hands-on experience through role play as appropriate for the skill or topic being learned. The effectiveness of the framework depends on the department or training unit making the topics available to CSOs.

RESEARCHER ASSUMPTIONS

The assumptions of this study are that the responses to the surveys are truthful and accurate and that the researcher exhibits a bias toward strengthening the knowledge and awareness of CSOs.

ROLE OF THE RESEARCHER

The researcher brings 16 years of experience as a community service officer and dispatcher in a community college police department in the state of Illinois. As a former police department employee, the researcher endeavored to learn and improve her skills. Some aspects of CSO work that the researcher observed during her career could be improved through the incorporation of CSO onboarding and professional development. By developing this Guide, the

researcher hopes to improve the consistency in training for both the new and experienced CSOs on community college campuses in the state of Illinois.

DEFINITIONS OF KEY TERMINOLOGY

The following terms used in the study are defined as follows:

Community Colleges – "Public community colleges existing in community college districts organized under this Act, or public community colleges which prior to October 1, 1973, were organized as public junior colleges under this Act, or public community colleges existing in districts accepted as community college districts under this Act which districts have a population of not less than 30,000 inhabitants or consist of at least 3 counties or that portion of 3 counties not included in a community college district and an assessed valuation of not less than $75,000,000 and which districts levy a tax for community college purposes" (Public Community College Act, 1961, para. 5)/

Community College Police Department – See Local Governmental Agency

Community Service Officer – "Paid employees who were unarmed, had different uniforms than police officers and had no special powers of arrest" (Schwartz & Urban Institute, 1975, p. 18).

Emergency Response Provider – "Federal, State, and local governmental and nongovernmental emergency public safety, fire, law enforcement, emergency response, emergency medical (including hospital emergency facilities), and related personnel, agencies, and authorities" (Homeland Security Digital Library, 2014, para. 5).

First Responder – See Emergency Response Provider

Law Enforcement Officer –"(i) any police officer of a local governmental agency who is primarily responsible for prevention or detection of crime and the enforcement of the criminal code, traffic, or highway laws of this State or any political subdivision of this State or (ii) any member of a police force appointed and maintained as provided in Section 2 of the Railroad Police Act" (Illinois Police Training Act, 2007, para 705/2).

Local Governmental Agency – "Any local governmental unit or municipal corporation in this State. It does not include the State of Illinois or any office, officer, department, division, bureau, board, commission, or agency of the State, except that it does include a State-controlled university, college or public community college" (Illinois Police Training Act, 2007, para 705/2).

Peace Officer – "(i) any person who by virtue of his office or public employment is vested by law with a primary duty to maintain public order or to make arrests for offenses, whether that duty extends to all offenses or is limited to specific offenses, and who is employed in such capacity by any county or municipality or (ii) any retired law enforcement officers

qualified under federal law to carry a concealed weapon.=" (Peace Officer and Probation Officer Firearm Training Act, 2015, para 515(a)).

Public Safety Telecommunicator – "The individual employed by a public safety agency as the first of the first responders whose primary responsibility is to receive, process, transmit, and/or dispatch emergency and non-emergency calls for law enforcement, fire, emergency medical, and other public safety services via telephone, radio, and other communication devices" (APCO International, 2015, p. 13, para.1.2.19).

CONCLUSION

Community Service Officers have been incorporated into some community college police departments in Illinois. This qualitative research strives to learn what professional development training CSOs are currently receiving through an artifact review. The information will be compiled into a Guide with recommended topics for CSOs to explore additional training.

The remainder of the dissertation will continue to elaborate on the research. Chapter Two is the literature review on the development of the CSO concept, history of policing in colleges, and the current training requirements for CSOs. Chapter Three will explain the research methodology and the steps taken to develop the Guide. Chapter four will contain the recommended professional development training topics for Community Service Officers. Chapter five is the conclusion and recommended future research to enhance CSO training.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

This qualitative research study is to learn about the professional development training offered to CSOs. The product will take researcher knowledge and experience, along with information from the Illinois community college police departments, to develop a recommended professional development curriculum for CSOs. In this chapter, the literature review focuses on the history of security on college campuses, CSO emergence, and CSO training.

HISTORY OF SECURITY ON COLLEGE CAMPUSES

A review of literature related to security and college campuses resulted in limited discussion of when security practices were first implemented on college campuses. Smith's (1980) monograph covered their involvement with community college development from 1946 through 1980; East St. Louis being the only college that mentions building security during their development period. However, Jones (2021b) discovered that 52% of education facility mangers that responded from the U.S, China, and Germany listed physical security as number one for their concerns.

Powell's research (1981) stressed that colleges logically have physical property to protect and maintain. Powell's research noted the trend, beginning in the 1940s, for colleges to hire retired police officers instead of facilities managers to lead security departments. Powell's study examined the FBI Uniform Crime Reports, noting that, after a rise in campus crime and protests,

security departments started to report to the college administration instead of facility managers starting in the 1960s.

Limited research continues to be available about college security departments in the United States according to Collins' (1992) research. Collins' work examined early campus violence, describing a student revolt during the Revolutionary War that prompted the creation of campus security departments. "Watchmen" enforcement of campus regulations in the 1930s was rarely reported to the dean. Later research by Sorey (2010) described the shift during the increasing levels of campus crime and protests in the 1960s, when outside law enforcement was brought in to help resolve situations as needed. According to the Public Community College Act (2005) 110 ILCS 805/3-42.1, first enacted in 1976, departments were able to have officers with law enforcement authority regardless of the department name of "public safety" or "police." These officers could use student conduct and law enforcement processes to enforce campus and legal regulations. Gilbride (2020) describes campus policing as a specialized area within law enforcement.

Frisbee's (2021) research discovered that college police departments emerged 50 years ago due to a large outcry for change after the National Guard shot student protesters at Kent State University. Colleges were able to establish internal police departments after legislation was passed by state legislators. Despite the uniqueness of campus policing having resources available within the College and outside of traditional law enforcement responses, they have been included in the call for removing police nationwide. Within the debate are the issues of whether campus police should be armed or not and whether the local town should respond to campus incidents. There is currently a model (Davis, Lebron, & Reuland, 2021) where other specialized professionals respond with law enforcement that would help respond to the scenario as a first

responder. This model would also include the unarmed law enforcement staff to respond to non-violent and routine criminal matters. Matias Dizon, Salazar, Yucel & Lopez (n.d.) research supports the ability of campus police officers to sanction students with a student conduct referral, arrest, and the use of force.

CAMPUS CRIME: TYPES AND RATES

According to research by Matsumoto (2021), college campuses tend to be statistically safer than normal communities due to the dedicated and visible security resources.

Bayley and Nixon's (2010) research shows that serious crime went from 1,887 in 1960 to 5,803 in 1990 per 100,000 people. The use of "hot spot" and community-oriented policing brought down crime rates to 3,808 per 100,000 people. They noted that when police connected with the public through community and problem-oriented policing, crime was reduced by 34% by 2006. They indicated that police departments are now facing declining budgets, terrorism threats, legal and illegal immigrants, racial discrimination, and intensified accountability. A method of intensified accountability is through Public Act 101-0652 (2022) and the requirement of law enforcement officers to wear body worn cameras. Additional steps being taken according to Jones' (2021a) research confirmed that community college police departments are starting to seek accreditation at the state level like the Community College of Rhode Island or internationally as published by Public Relations and Marketing (2018) for the College of Lake County.

Braga (2015) discusses how the first studies into police effectiveness in the 1970s showed that police were very ineffective in solving crime from the 1930s through 1970s. Only 3% of crimes were impacted by the police response time. Police protection methods transformed over time until community policing was implemented. Community policing resulted in a 33%

and 29% drop in violent and property crimes respectively from 1991 through 2000. Braga discovered that law enforcement needs to remain flexible and creative while involving the community to prevent and solve crime issues. Sklansky's (2011) community policing description is a concept that will need to be continuously refined relative to police professionalism and address the challenges being faced by leaders, officers, and reformers.

Anderson (2015) researched the changes in higher education safety. Texas San Jacinto College Chief of Police, Bill Taylor, confirmed that there was a lot of student unrest during the Vietnam War according to Anderson's (2015) research. Protestors and students were injured, and some were killed. Colleges began to reexamine their campus security methods, and there are now 4000+ police departments on college campuses. Anderson's research with Emily Owens, a University of Pennsylvania criminologist, discovered that college police departments focus more on student safety than local law enforcement. DiPalma's (2019) research of four colleges for campus police and student affairs partnerships confirmed that both areas of the campus are striving to increase student safety.

Campus Police Professionalism and Security Tactics

Campus police professionalism increased in the 1950s per Brown's (2003) research. The professionalism was with uniforms and professional organizations. This did not prepare or increase the training of the officers for the riots that were experienced in the 1950s and 1960s. When local police were summoned for assistance, they used force with arrest to handle the situations. Green & Peneff (2022) discovered that the use of force debate continues to be addressed today. Exact statistics are difficult since there is no singular definition for use of force. Illinois is one of several states to implement laws to address police use of force starting in 2022 (Green & Peneff, 2022).

Campus police departments appear the same as municipal police departments for uniforms and practice according to Criminal law - campus policing - university police officer shoots and kills non-university-affiliated motorist during off-campus traffic stop - the shooting of Samuel DuBose (2016). While campus police departments are not primarily responding to protests, they do need to help minimize the risks for campus crime. Carpenter (1998) found that Public Safety at San Diego State had an incident in 1996 where they refused to shoot an armed student. While they could have legally shot the student, the extensive training that they received through the college police department allowed them to have a different outcome to the scenario.

Before the increased law enforcement unrest at the beginning of the 2020s, Yale University (2020) Police Department was reviewing department policies, procedures, and training. Emerging best practices and results of listening sessions from numerous stakeholders on campus were compiled and provided to Yale University Police Department (2020) by a consultant with feedback on areas that could be reassessed and adjusted to strengthen the relationship between the police department and the campus community. St. Amour (2020) confirmed that Virginia and California's two-year college systems will reassess their college training programs for law enforcement. Lt. John Weinstein (2023) received a response from an interviewee for a college police chief role who advised that law enforcement itself is the greatest challenge coming for law enforcement due to socio-economic and cultural trends changing rapidly.

Engel, McManus, & Isaza (2020) confirmed that there are limited or non-existent bodies of evidence for the recommendations brought forward after the killing of Samuel Dubose at the University of Connecticut in 2015. The philanthropic community support for research and funding has been spurred recently by body-worn camera use. They have confirmed that there is

limited research available to support police reform methods but this will likely increase in the future. The George Mason University Center for Evidence-Based Crime Policy (2023) confirmed that there is a small number of studies of high quality for the police intervention effectiveness available. Another issue impacting some research is accepted definitions for terms related to the research (Green & Peneff, 2022).

Sloan's (2021) research confirms that there has been a noticeable uptick against campus police since May 2020 when municipal police reform attention started after the murder of George Floyd. Influenced officer response due to racial profiling, excessive force, improper surveillance, and racial stereotypes have fueled the protests. Factors Sloan (2021) identified for campus police departments to address include defining the legitimacy of the college police department; addressing the use of military equipment; increasing transparency of formal police records; limiting the geographical expansion of officer jurisdictional boundaries; and increasing officer training in conflict de-escalation, professional ethics, community partnerships, communication, and problem-solving.

CSO EMERGENCE

HISTORY OF CSOS

The University of California, Santa Barbara: The American Presidency Project (1965) retained President Johnson's statement that established the President's Commission on Law Enforcement and Administration of Justice (CALEA) task force to determine the best methods to reduce crime in the nation and increase the safety of the citizens.

The President's Commission on Law Enforcement and Administration of Justice (1967) task force provided over 200 recommendations to increase the safety of society. One

recommendation was to have Community Service Officers (CSOs) complete public service tasks that are not related to crime, allowing the Police Officers to focus on proactive patrol.

The Office of Criminal Justice Planning (1974) reported that four different police departments had CSO projects. An outcome of the project was that each community decided independently how CSOs can best be used in their role to alleviate the tasks required of the police officers. While the projects were not successful in raising department diversity and recruiting for future police officers, they were able to reduce the calls for police officers between 2.8% and 27.7% depending on the department. An area noted needing improvement in this study is having regular interaction between the police officers and CSOs to provide opportunities for on-the-job training and increase the acceptance of CSOs within the department.

Schwartz & Urban Institute (1975) researched 13 city police departments and discovered that 85% of the officers interviewed believed that the civilians wanted jobs in law enforcement and that they should have additional positions within the departments. The experimental CSO program reported by Schwartz & Urban Institute found that CSOs were 96% cheaper to train, including other start-up costs, in comparison to police officers. The main complaint from civilians about the use of CSOs was the lack of training, while increasing training would reduce the cost benefit of their roles.

Increased civilian employment was also reflected in the Bureau of Justice Statistics (BJS) (1992, 2018) Reports. In 1992, the BJS report indicated that the full-time ratio of sworn to civilian employees was 67.9% to 32.1% for United States law enforcement agencies. In the 2018 Bureau of Justice Statistics report, the number of sworn officers dropped to 65% while civilian employment rose to 35%.

CSO Responsibilities

Wilson and Weiss (2014) interviewed representatives from 20 police agencies in the United States regarding staffing and personnel procedures. Their research discovered that one of the alternative delivery systems was to use non-sworn staff to provide department services. One-third of local police employees in 2008 were non-sworn. Non-sworn staff provide departments the ability to provide services for a lower cost and quicker deployment into the role than police officers. Tyner (2017) observed how law enforcement has transitioned from civilians only being in dispatch and records to civilians working the front desk, community policing, crime scene investigation, and financial crime investigations. Field tasks included taking police reports; collecting fingerprints and evidence at crime scenes; conducting bike and foot patrol; working closely with neighborhood residents; conducting traffic control, parking enforcement, court liaison; and working fraud and identity theft cases.

Across the United States, various security and policy departments are incorporating CSOs into different areas of their departments that require specialized training. New York City (2023), New York, has civilians doing traffic enforcement. Charlotte-Meclenburg Police Department (2023) utilizes civilians in the crime scene unit and the animal care and control division. Elkins (2021) stated that civilians are starting to replace officers for victim advocate and mental health consulting. Wilmington Police (n.d.) have incorporated civilian crash investigators.

CSO TRAINING

Police officers have stringent requirements for their position that are regulated through several laws and acts. The Illinois Public Community College Act (2009) authorized the appointment of police officers on community college campuses. The Illinois Law Enforcement Intern Training Act (1997) states that Police Academy training can be completed, regardless of

employment status. Trainees will only obtain their police officer certification when specific requirements, including law enforcement employment, are achieved as identified in the Illinois Police Training Act (2004). Academy training topics and the requirements of ongoing professional development, also called in-service training, for police officers are identified through the Illinois Police Training Act (2022). Illinois police academies require 640 hours of instruction as described by the Illinois Law Enforcement Training and Standards Board (personal communication, August 31, 2023).

For CSOs, the Public Community College Act (2009) provides the requirements of a 20-hour basic training course within 6 months and 8 hours of annual professional development training. To qualify for the position, Indeed (2023) shows that the educational levels required for CSO job openings over the past 3 years required a high school diploma or GED, associate's degree, bachelor's degree, and master's degree were 42%, 16%, 33%, and 9% respectively.

Multiple law enforcement agencies have established academies for their CSOs. Riverside County Sheriff's Department (2012) has had a detailed matrix for CSO academy training since at least October 2012. The curriculum covers everything from ethics, behavior, legal basics, court-related information, defensive tactics, traffic crash investigations, and how to use the equipment they are issued.

On the other hand, the University of Oregon (2021) developed a detailed matrix identifying the basic types of calls that a CSO may handle as part of their role. This type of skills and knowledge list is also used by the National 9-1-1 Program (2016). They compiled four pages of minimum recommended training topics for a new or experienced dispatcher intended to help the states and individual agencies develop their training programs based on their local training requirements.

Some departments have minimal training ahead of being on patrol. San Diego State University (2023) Police Department offers a CSO academy for students to learn more about law enforcement. The students then get practical learning experience on the job and through exercises. Jacksonville Sheriff's Office (2023), in Florida, has had success employing CSOs who traditionally want to become police officers and do not satisfy the requirements to attend the police academy. The probationary employees are sent to a CSO academy and then go through the field training program. The department provides them experience in assisting police officers while also having tasks they can be assigned to complete on their own. Other agencies have established CSO academy curriculums that could last from 8 weeks for San Jose Police Department (2023) to 13 weeks for the Fontana Police Department (2019). The city of Minneapolis (2023), Minnesota also has civilian positions completing a variety of roles and are required to have the CSO Academy and Education program as part of their application and hiring process. This in-house academy is also the case for the Meridian Police Department Recruiting (2023).

While not all departments have academies, it is also possible for individuals to get CSO certification through local colleges. Prairie State College (2018) has a certificate consisting of a 3-credit hour course. Evergreen Valley College (2017) also has a certificate program and requires students to take 12 credit hours over two semesters (Evergreen Valley College, 2023). Some academy curriculums are certified by the state, such as the Police Service Aide Academy at Broward College (2023) in Florida., The academy includes 206 hours of education including programs for parking enforcement, traffic accident/crash investigator, and police service aide. The curriculum is certified by the Florida Criminal Justice Standards and Training Commission.

CHAPTER CONCLUSION

While the literature available for security on college campuses and CSO training is limited, CSO training managers and supervisors can find training topics through other law enforcement roles. The review of literature addresses the history of security on college campuses, CSO emergence, and CSO training. The limited training required for CSOs shows that the complement of professional development topics could be enhanced.

CHAPTER THREE: METHODOLOGY

INTRODUCTION

The purpose of this qualitative study, using an artifact analysis approach as a foundation, was to provide training managers and supervisors of community service officers (CSOs) in Illinois community colleges with a professional development training resource to better prepare CSOs to handle campus crises. The researcher believes that while CSO training may already be provided, a professional development Guide would further enhance that training and would allow CSOs to more effectively support their department, police officers, and community. To understand the training currently being provided and identify additional topics, the study addressed several research questions:

- What are the current minimum training standards applied by community college police departments?
- What areas do the departments feel could enhance their department's training curriculum for CSOs?
- What training are CSOs currently required to complete?

The chapter is organized in four sections: (1) methodology, (2) data collection methods, (3) methods for data analysis and synthesis, and (4) conclusion. The results of this foundational work were used to develop a basic framework for recommended professional development training for CSOs that is presented in Chapter Four.

METHODOLOGY

Rationale for Qualitative Research Design

Qualitative research design was selected because it allows for words to be collected as data and then analyzed (Merriam & Tisdell, 2016). Data collected from the research offer a better understanding of the training currently provided to CSOs. The researcher collected the data following all official research protocols. The results were compiled and analyzed. The researcher used these findings to develop a Guide for recommended professional development training.

Sample and Population Description

Purposeful sampling of the population was limited to community colleges in the state of Illinois. The initial artifact research sample included 48 community college security/police departments within Illinois. Contact information was obtained through public websites or by contacting the department using their public telephone number. It was expected that responses would, for the most part, have many similarities; however, some disparate training would be expected based on differences in population and location. The criteria for the selection of participants for the population was as follows: The department is a law enforcement agency that employs Community Service Officers or the equivalent.

Rationale for Artifact Analysis Methodology

The research was focused on professional development training given to community service officers in community college police departments. Due to the availability of documents, lack of obtrusiveness and reactivity, and stability of document perspectives, the artifact analysis

methodology was used to analyze the population and learn about the training currently being offered to CSOs (Bowen, 2009).

The collected data was reviewed using an interpretative approach, which involves understanding meanings from different perspectives to build a product from individual and shared meanings (Stake, 1995). The researcher created an enhanced professional development training resource for supervisors and training managers of community service officers who work for Illinois community college police departments.

Overview of the Information Needed

This artifact analysis focused on the 48 security/police departments within the state of Illinois. To better understand the frequency of professional development and what training topics were being received by community service officers, a series of questions was asked to gather the necessary information, addressing the following categories of information:

- Training currently provided to newly onboarded CSOs in the department
- Training provided to CSOs for the past 3 to 5 years
- Additional training that would be beneficial for CSOs.

THEORETICAL FRAMEWORK

The Results Pyramid framework developed by Roger Connors and Tom Smith (Kelley, 2015), can be used to change the current departmental culture to enhance the CSO professional development training opportunities. The framework consists of four components including experiences, beliefs, actions, and results (University of Florida, n.d.). The components have a cause-and-effect type of relationship and do not exist in individual silos. The experiences that the CSO has with training influences their beliefs on the importance of the training. The beliefs created regarding training's importance and purpose will guide the CSO's actions when training

is scheduled or being administered. The positive or negative actions received from the CSO along with other department members during the training process will impact the success of the enhanced professional development program. By applying this framework and adjusting the perspectives of department leadership, the CSO program has the opportunity to be successful. (University of Florida, n.d.).

TRAINING PHILOSOPHY AND APPROACH

There are several training philosophies that are used to develop training programs for police officers after they complete the police academy. Although limited research is available regarding field training programs (Groppi, 2021), almost 75% of the respondents to Scott's (2010) survey confirmed that the field training program is directly related to officer retention. The most popular training methods are the San Jose and Police Training Officer (PTO) models (Fischer, 2018; Scott 2010). For employees of the police department, the PTO method would be more appropriate for professional development training.

During training, two different styles will likely be used. For the initial onboarding, each department can continue to use the current training framework that is in place. For the professional development sections of the Guide, the CSO has already demonstrated that they can be an active member of the department. The professional development training described in the Guide can use an adult learning model called PTO. PTO is a training-based adult learning model (Community Oriented Policing Services, 2001) to adjust the expectations from grading the CSO to collaborating with them to learn and apply a new skillset.

There is a matrix used for the PTO model with a combination of four substantive topics and 15 core competencies. The phases of training include non-emergency incident response, emergency incident response, patrol activities, and criminal investigation. The associated core

competencies include police vehicle operations; conflict resolution; use of force; local procedures, policies, laws, and organizational philosophies; report writing; leadership; problem-solving skills; community specific problems; cultural diversity and special needs groups; legal authority; individual rights; officer safety; communication skills; ethics; and lifestyle stressors, self-awareness, and self-regulation. The matrix is used to determine what topics have been mastered and what remains.

The matrix is completed as the trainee navigates through the 8 phases of the PTO program. For professional development, there will need to be an adjustment to the model phases and evaluation process since it will be shorter timeframes for course or topic completion. For longer and more intensive training, the phases are orientation; integration; phase a; phase b; midterm evaluation; phase c; phase d; and final evaluation. Evaluation processes include coaching and training reports; problem-based learning exercises; neighborhood portfolio exercise; week-long midterm evaluation; week-long final evaluation; and possibly a review by the Board of Evaluators.

Scott (2010) discovered that scenario-based training was most effective for 91% of the law enforcement recruits. Problem-based learning uses ideas; known facts; learning areas; action plans; and evaluating policies and procedures as part of it. (Community Oriented Policing Services, 2001) The training coach can use different methods of training including verbal, logical, body, musical, interpersonal, and intrapersonal learners. PTO also encourages creativity of the Field Training Officer (FTO) to accommodate trainee learning styles through variety and to focus on the successes of the trainee.

DATA COLLECTION METHODS

Example artifacts were collected through a factual inventory survey link that was emailed to each chief of police at every community college in Illinois. The researcher allowed the necessary time for the police chief to gather the requested information and respond to the survey. The responses helped determine what training was being provided to CSOs and what areas may be helpful to build upon.

ARTIFACT COLLECTION

Artifact submissions were received through an online survey using the SurveyMonkey platform. The survey platform allows for large quantities of files to be collected and organized, is considered a reliable method of inquiry, and is used by a diverse array of fields. Pitfalls with artifact collection through survey platforms can include the inflexibility of follow-up questions, which can be used in an interview; and the validity of an answer, due to the general wording of a question (Sheppard, n.d.).

Thirty nine potential participants for the 48 community colleges in the state of Illinois received an email inviting them to participate in the research, an attachment with the informed consent, and a request that they voluntarily submit copies of specified artifacts and information. If they had questions, participants could contact the researcher at any point in the process by phone or email.

The data collection methodology offered indirect benefits and minimal risks. The respondents responded to CSO training questions and shared department documentation. This did not constitute a risk beyond the minimal level for the respondents. The data received from respondents was de-identified and used in aggregate form.

Several phases were involved in handling the collected information. While the survey was still active, the data were retained by SurveyMonkey. When the survey closed, the information was shared in Microsoft Teams and was accessible to the committee chair and the researcher. Once the information was downloaded from SurveyMonkey.com, it was removed from their files. After the analysis was complete, the information was stored in a safety deposit box, where it will remain for 3 years from the final publishing date of this dissertation.

METHODS FOR DATA ANALYSIS AND SYNTHESIS

For this study, document review was selected to incorporate the current training for CSOs being provided by Illinois community college police departments. The documents were collected from the voluntary survey participants. A criterion sampling strategy limited participants in this study to Illinois community college police departments that employ CSOs.

A document review consists of data collected in their natural setting; records, documents, and artifacts provide contextual information and insights into material culture and facilitated discovery of cultural nuances (Merriam & Tisdell, 2016). Document reviews can increase the trustworthiness of a study, as books and data offer a stable source of information. With a document review, the researcher is unable to influence the participants, and concerns of bias and ethics are reduced. Also, technology can be used to collect documents that could be difficult to gather in person. Weaknesses of a document review include the possibility that documents can be biased or may not be authentic, and the availability of documents on necessary topics may be limited.

After the documents were collected in the survey, the case data were analyzed and grouped into common themes. Flashcards were created with training topics and sorted into common themes (Bloomberg & Volpe, 2016) within the case data.

Ethical Considerations

This study focuses on a summary of the training received by community service officers, as voluntarily reported in survey responses from chiefs of police or their designee. The identity of police departments is protected, as a random number was assigned to the response received, and only summaries of the received responses were described in the data analysis. Different themes in the responses were grouped together on flashcards to incorporate into the final product. The goal was to promote additional training topics for community service officers, so they are even more prepared to assist in both routine and emergency situations.

Issues of Trustworthiness

Qualitative research can present trustworthiness issues. To address this, four criteria of qualitative research developed by Lincoln and Guba (Bloomberg & Volpe, 2016) were used: credibility, dependability, confirmability, and transferability. These four areas demonstrate how this research can be trustworthy.

Credibility

The researcher in this study is credible, with 16 years of experience as a community service officer for an Illinois community college police department that handles dispatch/communications and foot patrol duties. The researcher voluntarily left law enforcement in 2015 to work in the information security field and continues to be in support of the need and role of law enforcement.

Dependability

Dependability describes how the data will be processed and protected throughout the entire research process. The handling of the data as it was received and processed in this study

was dependable. Survey responses were assigned a random number to eliminate any bias toward a specific agency's response. The legend correlating the random numbers and the agencies was kept separate from the data in a locked safe and was available only to the researcher. Survey responses were then compiled by question and analyzed to determine the majority response to a question or to develop themes. The themes were incorporated into a recommended professional development guide for community service officers.

Confirmability

Confirmability of the qualitative research is demonstrated through the methodical processing of the data received for the study. Themes were generated as responses were reviewed and then compiled into a guide.

Transferability

The findings of this study are transferable to any community college police department in Illinois that employs CSOs. Some aspects may not apply to all departments, depending on the responsibilities or tools provided to the CSO in the respective departments and the local legal requirements.

LIMITATIONS AND DELIMITATIONS

One limitation of this study is the self-selection to participate of the individual community college police departments through a survey. The researcher trusts that the survey and artifact responses are factual and reflect actual needed areas of improvement perceived by the respondent. Another limitation is that a unique professional development recommendation was not developed for each individual respondent department. A delimitation of the study is the focus on community service officers for community college law enforcement agencies in the

state of Illinois. The study covers only the training received between 2018 and 2023 and describes areas of potential improvement as reported by individual departments.

COVID-19 had a minimal impact on this survey. No contingency plans were put into place as the researcher did not have any personal contact with the participants. The electronic survey was shared with the recipients via email through a link within the Informed Consent form.

CONCLUSION

This qualitative research study used a survey to obtain information about the training Illinois community college CSOs were currently receiving and the frequency of their training. Based on the information gathered, the researcher created a resource for CSO training managers and supervisors to enhance the training received by their field CSOs. Through enhanced training, CSOs will be better equipped to serve their department, college, and the community.

CHAPTER FOUR: CSO PROFESSIONAL DEVELOPMENT TRAINING GUIDE

INTRODUCTION

For new employees in the law enforcement unit within a community college, onboarding training topics typically focus on law enforcement and the college. As the employees continue in their work, they will continue to need ongoing training and professional development in order to stay current in their field and effective in their work. This Training Guide will focus on the information that may be needed to complete the work that they are expected to do in their new field Community Service Officer (CSO) role. The topics should be selected based on the need of the specific community college and their responsibilities.

PHASE ONE – FIVE: ORIENTATION, ON-BOARDING, AND EXPECTED SKILLS

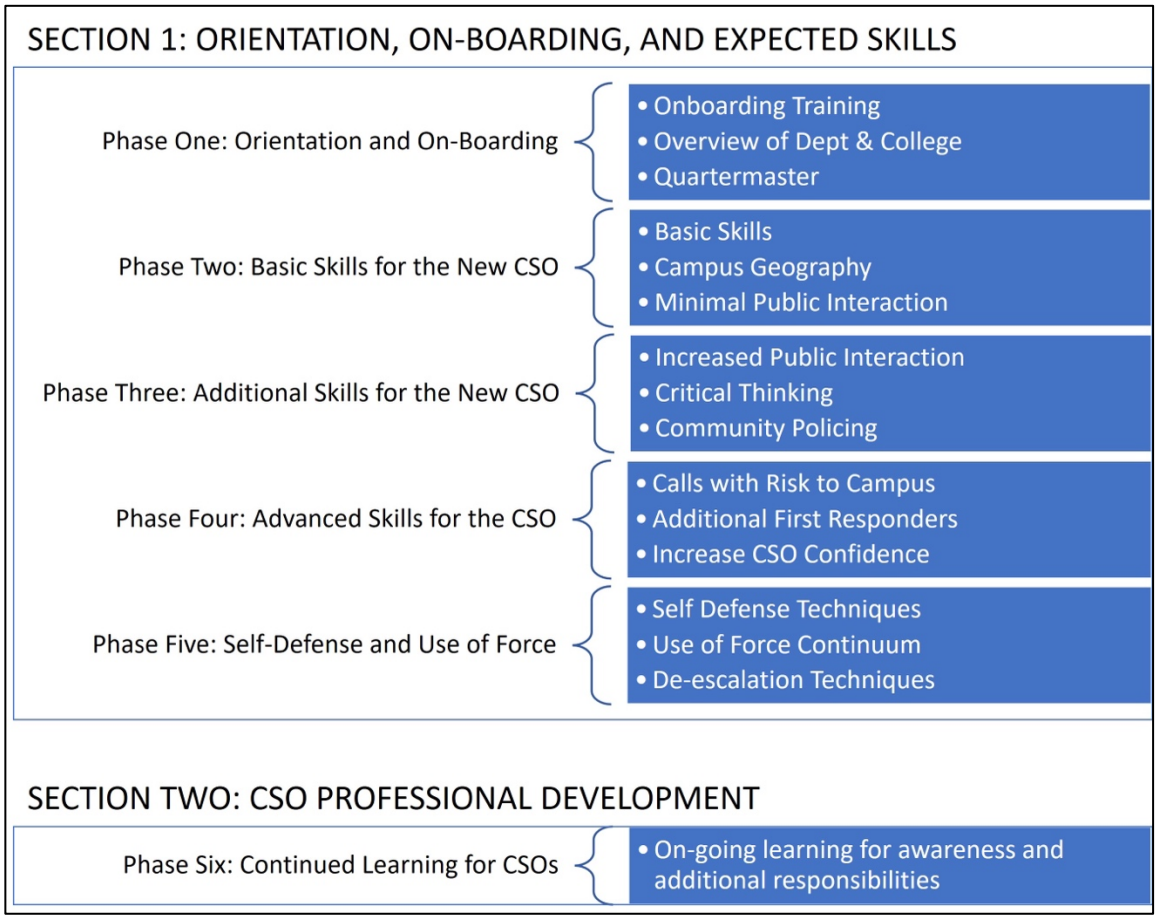
Information for this Training Guide was compiled from artifacts and available online training information for law enforcement. Requests for artifacts were sent to the 48 community colleges in Illinois. The criteria to be included are to be a law enforcement agency and have field Community Service Officers in their department. It was discovered that the breadth of current CSO onboarding training programs ranged from basic college employee training with first-aid training through a formalized training program with documentation on the competence scoring levels for each training area. The next section will summarize the topics and types of training currently offered.

Training being offered as part of the onboarding by the departments varies. For most organizations, these first five phases are intended to give the new employee the necessary skills

to perform their role within the department. Phase Six of the CSO Professional Development Training Guide focuses on professional development topics (see Figure 1). At the conclusion of the phase descriptions are checklists that can be used to record CSO progress through the training.

- Phase One: Orientation and on-boarding
- Phase Two: Basic skills for the new CSO
- Phase Three: Additional skills for the new CSO
- Phase Four: Advanced skills for the CSO
- Phase Five: Self-defense and use of force

Figure 1: Training Program Structure



PHASE ONE: ORIENTATION AND ON-BOARDING PHASE

This phase provides an overview of the department and college, onboarding training, and has the quartermaster issue equipment and uniforms as appropriate.

College and Department History

The new CSO should understand the past, current, and future of the college and police department. Departmental and College Mission, Vision, and Values are also key items to include in this section. This will help the trainee understand how the college and department have transformed over the years and how they contribute to the future of the department and college.

Department Accreditation

Departments may have obtained or are seeking accreditation from the Commission on Accreditation for Law Enforcement Agencies (CALEA) or from a state or governmental organization. Illinois has the Illinois Law Enforcement Accreditation Program (ILEAP). CSOs need to understand what accreditation means and involves obtaining and maintaining this as a department.

Role of a CSO

The CSO is a non-sworn employee of the department. Frequently sworn employees are the focus of policies and procedures. Help the CSO understand how their role fits into the department and their expectations when responding to calls.

Chain of Command

Each department has an established organizational structure, specialty teams, lines of authority depending on the scenario, and individual responsibilities. Help the new team member understand acceptable methods to get assistance for likely scenarios, such as quartermaster needs; time off; benefits questions; procedural questions, and where to find this information for future reference.

Overview of Expectations

The new employee will likely have some anxiety regarding how to successfully complete their training and achieve the milestone of getting off probation. If available, provide the new employee with the phases of training, expectations to satisfactorily complete each section, whom their coach(es) and/or training officer(s) will be, who will be doing the evaluations of the trainee's skill level, available training documents, and how long the minimum probation period will last.

Dress and Appearance

New hires may not have law enforcement or military experience. A simple overview on the personal grooming and department uniform expectations sets the expectation for both the new hire and the training team. It may be good to also include the permitted times to wear the uniform both on- and off-campus.

General College Benefits

Benefits vary depending on the employer. A short overview of the benefits that the employee qualifies for should be provided. As questions will likely come up as paperwork is completed, a primary contact person for questions should be provided.

Tour of Physical Department Areas

As an experienced employee, it is easy to forget that at one time the necessities such as where to store personal items, washrooms, break rooms, and where to park were not always known. Helping provide the physical layout for the new employee will help with their comfort and where different items may be discovered for the department.

General Department Procedures

There are some department procedures that the trainee needs prompt awareness of during their employment. This could include how many breaks they receive, vacation scheduling, how to call in sick as needed, as well as awards and recognition, evaluations, and disciplinary processes and procedures.

Electronic Functionality

Department forms, payroll, resources, and more continue to be transitioned to an electronic format. To function, the new employee needs the tools and resources on how to access the necessary information and applications. Assistance with how to login, location restrictions, and use of the application are important.

Tour of Primary Campus and Surrounding Areas

Walking around with another department member for at least one shift would be a good orientation to campus before starting the documented observation process of the training. This allows the new department member to see how a shift(s) functions and learn the types of calls that are routine.

Reference Materials for Departmental Processes and Procedures

Each college functions on policies and procedures along with reference materials. This could include not only policies and procedures, but reference materials for specialty items such as a hazardous materials response. The new trainee should know where the information is located for review and reference.

Quartermaster

To accomplish their expected job duties, CSOs are typically issued or purchased equipment by the department. The self-defense tools may require certification and/or training prior to carrying them professionally.

Orientation to Emergency Communications Center

The new trainee should spend at least part of a shift in the emergency communications center to better understand this aspect of the department. This should also help the trainee better understand the volume of work that occurs without generating calls for the field staff.

Wellness for Police Personnel

Police officers are now required to obtain on-going training related to wellness. CSOs will also benefit from the strategies learned in the different areas that could also include finance, fitness, stress, and suicide prevention. They may not be the first responder on the scene, but they are also exposed to the scenario response and recovery process. This topic will be included in all phases of training. Each phase can be used to introduce a new topic and/or build upon previous material.

Certifications

There are some certifications or certificates of achievement that are needed during the current and next phase of training. The recommended items to complete during this phase include these:

- Introduction to the Incident Command System (IS-100)

  Course provided through the Federal Emergency Management Agency (FEMA) Emergency Management Institute that provides the basics of the Incident Command System. Course link is https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c&lang=en.

- Recognizing and Reporting Child Abuse: Training for Mandated Reporters

  Course that meets or exceeds local government or state's minimum requirements for Mandated Reporters to understand their role in recognizing and reporting child abuse. The Illinois Department of Children and Family Services link is https://mr.dcfstraining.org/UserAuth/Login!loginPage.action.

- Sexual Harassment Prevention Training

  Course that meets or exceeds local government or state's minimum requirements to prevent sexual harassment. For Illinois,

this sexual harassment prevention training model is available at https://dhr.illinois.gov/training/state-of-illinois-sexual-harassment-prevention-training-model.html.

- Ethics training

  Course that meets or exceeds local government or state's minimum requirements for employees regarding issues of ethics and integrity. Information about ethics training from the Illinois Executive Ethics Commission and Office of the Attorney General is available at https://oeig.illinois.gov/ethics/ethics-training.html.

PHASE TWO: BASIC SKILLS FOR THE NEW CSO

Basic skills that a new CSO should be proficient at have been included in this phase. They do not routinely require extended or in-depth interaction with the campus community outside of the department.

Portable Radio

The radio is the lifeline for most law enforcement employees. Employees new to using radios need to learn when and how to use this equipment to protect the safety of everyone in the department. Some pertinent items to cover include etiquette, communication styles, transmitting messages, and where to find additional information.

Campus Geography

College campuses are a city of their own. As a first responder and campus guardian, CSOs need to know where buildings, outside areas, roadways, directions, and sensitive and high security areas are on campus. This knowledge will assist with calls from routine to emergency situations.

Department policies and procedures

Policies and procedures will be unique to each department although there will be many similarities to other similar law enforcement agencies. This is an opportunity for the trainee and coach/training officer to discuss the CSO's role in each scenario. These discussions will prepare the trainee for what they are expected to do as they progress through the training program.

Media and Public Relations

The CSO should understand the department and college's expectations when receiving requests for information from the media and general public. They may not understand that the information being shared with them is due to their role and not realize the confidentiality of the information. CSOs need to understand that they do not determine what information is authorized for dissemination outside of the police department.

Inside Patrol

Directed patrol within the buildings is an important role. This allows the CSO to interact easily with the college community, monitor and report safety issues, respond to calls for service, and do proactive patrol. The CSO should know when a sworn police officer needs to be summoned and some basics on how to protect themselves and those around them.

General Unlock Procedures

Every campus has hours where the buildings and/or specific campus areas are expected to be open and available to the public. New department members should be aware of what these hours are and what their role is in accomplishing the open campus expectation. If they are unlocking areas, guidelines on when this process can be started and specifically what areas/doors should be opened need to be explicitly shared with the trainee.

General Lock Procedures

Every campus has hours when the buildings and/or specific campus areas are not open to the public. New department members should be aware of what these hours are and what their role is in accomplishing the closed campus expectation. If they are manually securing areas, guidelines on when this process can be started and specifically what areas/doors must be secured should be explicitly shared with the trainee. As part of the closed campus access control, CSOs should know the process by which someone may gain access to a secure campus space.

Vehicle Usage

Various methods may be used to patrol the campus other than foot patrol. It could include anything from a segway to a truck. The vehicles could be human-, fuel-, or battery-powered. The CSO needs to know how to operate the vehicle, proper inspection procedures, and how to report maintenance or repair needs as some examples. They will also need to know policies and procedures to follow should they or someone else damage the vehicle. CSOs need to be aware of what behavior is not acceptable while operating department vehicles. An important unacceptable behavior is traffic stops. This awareness will help increase the level of safety for the CSO along with the department and community members around them.

Outside Patrol

Directed patrol outside of the buildings is an important role. This allows the CSO to interact with the college community, monitor and report safety issues, respond to calls for service, and do proactive patrol. The CSO should know when a sworn police officer needs to be summoned and some basics on how to protect themselves and those around them. Discussions about what cannot be done with the vehicle(s) needs to be discussed. Some examples include traffic stops and where not to drive.

CSO response to calls

CSOs tend to have fewer tools and training to respond to higher-risk calls. Expectations of call response should be shared with the CSO. CSOs should be aware of whether to respond directly to the scene of a call or just be in the area, positioning upon arrival. Scenarios where CSOs should not respond should be discussed. This may include calls that possibly have weapons involved. For vehicular response, CSOs should understand when it is permissible to use lights and sirens while enroute and once on scene for the call.

Traffic Control

Most people have experienced traffic control as a passenger or driver of a vehicle. Trainees may not realize how much non-verbal communication and space awareness are needed to direct traffic safely. Helping the CSO understand different tools and tactics to have a safer approach should help the traffic direction experience be more fluid and efficient.

Parking Control

Parking problems can occur on campuses. Some causes could be when parking areas fill up or if the lines are not visible due to a recent snowfall or faded paint lines. CSOs need to be aware of the ticket able violations, do not tow / ticket logs, ticket adjudication process, fine schedule, and department expectations for issuing tickets. Trainees should be aware of approved processes for vehicles impeding the flow of traffic. Parking can be frustrating for everyone, but CSOs can help ensure that traffic flows freely and violations are enforced as expected for your campus.

Officer Presence

People new to law enforcement can get egotistical with the power that they believe they possess in their new role. While CSOs are members of the police department, authority does not need to be demonstrated in every interaction with the public. By having open communication with members of the community, CSOs and the department will earn more respect and willingness to comply than always barking orders at them. This section is intended to help the CSO understand how to maintain order and the different scenarios on how to communicate and interact with the campus community.

Report Writing

The volume and variety of reports written by CSOs varies by department. Should CSOs be writing reports, they should know the basics of the report writing program, techniques to build the case they are investigating, methods to process the information received, and approval processes. They should also know where the report may require further follow-up by a sworn officer due to the nature of the crime.

Legal Basics

Unlike police officers, CSOs may not have had the training to learn the legal basics as they apply to law enforcement. While the CSO may not be the one acting upon the legal violations, it is helpful for them to have awareness of the law and what may happen when it is not followed. Some potential topics may include civil liability and statutes; criminal liability and statutes; college regulations; search and seizure; and privacy and student information laws.

Lost and Found

People can lose or forget their property anywhere that is outside of their home or vehicle. The CSO should be aware of how to take possession, process, and return lost and found property depending on the expectations within your department.

Wellness for Police Personnel

Police officers are now required to obtain on-going training related to wellness. CSOs will also benefit from the strategies learned in the different areas that could also include finance, fitness, stress, and suicide prevention. They may not be the first responder on the scene, but they are also exposed to the scenario response and recovery process. This topic will be included in all phases of training. Each phase can be used to introduce a new topic and/or build upon previous material.

Certifications

There are some certifications or certificates of achievement that are needed during the next phase of training. The recommended items to complete during this phase include these:

- Law Enforcement Data System Training

  Course provided through your state or government's police department that provides the basics of the law enforcement data system. Illinois calls this system Law Enforcement Agencies Data System (LEADS) with a course link of https://isp.illinois.gov/LawEnforcement/LEADS3Training.

- National Incident Management System (IS-700)

Course provided through the Federal Emergency Management Agency (FEMA) Emergency Management Institute that provides the basics of the National Incident Command System. The course link is https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b&lang=en.

Phase Three: Additional Skills for the New CSO

The new CSO is now proficient in the basic skills not requiring much interaction with the public. This phase is increasing the level of difficulty and risk along with public interactions. These scenarios can be different each time they are utilized so the critical thinking and application of known college and departmental policies will be incorporated into the training process.

Community Policing

This focuses on understanding the past and current issues in community policing. Using this knowledge, the CSO can better understand the public perception of law enforcement and work to overcome the differences as appropriate.

Cultural Awareness

Each community consists of a diverse population of people. The goal is to expand the knowledge of the CSOs so that they have additional tools to apply when working with others.

Critical Thinking

Depending on the campus setting and department staffing, the CSO may not have backup available on campus. CSOs need to have the ability to make decisions and solve problems. Being a first responder and a representative of the college, it may be crucial to think through the possible ramifications of the decisions that they are making. Discussing various scenarios, completing exercises with constructive evaluations and lessons learned should help the CSO begin maturing in their thought processes to keep themselves and the community safer.

Campus Equipment Failures

Equipment on campus will fail at some point during its lifecycle. The CSO should be aware of how to handle calls when equipment has failed. Some examples may include elevator failures with and without entrapment, door issues, and non-working lights.

Money Transports

It is possible that the police department will be requested to transport money from place to place or deliver department funds for processing. CSOs should be aware of the department process. Should CSOs handle these calls, they should be guided on methods to increase their safety and reduce possible threats during transport.

Safety Escorts

Escorts are requested for varying reasons on campuses. CSOs should be made aware of acceptable methods of handling escort requests to keep themselves and the escort requestor safe.

Law Enforcement Agencies Data System (LEADS)

LEADS information is essential to a law enforcement agency. While the information was covered during their certification training (Awareness, LTFA, or Full), it is good to review data dissemination procedures, expected use of the system and data, and the SOS image usage. This will reinforce the department's mission to maintain system compliance and agency certification.

Emergency Lockdown of Area and/or Building

Sudden lockdowns may be needed depending on the scenario that is unfolding. CSOs need to be aware of the differences in the lockdown types that may be used by the college and/or department. Some areas that are typically only used during an emergency could be a stairwell rescue area location. CSO knowledge of where these less frequently used methods of requesting service are key to a rapid response. Helping the CSO understand their role as well as basic campus geography will help the department be more efficient in completing the lockdown.

Traffic Stops

Law enforcement agencies tend to incorporate traffic stops into their daily activities. This activity can be limited legally to specific roles, such as a peace officer or police officer. CSOs should be aware of their legal ability to perform traffic stops.

Motorist Assists

Vehicle issues can happen due to various causes. Frequently requested types of motorist assists include lock outs, jump starts, tire issues, and tows. The tows may be voluntary or department directed, depending on the scenarios. CSOs should be aware of the processes for expected vehicle calls, how to use the department tools for the call, and how to complete the necessary paperwork.

Weather Information

Regardless of location, each campus has weather that is expected and some possible, but unlikely, weather scenarios. In Illinois, some likely weather could include tornadoes, flooding, and freezing rain. Some possible, but not frequent, weather include earthquakes and wildfires. It can be helpful to have additional awareness of what the weather is, how it forms or happens, and the alerts received for the CSO to share with the team when they are observed.

Severe Weather Procedures

Weather conditions could be dangerous at any time. CSOs should be aware of the types of weather expected around the campus, how to keep themselves and the campus community safe, and how notifications are disseminated when required. Notification devices to inform the police department and campus should be shared with the CSO. Devices could include LEADS, NOAA weather radio, lightning detectors, tornado sirens, and more. Department procedures for when the alert is received, during the event, and after the event should be shared with the CSO so they are an additional first responder guiding the campus community to safety.

Courts System

The courts system is critical to the justice system. Law enforcement is only one part of the system. CSOs will likely be involved in a case and be required to appear for court. Preparation for this event could be crucial for the presentation or testimony of the CSO related to the case.

Sex Offender Registration (SOR)

Sex offenders have specific scenarios where they are required to register with the local municipality. CSOs may be processing all or parts of the sex offender registration on behalf of the campus police department. The expected process and CSO role should be understood by the CSO.

Wellness for Police Personnel

Police officers are now required to obtain on-going training related to wellness. CSOs will also benefit from the strategies learned in the different areas that could also include finance, fitness, stress, and suicide prevention. They may not be the first responder on the scene, but they are also exposed to the scenario response and recovery process. This topic will be included in all phases of training. Each phase can be used to introduce a new topic and/or build upon previous material.

Certifications

There are some certifications or certificates of achievement that are needed during the next phase of training depending on the responsibilities of the CSO. The recommended items to complete during this phase include these:

- Automated External Defibrillators (AED)
- Bloodborne pathogens
- Cardiopulmonary resuscitation (CPR)
- Crisis Intervention Training (CIT) Introduction
- First Aid
- Hazardous materials awareness level
- Immediate Trauma Care: End User
- Naloxone
- Portable fire extinguisher
- ResQ Disc
- Severe bleeding

PHASE FOUR: ADVANCED SKILLS FOR THE CSO

This phase of training involves significant risk to safety and life both physically and mentally for the college community. The items covered are intended to prepare CSOs to respond to these intense calls with confidence and skills for their expected role.

Fire Department Assists

The fire department may be summoned to campus for a variety of reasons. CSO will likely be expected to guide the fire department to the location of the problem, possible threats or risks that may impact the call, and share any pertinent information with the responding agencies. To streamline the call, campus geography knowledge will be necessary.

Ambulance Calls

Ambulance calls are typically in response to a medical emergency. Multiple resources may be available to assist depending on the medical assistance needed. The CSO should be trained on how to use the tools that they are expected to utilize. The knowledge of how to use the tools can assist the CSO with better understanding their expectations for these types of calls.

Hazardous Materials Calls

HazMat calls can occur at any time. The CSO needs to be prepared with department procedure knowledge along with a minimum of awareness level training. This will help be prepared on what types of information will help the first responders with higher levels of HazMat training to mitigate the situation and keep everyone safer.

Traffic Crash Response

Some departments are having their CSOs investigate crash reports depending on the scenario. CSOs need to be aware of what types of crashes must be investigated by a sworn police officer.

Security Alarms

Campuses typically have a security system in place to control access into spaces and/or video cameras to view activity in specific campus locations. CSOs should be aware of the different types of alarms that may be dispatched as well as their role in each scenario. Persons committing crime can be a cause for certain alarm types. Sharing the expectations and discussing possibilities of criminal intent, CSOs should be advised of when to summon a sworn police officer.

Searches (Campus, Person, Vehicle)

Searches can be needed for criminal and non-criminal reasons. Examples include a missing person, lost vehicle, and delayed report of a suspicious person. CSOs may assist with the searches and should understand the department policy and procedures to handle the search. They should also understand in what scenarios it is not safe to directly respond to the call. An example where the CSOs may not have the tools to respond includes a call possibly involving a weapon.

Property Crimes

Crime can happen anywhere, including on campus. The CSO should understand different types of property crimes, which reports they may process, tools to help investigate, and when to turn the investigation over to a sworn officer.

Crimes Against Persons

Crimes against persons can be difficult due to the emotions that may inhibit the victim from responding or being able to focus on the discussion that first responders attempt to have with them. CSOs need to understand the types of crimes, which populations have special procedures, and the various tools available to the department.

Cyber Crime

Day-to-day activities involve electronic devices in the classroom, offices, and most other college spaces. CSOs should understand the basics of cybercrime and be aware of what the expected actions are should they learn about a crime that may have occurred.

Disorderly Persons

Disorderly people will impact a college campus at some point. Whether it is someone upset with an instructor over a grade, under the influence of alcohol or drugs, or just irate due to an unknown reason. CSOs should know how to respond should they happen to find the situation while on patrol and whether they should be the primary responders should it be dispatched over the radio and/or phone.

Social Activism

CSOs should understand the legal rights of the activists as well as law enforcement and college employees. It may also be beneficial for the CSO to be aware of the departmental and college policies and procedures for social activism. An inappropriate response could result in more chaos than intended for the situation.

Animal Control

Every campus has animals on them whether they are for educational purposes or not. There may be calls where animals end up in scenarios where they could get injured or potentially injure a community member. CSOs may be able to assist in this area with supplemental training specific to this through your department or an external training source if awareness or certification is required by local or government laws or policy.

Disaster Preparedness

Disasters can be manmade or by nature. Preparation and awareness of different scenarios and clues of an impending issue are important for a CSO to be aware of. This could include clues of someone dressed inappropriately for the current weather, unusual object(s) discovered while on patrol, potential explosive devices, and impending severe weather. Additional discussions and knowledge of the potential scenarios that could happen may help mitigate or prevent a disaster from occurring.

Calls of Unknown Nature

Some calls will be dispatched where the nature of the call is unknown. The CSO should be made aware of their expectations when responding to these calls, how to use critical thinking, and to apply existing department processes to the call response. Some examples could be a 9-1-1 hang-up call, well-being check, ring-down phone disconnection, or a callbox activation with no response.

Wellness for Police Personnel

Police officers are now required to obtain on-going training related to wellness. CSOs will also benefit from the strategies learned in the different areas that could also include finance, fitness, stress, and suicide prevention. They may not be the first responder on the scene, but they are also exposed to the scenario response and recovery process. This topic will be included in all phases of training. Each phase can be used to introduce a new topic and/or build upon previous material.

Certification

The CSO should be able to demonstrate proficiency in the department's use of force continuum, controlled tactics skills, and the following departmental issued items prior to carrying them on-duty:

- Asp / baton
- Body-worn camera
- Handcuffs
- Oleoresin capsicum (O.C.) spray
- PepperBall
- Taser

PHASE FIVE: SELF-DEFENSE AND USE OF FORCE

CSOs are no different than any other field employee within the law enforcement agency. They likely wear a uniform and are interacting with the public. They need the basic skills to protect themselves. While defending themselves they also need to apply the expected steps for use of force regardless of the tools that are carried on their person.

Use of Force

While CSOs do not typically carry firearms, they do need to be aware of the use of force continuum. They need the skills to protect themselves until back-up can arrive and attempt to de-escalate the situation dependent on department procedures.

Wellness for Police Personnel

Police officers are now required to obtain on-going training related to wellness. CSOs will also benefit from the strategies learned in the different areas that could also

include finance, fitness, stress, and suicide prevention. They may not be the first responder on the scene, but they are also exposed to the scenario response and recovery process. This topic will be included in all phases of training. Each phase can be used to introduce a new topic and/or build upon previous material.

Shadow the CSO

The final phase of mentored training before they are released from the initial training program allows the evaluator or coach to see the CSO apply the skills that they have learned. This will help guide whether the expectations have been satisfied to transition out of training. The methods of evaluation will vary depending on the training structure for the specific department.

PHASE SIX: CSO PROFESSIONAL DEVELOPMENT

Once the CSO is established in his/her new position, the department's ongoing training and professional development should gradually extend awareness of both day-to-day tasks but include more complex safety issues as well. The remaining portion of the CSO Professional Development Training Guide is organized into one additional Phase, Phase Six.

PHASE SIX: CONTINUED LEARNING FOR CSOS

Not all the knowledge that a CSO needs to continue growing in their role can be taught during the initial onboarding process. They would never get out of training and have on-the-job experience to reinforce the topics they have already learned. While it is helpful to have CSOs understand what the police officers are trained to do in various scenarios, it can be helpful for them to expand their awareness and capabilities in various areas. This list is not intended to be all inclusive but a start to CSOs being more aware of their role and the processes for other department members.

Review Topics from Phases One through Five

All employees can benefit from the onboarding training curriculum. The resources made available, as well as the topics, can evolve over time. The long-term employees will likely forget the topics that were covered when they were onboarded unless they continue to apply to their daily work routine.

Requalification

The CSO will need to maintain their certification and training of tools and techniques on a periodic basis. Some examples of items that need requalification include use of

force, first aid, CPR, Naloxone, weapons, self-defense, recognizing child abuse, sexual harassment, and law enforcement database access.

Bias

Covering key topics on what bias is, how it is obtained, strategies to minimize bias, and how to address it when it causes challenges on the job can help mitigate issues while the CSO is working.

Bias – Implicit

Implicit bias can be problematic for the college, department, and CSO. Recognizing and addressing implicit bias will help prevent unintentional bias towards specific campus populations.

Campus Specific Applications

Each college will have its own specific applications to look up information whether it be on a student, employee, room, campus activity, and more. The CSO may benefit from being able to look up the information on their own should communications be busy and dependent on departmental processes.

Communications

Communications happen frequently in law enforcement. Scenarios could range from one-on-one in the field all the way to an emergency for a large group of people. CSOs can always benefit from expanding their toolset related to communicating with others along with understanding the different communications methods.

Crime Prevention

This certification provides training in how to prevent crimes on campus and how to apply a proactive approach is a useful skill for the CSO to assist with keeping the campus safer for the campus community.

Crime Prevention through Environmental Design (CPTED)

CPTED training allows the CSO demonstrate that they have knowledge in social control methods including surveillance, access control, territorial reinforcement, maintenance, and support of activities on campus.

Crisis Intervention Team (CIT) Certification

Crisis Intervention Teams certification can assist the CSO with being an active participant on the mental health crisis response team which includes the law enforcement, mental health and addiction professionals, individuals with mental illness and/or addiction, the families of the individuals, and other neighborhood resource partners.

Critical Thinking

This section is an extension of the critical thinking basics shared in Phase three of the Guide. It is meant to further enhance the critical thinking competency of the CSO.

Emergency Notification Communication Methods

There are different communication methods depending on the agency initiating the emergency alert. While the CSO may not be the one disseminating the alert, it is helpful to have awareness on the types of alerts that may be received. Some examples include Rave mobile safety alerts and panel; Amber alert; Illinois Law Enforcement Alarm System (ILEAS); Silver Search; and individual notifications.

Incident Management

The CSO will unlikely be the department representative in charge of an incident on campus. They will likely be supporting members of the team. Potential training to enhance their contributions to the team could include crash investigations, evidence collection, crisis negotiator, and damage assessment depending on department, college, local, and governmental laws and procedures.

Justice, Equity, Diversity, and Inclusion

Additional awareness and understanding of justice, equity, diversity and inclusion (J.E.D.I.) will help the CSO be more aware and provide tools to utilize when working with others as well as in their personal life.

Locksmith

Door issues will occur on campus and could prevent the ability to lock an area or building down as expected. Having a department employee(s) with locksmith training to maintain and repair locks and doors could help ensure that the campus is secure as expected for urgent needs. This employee may work in collaboration with the campus locksmith for non-urgent or on-going issues.

Medical

Every medical call that is received or discovered is different as each person is unique. Having a wide awareness of medical issues that could occur may help the CSO with a prompt response and potential identification of the issue to expedite assistance as appropriate. There are many topics that could be included, and not limited to, addiction; scene analysis; environmental injuries and illnesses; Good Samaritan laws; personal protective equipment; and wounded first responders.

Procedural Justice

> This training will help the CSO see how the law enforcement interactions with the community influence crime rates, community's view of police, and the community's willingness to follow the law.

Verbal Judo

> Having another resource to include in communication tactics with difficult people is useful to avoid physical confrontations. Verbal judo will provide the CSO with different ways to formulate questions and statements to promote the selection of the choice or actions needed for the situation being addressed.

Wellness for Police Personnel

> Police officers are now required to obtain on-going training related to wellness. CSOs will also benefit from the strategies learned in the different areas that could also include finance, fitness, stress, and suicide prevention. They may not be the first responder on the scene, but they are also exposed to the scenario response and recovery process. This topic will be included in all phases of training. This phase can be used to introduce a new topic and/or build upon previous material from the onboarding training.

CONCLUSION

The levels of training for CSOs in the State of Illinois vary greatly. It ranges from the same training as a standard college employee with the addition of first aid training to a formalized training program that indicates the requirements to satisfactorily pass each phase or topic area. This Guide is intended to reinforce that the Chiefs are providing the necessary training for their CSOs and to supplement the level of additional training that is being provided. The Guide includes six phases: Phases One through Five are intended for initial hire training. Phase Six contains supplemental topics to expand CSO awareness and/or provide additional areas that they may have directed tasks added to their responsibilities. While CSOs are not sworn officers, they can be well trained departmental support for the less dangerous scenarios that the police department handles.

TRAINING CHECKLISTS

PHASE ONE: ORIENTATION AND ONBOARDING
☐ College and Department History ☐ College mission statement, values, vision statement ☐ Department chain of command ☐ Department integrity, mission, values, and vision statement ☐ Law enforcement code of ethics ☐ Department Accreditation ☐ Role of a CSO ☐ Chain of Command ☐ Overview of Expectations ☐ Dress and appearance ☐ General College Benefits ☐ Insurance ☐ Retirement plans ☐ Tuition waivers ☐ Paid leave (Vacation, Personal Business, Sick, etc) ☐ FMLA ☐ Other College benefits ☐ Collective bargaining agreement ☐ College employee handbook ☐ Tour of Physical Department Areas ☐ Supervisor offices ☐ Administration and records ☐ Dispatch / Communications ☐ Interview room ☐ Squad room ☐ Holding cells ☐ Locker room ☐ Entrances and emergency exit ☐ General Department Procedures ☐ Absence (unplanned) procedures ☐ Vacation scheduling ☐ Work Schedule ☐ Tardiness ☐ Leaving early ☐ Timeclock ☐ Breaks and mealtimes ☐ Lost and/or stolen equipment or uniform procedure ☐ Secondary employment ☐ Evaluations ☐ Disciplinary processes and procedures ☐ Electronic Functionality ☐ Network login ☐ Setup multifactor authentication (MFA) ☐ Email (desktop, client, online)

- ☐ Response expectations
- ☐ Signature lines

- ☐ Payroll
- ☐ Schedule
- ☐ Time off requests
- ☐ Computer aided dispatch (CAD) and report writing application
- ☐ Department files
- ☐ College Intranet
- ☐ New employee training files / system

☐ Tour of Primary Campus and Surrounding Areas

☐ Reference Materials for Departmental Processes and Procedures

- ☐ Department contact information (email, phone, text, video phone)
- ☐ Campus emergency operations plan
- ☐ Campus violence prevention plan
- ☐ Communications / Dispatch training manual
- ☐ Communications / Dispatch manuals
- ☐ Community Service Officer training manual
- ☐ Department general orders
- ☐ Department policies and procedures
- ☐ PHMSA Hazardous Materials Emergency Response Guidebook
- ☐ Police officer training manual
- ☐ TEN CODES LIST
- ☐ Department signal code list
- ☐ Phonetic alphabet for radio
- ☐ Illinois Uniform Crime Reporting (I-UCR) program code sheets

☐ Quartermaster

- ☐ Uniforms
  - ☐ Standard
  - ☐ Special occasion
  - ☐ Seasonal or special team
- ☐ Vest
- ☐ Jackets
- ☐ Hats
- ☐ Duty belt and associated tools
- ☐ Footwear
- ☐ Keys
- ☐ Proximity / swipe card
- ☐ Cell phone and charger
- ☐ Portable radio and charger
- ☐ Equipment replacement procedures
- ☐ Discuss conduct unbecoming
  - ☐ On-duty
  - ☐ Off-duty
  - ☐ Political activity
  - ☐ Prohibited associations

☐ Orientation to Emergency Communications Center

☐ Wellness for Police Personnel

☐ Certifications

☐ Introduction to the Incident Command System (IS-100)

☐ Recognizing and Reporting Child Abuse: Training for Mandated Reporters

☐ Sexual Harassment Prevention Training

☐ State of Illinois ethics training

PHASE TWO: BASIC SKILLS FOR THE NEW CSO

- ☐ Portable Radio
  - ☐ Etiquette
    - ☐ Radio traffic format
    - ☐ Concise transmissions
    - ☐ Monitoring of radio traffic
    - ☐ License plates
    - ☐ Drivers' licenses
    - ☐ Alert tones
  - ☐ Radio codes (Department codes, Ten codes)
  - ☐ Radio frequency
  - ☐ Radio reference guide
  - ☐ Starcom21 procedures
  - ☐ Transmitting and receiving messages
- ☐ Campus Geography
  - ☐ Building locations and names
  - ☐ Campus boundaries
  - ☐ Campus landmarks (Interior, Exterior)
  - ☐ Cardinal directions (North, East, South, and West)
  - ☐ Key spaces on campus (Classrooms, computer labs, department offices, elevators, mechanical rooms, roof hatches, and sensitive campus spaces)
  - ☐ Numbering system (Interior rooms, elevators, exterior doors, parking lots, parking lot lights, call boxes)
  - ☐ Parking lots
  - ☐ Surrounding areas to the campus awareness
- ☐ Department policies and procedures
  - ☐ Review of policies and procedures
- ☐ Media and public relations
- ☐ Inside Patrol
  - ☐ Call response timeframe expectations
  - ☐ Customer service expectations
  - ☐ Patrol less frequented areas i.e. stairwells, isolated areas
  - ☐ When to lock empty spaces
  - ☐ Patrol all buildings
  - ☐ High visibility
  - ☐ Focus on crime prevention and reporting safety hazards
  - ☐ Get to know community (faculty, staff, students, visitors)
  - ☐ When to summon a sworn officer
  - ☐ Basic officer safety tactics
- ☐ General Unlock Procedures
  - ☐ Procedure to unlock campus for regular business hours
  - ☐ Expected days/hours of open campus
- ☐ General Lock Procedures

- ☐ Procedure to lock campus at the end of regular business hours
- ☐ Expected days/hours of closed campus
- ☐ After-hours access procedures

☐ Vehicle Usage

- ☐ Equipment operation
- ☐ Inspection procedure
  - ☐ Vehicle exterior
  - ☐ Vehicle interior
- ☐ Damage and/or contraband reporting policies and procedures
- ☐ Maintenance
  - ☐ Charging and/or fueling vehicle
  - ☐ Repair or planned maintenance requests
  - ☐ Washing vehicle
- ☐ Department parking location(s)
- ☐ Usage guidelines and restrictions
- ☐ Seatbelts

☐ Outside Patrol

- ☐ Call response timeframe expectations
- ☐ Patrol all outside spaces
- ☐ High visibility
- ☐ Customer service expectations
- ☐ Focus on crime prevention and reporting safety hazards
- ☐ Get to know community (faculty, staff, students, visitors) including opportunities to exit vehicle or bicycle during interactions
- ☐ When to summon a sworn officer
- ☐ What is not included in outside patrol (i.e. traffic stops)
- ☐ Basic officer safety tactics

☐ CSO response to calls

- ☐ Respond to general area, not to the scene of the call
- ☐ Never respond to weapon-related calls
- ☐ When to use or not use vehicle's emergency equipment
  - ☐ Enroute to call
  - ☐ On scene of call

☐ Traffic Control

- ☐ High visibility vest
- ☐ Flashlight Cone
- ☐ Cones / Flares
- ☐ Traffic Control Box
- ☐ Communicative hand movements while directing traffic
- ☐ Squad positioning and lighting
- ☐ Communications with partner – Not always verbal
- ☐ Not blocking routes for other emergency vehicles

☐ Parking Control

- ☐ Warnings vs. citations
- ☐ Any restrictions on citation issuance (i.e. hours, times of year)
- ☐ Do not ticket / tow log
- ☐ How to place ticket on vehicle
- ☐ Process to address vehicle obstructing traffic flow
- ☐ Citation violations as applicable fees
- ☐ Adjudication process
- ☐ Payment timeframe(s) and method(s)
- ☐ Restricted parking timeframes (i.e. overnight, expected snowfall, etc)

☐ Officer Presence

- ☐ Communicating effectively
- ☐ Interacting with the public
- ☐ Interpersonal relationships
- ☐ Commands
- ☐ Maintaining order
- ☐ Officer safety

☐ Report Writing

- ☐ Case building
- ☐ Information processing

☐ Legal Basics

☐ Lost and Found

- ☐ Property acceptance procedures
- ☐ Property data entry procedures
- ☐ Property dissemination procedures

☐ Wellness for Police Personnel

☐ Certifications

- ☐ Law Enforcement Agencies Data System (LEADS) Training
- ☐ National Incident Management System (IS-700)

PHASE THREE: ADDITIONAL SKILLS FOR THE NEW CSO

- ☐ Community Policing
- ☐ Cultural Awareness
- ☐ Critical Thinking
- ☐ Campus Equipment Failures
- ☐ Money Transports
- ☐ Safety Escorts
- ☐ Law Enforcement Agencies Data System (LEADS)
- ☐ Emergency Lockdown of Area and/or Building
  - ☐ Soft lockdown – Employees can still access areas
  - ☐ Hard lockdown – No one except first responders can access area
  - ☐ Emergency rescue area locations
  - ☐ Emergency call box locations
  - ☐ Emergency ring-down phone locations
- ☐ Motorist Assists
  - ☐ Motorist assists: For all calls
    - ☐ Waiver completed by vehicle driver; except for tows
    - ☐ Information checks (driver's license, warrants)
    - ☐ Confirm person has permission to enter or be in the vehicle
    - ☐ Keep vehicle occupants in view at all times
    - ☐ Update dispatch of call status
  - ☐ Motorist assists: For vehicle lock out
    - ☐ Slim Jim
    - ☐ Pink tool
    - ☐ Damaged vehicle procedure
  - ☐ Motorist assists: for vehicle jump start
    - ☐ Cables and/or jump pack
    - ☐ When to disconnect cables from battery
  - ☐ Vehicle tire issues
    - ☐ Air tanks for vehicle tires
  - ☐ Vehicle tows
    - ☐ Emergency tows – public property
    - ☐ Arrest – Assist to sworn officer
    - ☐ Abandoned vehicle
    - ☐ When and how to complete
      - ☐ LEADS entry
      - ☐ Tow report
      - ☐ Vehicle owner notification
      - ☐ Vehicle title search
- ☐ Weather Information
- ☐ Severe Weather Procedures
  - ☐ Types of severe weather
  - ☐ Locations of safety
  - ☐ Notification procedures
- ☐ Courts System
- ☐ Sex Offender Registration (SOR)
- ☐ Wellness for Police Personnel

☐ Certifications

- ☐ Automated External Defibrillators (AED)
- ☐ Bloodborne pathogens
- ☐ Cardiopulmonary resuscitation (CPR)
- ☐ Crisis Intervention Training (CIT) Introduction
- ☐ First Aid
- ☐ Hazardous materials awareness level
- ☐ Immediate Trauma Care: End User
- ☐ Naloxone
- ☐ Portable fire extinguisher
- ☐ ResQ Disc
- ☐ Severe bleeding

PHASE FOUR: ADVANCED SKILLS FOR THE CSO

- ☐ Fire Department Assists
  - ☐ Department procedure for CSOs
  - ☐ Building evacuation procedure
  - ☐ Protecting the possible crime scene
  - ☐ Determination of whether additional external agency assistance is needed
  - ☐ Determine if emergency alert to college community needs to be transmitted
  - ☐ External first responder response
  - ☐ Fire alarm panels
    - ☐ Locations
    - ☐ Usage procedure
  - ☐ Fire extinguisher locations
  - ☐ Knox box locations
  - ☐ Elevator and equipment room locations and numbers
- ☐ Ambulance Calls
  - ☐ Department procedure for CSOs
  - ☐ Injury report procedure
  - ☐ Bloodborne pathogens and bodily fluids cleanup procedure
  - ☐ Automated external defibrillator (AED) locations
  - ☐ Naloxone locations
  - ☐ First aid kit locations
  - ☐ Severe bleeding kit locations
  - ☐ Opioid overdose
- ☐ Hazardous Materials Calls
  - ☐ Department procedures
  - ☐ Determine if emergency alert to college community needs to be transmitted
  - ☐ Responder safety (distance, upwind, uphill, etc)
- ☐ Traffic Crash Response
  - ☐ Department procedures
  - ☐ When a CSO can complete the crash report
  - ☐ When to request a sworn officer
  - ☐ Completing the crash report
  - ☐ When to request an evidence technician
  - ☐ Scene management
- ☐ Security Alarms
  - ☐ Duress alarm
    - ☐ Locations
    - ☐ Response procedures
  - ☐ Security alarms (i.e. bookstore, financial area, library)
    - ☐ Locations
    - ☐ Response procedures
  - ☐ Green button icon alert
    - ☐ Locations
    - ☐ Response procedures
- ☐ Searches (Campus, Person, Vehicle)
- ☐ Property Crime
  - ☐ Department procedures

- ☐ CSO call expectations
- ☐ When to summon a sworn officer
- ☐ Video surveillance availability
- ☐ Scene management

☐ Crimes Against Persons

- ☐ Department procedures
- ☐ CSO call expectations
- ☐ When to summon a sworn officer
- ☐ Video surveillance availability
- ☐ Victim assistance
- ☐ Amber alert awareness
- ☐ Silver alert awareness
- ☐ Situations with juveniles

☐ Cyber Crime

☐ Disorderly Persons

☐ Social Activism

☐ Animal Control

- ☐ Catch pole
- ☐ Animal tranquilizer gun

☐ Disaster Preparedness

☐ Calls of Unknown Nature

☐ Wellness for Police Personnel

☐ Certification

- ☐ Asp / baton
- ☐ Body-worn camera
- ☐ Handcuffs
- ☐ Oleoresin capsicum (O.C.) spray
- ☐ PepperBall
- ☐ Taser

PHASE FIVE: ADDITIONAL SKILLS FOR THE NEW CSO
☐ Use of Force ☐ De-escalation techniques ☐ Defensive tactics ☐ Person pat-downs ☐ Use of force continuum ☐ Wellness for Police Personnel ☐ Shadow the CSO

CHAPTER FIVE: DISCUSSION, IMPLICATIONS, AND FUTURE RESEARCH

INTRODUCTION

The purpose of this qualitative study, using an artifact analysis approach, is to provide training managers and supervisors of community service officers (CSOs) in Illinois community colleges with a professional development training resource to better prepare CSOs to handle campus crises. The Guide was developed after reviewing artifacts that were collected through an online survey platform to learn about (1) the current minimum standards applied by community college police departments; (2) what areas the departments felt could enhance their department's training curriculum for CSOSs; and (3) what training CSOs are currently required to complete. This chapter will contain the researcher's reflection of the product and future research opportunities to build upon the product.

DISCUSSION

POLICING IN COMMUNITY COLLEGES

The percentage of civilians in police departments doubled between 1950 and 1972, from 7.5% to 13.2%, respectively (Schwartz & Urban Institute, 1975, p. 3). CSOs were one of the 200+ recommendations developed by the United States President's Commission on Law Enforcement and Administration (1967) task force. In 1974, the Office of Criminal Justice Planning reported that four different police departments applied the CSO concept and were each able to reduce calls handled by police officers by 2.8% to 27.7%. In 2017, Tyner observed how law enforcement transitioned from civilians only working in dispatch and records to working the field for routine calls, front desk, community policing, crime scene investigation, and financial

crime investigation. The Bureau of Justice (BJS) report from 2018 reflected that civilian employment in law enforcement agencies has increased to 35% the employees.

Current Training and Deficiencies in Training for CSOs

CSOs have the least amount of required training for the law enforcement roles of police officer, telecommunicator, and CSO. Police officers have detailed training requirements set by state statutes. A probationary police officer receives a minimum of 640 hours of training at the police academy (Illinois Police Training Act, 2022). Telecommunicators have seven pages of items in which a law enforcement telecommunicator should show competence that is published by APCO International (2015). In contrast, CSOs are only required to obtain a 20-hour basic security training course.

ASSUMPTIONS OF THE GUIDE

The audience for the Guide is assumed to be training managers and CSO supervisors who help guide the training of CSOs within their departments. Although training recommendations have been made in the Guide, it is assumed that each department will adjust the Guide and utilize the items that are appropriate for their department and college.

LIMITATIONS AND DELIMITATIONS OF THIS STUDY

Limitations

Several limitations to the background study include artifact response rate, social changes related to policing, and the pandemic's effect on policing.

The artifacts reviewed for the Guide were collected through a factual inventory survey that was emailed to chiefs of police for the 39 Illinois community college districts to represent the 48 Illinois community colleges. The artifact request had a 43.75% response rate, including 21

colleges. Six of the colleges, or 28.6%, of the respondents satisfied the requirements to be included in this study. The artifact response rate may have been impacted by using an online form in a survey layout to collect the artifacts along with the time of year. Additional information may have been received had responses been requested solely through email or by performing a second round of research including interviews or focus groups. The artifact requests were emailed in June 2023. It is possible that end of the fiscal year activities along with time out of the office reduced the availability of the departments to respond.

The researcher learned during this process that the formalization of the minimum training requirements for CSO varies depending on the department. The minimum training requirements for CSOs varied from a normal college employee with first aid to specific guidelines to indicate the proficiency level of the topic for the training officer to utilize. Areas that departments believe could enhance their department's training curriculum include additional training and/or information regarding school shootings, locksmith duties, and CSO certification.

For the professional development training received by CSOs, this information was provided by 50%, or three, of the respondents. It was learned that the CSOs are receiving minimal training to expand their knowledge with the majority being used to maintain required certifications for their role.

Social changes related to policing have been related to increased regulation for police officers and the removal of police departments from college campuses. Illinois implemented the Safe-T Act (Illinois Criminal Justice Information Authority, 2021), which adjusted the police officer requirements for scenarios involving use of force, complaints, misconduct, and the officer certification and decertification process. While this increased legislation has been implemented, there have been calls by campus and local community members to remove police from college

campuses. Protests occurred across the United States after the deaths of George Floyd, Breonna Taylor, and Tony McDade (Studentnation, 2021). This is causing some colleges to disband their agreements with the local municipal police department (Garcia-Rojas & Rosen, 2020). These social scenarios may have caused the individual police departments not to share artifacts for this study.

Lastly, there has been a worldwide pandemic. Campus policing has been impacted in several areas including personnel, procedures, facilities, equipment, and communications (Weinstein, 2020). Personnel has been impacted by reduced applicants for open positions, reduced training opportunities, and not appreciating the need to police "mask" wearing on campus. Procedures continued to change due to the increased risk of a new type of infection impacting teams of officers having to be checked out daily when arriving for work and virtual meetings for a job that tends to have in-person interaction. Facilities required physical distancing challenges along with enhanced cleaning requirements. Officers were required to carry their standard equipment along with additional items such as hand sanitizer, wipes, and masks. There was increased communication between law enforcement, public health, and other public agencies and groups. Challenges came in as there was not always a clear indication of who was the coordinating agency or person for a task or need. Some departments had the benefit of not having many people on campus during the pandemic to navigate some of these challenges.

DELIMITATIONS

The artifacts received were reviewed, categorized, and then synthesized into the guide. Starting with the current minimum training standards applied to CSOs by community college police departments, the topics were written onto flash cards and then sorted into groups. These groups were then analyzed to determine the best training phases within the Guide. The

professional development training that CSOs received, departmental processes, and the training that departments felt could enhance their department's training curriculum were compiled using the same analysis method with many of the topics being included in phase six for additional topics that may benefit CSOs.

The small number of artifacts submitted potentially impacted the breadth of training topics being included in the Guide. For the artifacts received, they had many areas of overlapping topics covered in varying levels of detail. The limited number of responses allowed this information to be processed by hand instead of using software to help organize the topics.

Another delimitation is that the study only included community colleges from Illinois. Had additional states or types of law enforcement agencies been included, there may have been additional topics that could apply to the Guide.

CSOs are a role that is not included in all police departments. This limitation impacted how many departments could satisfy the requirements to participate in the study. Had a different role in the department been selected, such as telecommunicator or Police Officer, there potentially could have been more departments that may have chosen to participate.

FUTURE RESEARCH

As part of this study, it shows that the training received by CSOs is less formalized than police officers and less consistent. The following items could be used to increase awareness for CSOs in a training course or article.

First, for departments with CSOs, CSOs tend to be the first police department employees that the community college community interacts with in the field. Establishing a CSO certification program was recommended by one of the survey participants. A CSO certification

program may allow for the basic CSO training to be more standardized and consistent at the community college and any other law enforcement agency in the state of Illinois.

Second, training modality options are limited currently for CSOs. Training is frequently provided using one method which may be based on department standards or Field Training Officer preferences. Future opportunities to provide training in different modalities based on learning styles to enhance CSO learning could be explored.

Third, the limited breadth of professional development topics exists currently. There is a broad spectrum of professional development training readily available for police officers and telecommunicators. Future research could learn more about the restrictions and limitations that are preventing courses from being created and provided to CSOs.

Fourth, because this study only focused on the community colleges within the state of Illinois, additional information can be learned by expanding the study to include other states, countries, or type of law enforcement agency. There may be additional roles that CSOs are used for within the departments or training provided to the newly hired and experienced CSOs.

Fifth, the increased resistance against having police departments on college campuses can have impacts on everyone involved. For the police department, learning about the experiences of CSOs caused by the resistance of the campus community could be beneficial. This information could provide some strategies to utilize CSOs more effectively and increase the communications between law enforcement and the campus communities.

And finally, the worldwide pandemic has had an impact on most, if not all, of us. Learning the impacts during and post-pandemic on the CSO's role and their perspective on how their law enforcement role has changed during these changing times.

CONCLUSION

In closing, the CSO professional development could be a benefit for the department to meet the expectations of the College community and the needs of the department more efficiently. The ratio of civilians to sworn employees has continued to increase since at least 1950. The Guide is intended to be a starting point for enhancing the training already provided to CSOs to allow the departments to make the initial and professional development training more consistent throughout the state of Illinois.

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APPENDIX A: IRB APPROVALS

FERRIS STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
1010 Campus Drive FLITE 410 Big Rapids, MI 49307
www.ferris.edu/irb

Date: May 3, 2023

To: Susan DeCamillis, EdD and Nannette Nefczyk
From: David R. White, Ph.D, IRB Chair
Re: IRB Application *IRB-FY22-23-106 Professional Development Recommendations for Community Service Officers*

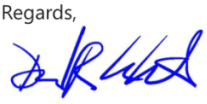
The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, *Professional Development Recommendations for Community Service Officers(IRB-FY22-23-106)* and approved this project under Federal Regulations Exempt Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your protocol has been assigned project number IRB-FY22-23-106. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.

This project has been granted a waiver of consent documentation; signatures of participants need not be collected. Although not documented, informed consent is a process beginning with a description of the study and participant rights, with the assurance of participant understanding. Informed consent must be provided, even when documentation is waived, and continue throughout the study.

Ferris IRB requires submission of annual status reports during the life of the research project and a Final Report Form upon study completion. **The Annual Status Report for this project is due on or before May 2, 2024.** Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,



David R. White, Ph.D, IRB Chair
Ferris State University Institutional Review Board

College of DuPage

INSTITUTIONAL REVIEW BOARD

Notification of Institutional Review Board Approval

August 8, 2023

Ms. Nannette Nefczyk
Ferris State University
420 Oak Street, PRK 120
Big Rapids, MI 49307

Project Name: Professional Development Recommendations for Community Service Officers
Principal Investigator(s): Nannette Nefczyk
Starting Date of Project: 8/8/23
Ending Date of Project: 8/7/24
IRB Review Type: Expedited
IRB Review Action: Approved

Dear Ms. Nefczyk:

I am pleased to inform you that after review of your proposal, *Professional Development Recommendations for Community Service Officers,* the College of DuPage Institutional Review Board (IRB) has approved the above-referenced submission by Expedited Review.

Please note that the approval of this protocol will lapse on **8/7/2024**, at which time you may request an extension.

Any changes in the procedures affecting interaction with human subjects should be reported to the College IRB. Significant changes will require the submission of a revised request for research.

We wish you well in your project, and should you have any questions, please contact me at 630-942-3821 or at kosteckij@cod.edu.

Sincerely,

James Kostecki

James Kostecki, Director
Research and Analytics
Co-chair, College of DuPage Institutional Review Board

cc: Dr. Ken Gray, Professor, Psychology & Co-chair, College of DuPage Institutional Review Board
Kathy Cosentino, Administrative Assistant VI