

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: __Emergency TeleCommunicator_____

Contact person: _Carol Bruneau_____

For LDC/DE: Core outcome(s) assessed: _____

For CTE: Degree or certificate* assessed: _____

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

In 2012, the ETC/911 program updated outcome assessment tools and matrix to align with industry accepted standards set by the Association of Professional Communications Officials International (APCO). These assessment tools are designed to monitor and evaluate student performance using matrices that are common to a dispatch environment. Using a model based in APCO, students are introduced to the evaluations used in most dispatch environments, preparing them for the style of training and assessment they will face in the job market.

Students are assessed using both problem-based learning assignments and practical knowledge demonstrations. Results of practical performance testing can identify areas where additional education or clarification is required by the instructors. These updates continue to align the classroom experience with what students will find during the training program used in many communications centers.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:
 - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
 - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
 - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
 - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Outcome: #1

Use a variety of questioning techniques and interpersonal communication skills to determine location and needs of callers who may be aggressive, distraught or difficult, then interpret and encapsulate that information into a limited space and format, without compromising the accuracy of the facts.

Outcome #2

Record, interpret and encapsulate information received primarily via verbal communication accurately using a computer keyboard.

Student knowledge and abilities for Communication and Critical Thinking are assessed during practical, lab-based classes using **The Law Enforcement Call Handling Form (see Appendix A)** and **the Medical Dispatch Case Evaluation Record (see Appendix B)**. These forms, similar to quality assurance tools commonly used by dispatch centers nationwide to critique law enforcement calls for service, uses Standardized Call Guides and Evaluation Guidelines to ensure police calls for service are processed according to established set protocols. Students are graded on a sliding scale, with a minimum score of at least 70% required to successfully pass the requirements of the exercises.

The Law Enforcement Evaluation Form is used in ETC110, Communications Center Operations Basic, ETC111 Communications Center Operations Intermediate and ETC112 Communications Center Operations Advanced. The Medical Dispatch Case Evaluation Record is used in ETC202 EMD Overview. In 2012 a total of 13 students completed ETC112 Communications Center Operations Advanced, the final lab class for the ETC program. Of

those, 15.4% received As, 15.4 received Bs and 38.5% received Cs. A final grade of C or above would be comparable to entry-level applicants in a communications environment.

In addition, students are tested at the beginning of the first term using [CritiCall](#), a software program used by many communications centers for pre-employment testing, to determine a baseline of skills. Students are then tested at the end of the second term to quantify improvements or deficiencies. Critical comparison improvement from Fall 2012 to Spring 2013 was 74% (**Appendix C: Critical**)

Students and instructors ETC 911 staff met throughout the term to review the use of the form and evaluate what could be added or subtracted to make the process more effective and relevant to industry standards.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results

The Law Enforcement Call Handling Form is used as a quantitative grading matrix, providing specific feedback showing the expected result vs. the achieved result (**See Appendix D: Sample Completed Law Enforcement Call Handling Form**). This form is based in the pre-determined standards following APCOs *Minimum Training Standards for Public Safety Telecommunicators* (**See Appendix E**) and the use of scripted scenarios for graded quizzes and tests (**See Appendix F – Call Scripts**). These standards of scoring are used in all lab classes, becoming progressively more demanding to demonstrate student knowledge based in industry standards.

Throughout the program students use the Law Enforcement Call Handling Sheet to evaluate their own calls, determining where they did well and where they need improvement. Collectively, students critique calls from the perspective of a dispatcher to ensure all required information is present. Instructors use the form for practical quizzes and final exams.

With these results of CRITICAL testing provided at the end of the second term, students can view their keyboarding and computer aided dispatching skills for self-reflection and self-study.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

Each category of the Law Enforcement Call Handling Evaluation Form was re-numbered with subheadings for easier review. (**See Appendix G Updated Law Enforcement Call Handling Evaluation Form.**) For example, the **Required Information, Where** section changed to heading **Case Entry #1, Verified Address**.

Subheadings were reviewed to ensure the points matched the rating scale. For example, Interrogation Category 16, Vehicle Description was changed to a value of 5 points, one point each for Color/Year/Make/Model/Style. This numerical rating provides students with increased opportunities to define their performance in meeting required standards. In addition, quantifying additional results provides students with a deeper understanding of the parameters of the field of dispatch. This allows the student to prioritize their self-study efforts.

Specific Call Types Scripts will continue to be developed to ensure continuity during mid-term and final exams by instructors playing “the caller.”

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

The updated version of the Law Enforcement Call Handling Evaluation Form will be used for 2013, and reviewed again at the end of the program to determine if additional changes are necessary.

Appendix A

Law Enforcement Call Handling Evaluation

Call #: _____ Date of Review: _____ Reviewer: _____

Term: _____ Mid Term: _____ Final: _____

Call Type: _____

Student Name: _____

For answers to be correct the information in ALL CAPS must be included. Other pieces information listed are optional. If the call taker included information that isn't required, but it is incorrect they do not receive the points. Tasks marked in parenthesis are optional and are not worth any points.

Case Entry – 41 points possible

	<u>Yes</u>	<u>No</u>	<u>OBV/NA</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
1. Obtained/verified address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
2. Obtained/verified call back number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
3. Entered correctly`	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
4. Determined correct complaint in line one of call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
5. Entered correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
6. Correct call code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
7. Call Priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
8. Determined Weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
9. Time Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
10. Determined Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
11. Determined Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
12. Details Field Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
13. Obtained RP name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1

Caller Interrogation – 7 points possible

	<u>Yes</u>	<u>No</u>	<u>OBV/NA</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
14. Caller information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
15. Suspect Descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
16. Vehicle Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
17. Others Involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
18. Safety of Caller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
19. History of Parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1

20. Contact Caller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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Call Taker Techniques 9 points possible

	<u>Yes</u>	No	Points Rcvd	Points Possible
21. Primary info received in 60 seconds?	<input type="checkbox"/>	<input type="checkbox"/>		1
22. Call saved?	<input type="checkbox"/>	<input type="checkbox"/>		1
23. Call routed correctly?	<input type="checkbox"/>	<input type="checkbox"/>		1
24. All officer safety factors considered?	<input type="checkbox"/>	<input type="checkbox"/>		1
25. In control of call?	<input type="checkbox"/>	<input type="checkbox"/>		1
26. Confidence instilled?	<input type="checkbox"/>	<input type="checkbox"/>		1
27. Questioning was not suggestive	<input type="checkbox"/>	<input type="checkbox"/>		1
<i>Points given for "no" answer indicating student did not create expectations/use prohibited behaviors.</i>				
28. Assumptions clarified	<input type="checkbox"/>	<input type="checkbox"/>		1
29. Kept caller updated	<input type="checkbox"/>	<input type="checkbox"/>		1

Customer Service – 4 points possible

	<u>Yes</u>	No	Points Rcvd	Points Possible
30. Proper greeting	<input type="checkbox"/>	<input type="checkbox"/>		1
31. Avoided / explained gaps	<input type="checkbox"/>	<input type="checkbox"/>		1
32. Maintained professional attitude	<input type="checkbox"/>	<input type="checkbox"/>		1
33. Empathetic, compassionate, supportive	<input type="checkbox"/>	<input type="checkbox"/>		1

Call Remarks – 4 points possible

	<u>Yes</u>	<u>No</u>	<u>Points Rcvd.</u>	<u>Points Possible</u>
34. Complete	<input type="checkbox"/>	<input type="checkbox"/>		1
35. Concise	<input type="checkbox"/>	<input type="checkbox"/>		1
36. Clear	<input type="checkbox"/>	<input type="checkbox"/>		1
37. Ended correctly	<input type="checkbox"/>	<input type="checkbox"/>		1

SCORING:

Case Entry	<u>41</u>	41
Caller Interrogation	+ <u>7</u>	7
Call Taker Technique	+ <u>9</u>	9
Customer Service	+ 4	4
Call Remarks	+ 4	4
<hr/>		
Total Score:	= <u>65/65</u> =	100

Reviewer Comments:

APPENDIX C

CRITICAL Sample

Spring 2013	Overall Score	Data Entry Typing Score	T score	Decision Making	Data Entry Emergency	Call Summarization Primary
A	69%	2172	38	80%	90%	57%
B	77%	3168	42	90%		40%
C	87%	3000	53	80%	75%	80%
D	91%	4992	55	100%	100%	100%
E	76%	2340	36	100%	100%	60%
F	98%	3672	45	100%	90%	80%
G	90%		40	100%	90%	80%
H	85%	3504	44	100%		80%
I	88%	5328	59	100%		80%
J	79%	2940	51	100%	90%	95%
K	85%	2016	35	100%	70%	86%
L	88%	5148	56	100%	90%	100%
Total	84%	3480	46	96%	88%	78%

Call Summarization Emergency	Cross Referencing Primary	Cross Referencing Emergency	Character Comparison	Memory
80%	100%	80%	90%	%
100%	00%	90%	100%	100%
100%	80%	10000%	100%	
100%	70%	100%	100%	90%
100%	60%	100%	90%	90%
100%	80%	100%	100%	90%
100%	70%	100%	90%	100%
100%	70%	100%	90%	90%
100%	60%	100%	100%	100%
	95%	100%	100%	
00%	60%	50%	100%	%
100%	60%	100%	100%	90%
89%	67%	91%	97%	94%

Prioritization	Suburban Map Reading	Reading Comprehension
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100%	80%	73%
70%	47%	
100%	93%	93%
80%	93%	100%
80%	80%	67%
100%	100%	100%
100%	93%	
90%	87%	87%
90%	87%	93%
60%	87%	80%
100%	93%	87%
90%	93%	87%
88%	86%	87%

Appendix D

Completed Law Enforcement Call Handling Evaluation

Call #: _____ Date of Review: _____ Reviewer: _____

Term: _____ Mid Term: _____ Final: _____

Call Type: Domestic Disturbance

Student Name: _____

For answers to be correct the information in ALL CAPS must be included. Other pieces information listed are optional. If the call taker included information that isn't required, but it is incorrect they do not receive the points. Tasks marked in parenthesis are optional and are not worth any points.

Case Entry – 41 points possible

	<u>Yes</u>	<u>No</u>	<u>OBV/NA</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
1. Obtained/verified address <i>1250 Alder Ave</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
2. Obtained/verified call back number <i>222-3344</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
3. Entered correctly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
4. Determined correct complaint in line one of call <i>DISTURBANCE</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
5. Entered correctly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
6. Correct call code <i>DOM</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
7. Call Priority <i>In Progress</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
8. Determined Weapons <i>NO WEAPS SEEN</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
9. Time Information <i>Occurring Now</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
10. Determined Drugs <i>UNK DK</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
11. Determined Alcohol <i>UNK DR</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
12. Details Field Completed <i>PHYSICAL</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1

13. Obtained RP name	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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Allison Franklin

Caller Interrogation – 7 points possible

	<u>Yes</u>	<u>No</u>	<u>OBV/NA</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
14. Caller information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
15. Suspect Descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
<i>MARK THOMAS 25</i>					
<i>WM RED SHT/JEANS</i>					
<i>MARYANN THOMAS 25</i>					
<i>WF PINK SHR/JEANS</i>					
16. Vehicle Description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
<i>BLUE PU</i>					
17. Others Involved?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
18. Safety of Caller?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
19. History of Parties?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
20. Contact Caller?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	

Call Taker Techniques 9 points possible

	<u>Yes</u>	<u>No</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
21. Primary info received in 60 seconds?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
22. Call saved?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
23. Call routed correctly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
24. All officer safety factors considered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
25. In control of call?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
26. Confidence instilled?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
27. Questioning was not suggestive	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	
<i>Points given for "no" answer indicating student did not create expectations/use prohibited behaviors.</i>				
28. Assumptions clarified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	
29. Kept caller updated	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	

Customer Service – 4 points possible

	<u>Yes</u>	No	Points Rcvd	Points Possible
30. Proper greeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1
31. Avoided / explained gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1
32. Maintained professional attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1
33. Empathetic, compassionate, supportive	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1

Call Remarks – 4 points possible

	<u>Yes</u>	<u>No</u>	<u>Points Rcvd.</u>	<u>Points Possible</u>
34. Complete	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1
35. Concise	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1
36. Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1
37. Ended correctly	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1

SCORING:

Case Entry	<u>41</u>	41
Caller Interrogation	+ <u>7</u>	7
Call Taker Technique	+ <u>9</u>	9
Customer Service	+ 4	4
Call Remarks	+ 4	4
Total Score:	= <u>65/65</u> =	100

Reviewer Comments:

Appendix E

Validity and Assessment

(The following is from the Approved Application for Locally Produced Technical Skill Assessment by the Oregon Department of Education)

Validity

Assessment is through both NAED testing and certification and the Law Enforcement Evaluation Form which evaluates the task based skills identified by APCO against a scoring guide. In addition, instructors and staff work closely with an advisory committee made up of representatives from local 911 and dispatch organization and with students to identify needs, challenges and accomplishments.

In Chapter Seven of the *APCO Minimum Training Standards for Public Safety Telecommunicators* Guide, APCO sets the following standards:

7.2.1 The Calltaker shall demonstrate the ability to apply procedures to answer calls within Agency parameters while projecting a professional demeanor.

7.2.2 The Calltaker shall demonstrate the ability to obtain, verify, and analyze incident information to include, location, reporting party contact information, nature, and severity of the incident while applying effective communication skills to control the call.

7.2.3 The Calltaker shall demonstrate the ability to synthesize all available information to identify conditions that may affect public and responder safety.

7.2.4 The Calltaker shall demonstrate the ability to ascertain whether the caller is in an unsafe location and then take appropriate protective actions in compliance with agency directives.

7.3 The Calltaker shall demonstrate the ability to accurately document incident information including, but not limited to incident urgency details, establish call priority, and appropriately label call types.

7.4 The Calltaker shall demonstrate the ability to manage challenging calls and callers including, but not limited to: missing, abducted and sexually exploited children, child callers, communications impaired callers, and callers with limited English language proficiency.

7.5 The Calltaker shall verify, document and relay initial dispatch information, and provide updates as necessary to process calls for service.

7.5.1 The Calltaker shall provide callers with any agency approved pre-arrival instructions¹⁴ and inform callers of actions being taken to respond to the requests for service according to written directives.

PCC ETC911 students are evaluated on their ability to meet these standards using both written tests and the Call Taking Evaluation and Medical Evaluation Form used as a scoring guide during ETC110, ETC112, and/or ETC112 lab classes.

Appendix F - Call Guide Script

SIMULATION CALL SCENARIO: DOMESTIC DISTURBANCE

SCENARIO INFO:

The caller is moderately excited but cooperative and reporting a fight between neighbors. The caller has limited information about the subjects involved.

Student Tested On:	
General Ability: Ability to correctly process call for service	
Specific Tasks Ability to complete case entry correctly Ability to obtain, verify, and analyze incident information to include, location, reporting party contact information, nature, and severity of the incident while applying effective communication skills to control the call. Ability to synthesize all available information to identify conditions that may affect public and responder safety Ability to ascertain whether the caller is in an safe location Ability to accurately document incident information Ability to provide callers with any approved pre-arrival instruction	
Call Scenario	Caller Profile
Caller reporting a fight between a man and woman next door.	Excited but cooperative
Call Taker Questions	Caller Responses
911 where is your emergency	My neighbors across the street are fighting
What is the address?	1250 Alder Ave
How many people are fighting?	It's a man and his wife. He is yelling at her and pushing her
Do you know their names?	Yes, they are Mark and Maryanne Thomas
Can you describe them?	Mark is a white guy with brown hair, a red shirt

	<p>and jeans</p> <p>Maryanne is a white gal, wearing a pink tank top and jeans</p> <p>They are both about 25 years old</p>
Are there any weapons?	No
Has anyone been drinking or doing drugs?	Beats me
Do they have any vehicles?	Yea, they own a blue beater pickup in the driveway. I can't see the plate
Your name?	Allison Franklin
What is your phone number?	222 – 3344
Is anyone else involved?	No
Are there any children there?	Yes they have a five year old girl who was playing outside. She's inside now
Do you feel safe?	Yes I'm fine, I'm inside my house watching through my front window
Do you know if there is any history between them?	I have no idea
Do you want contact?	No thank you
Call Taker Instructions:	
Observer notes:	

Appendix G – Law Enforcement Call Handling Evaluation

Call #: _____ Date of Review: _____ Reviewer: _____

Term: _____ Mid Term: _____ Final: _____

Call Type: _____

Student Name: _____

For answers to be correct following information must be completed in the CAD screen. All entries must be typed in CAPITAL letters. Each CAD field must be filled out completely.

Case Entry – 46 points possible

	<u>Yes</u>	<u>No</u>	<u>OBV/NA</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
1. Obtained/verified address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
a. Entered correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
2. Obtained/verified call back number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
a. Entered correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
3. Determined correct complaint in line one of call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
a. Entered correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
b. Time Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
4. Correct Call Code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
5. Correct Call Priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5
6. Determined Weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
7. Determined Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
8. Determined Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
9. Details Field Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
10. Obtained RP name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1

Caller Interrogation – 18 points possible

	<u>Yes</u>	<u>No</u>	<u>OBV/NA</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
11. Caller information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
12. Suspect Description					
a. Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
b. Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
c. Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
d. Age/DOB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
e. Build/Height/Weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
f. Hair/Hat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
g. Jacket/Shirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
h. Pants/Shorts/Skirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
13. Vehicle Description					
a. Color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
b. Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
c. Make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
d. Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
e. Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
14. Others Involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
15. Safety of Caller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
16. History of Parties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1
17. Contact Caller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1

Call Taker Techniques 9 points possible

	<u>Yes</u>	<u>No</u>	<u>Points Rcvd</u>	<u>Points Possible</u>
18. Primary info received in 60 seconds?	<input type="checkbox"/>	<input type="checkbox"/>		1
19. Call saved?	<input type="checkbox"/>	<input type="checkbox"/>		1
20. Call routed correctly?	<input type="checkbox"/>	<input type="checkbox"/>		1
21. All officer safety factors considered?	<input type="checkbox"/>	<input type="checkbox"/>		1
22. In control of call?	<input type="checkbox"/>	<input type="checkbox"/>		1
23. Confidence instilled?	<input type="checkbox"/>	<input type="checkbox"/>		1
24. Questioning was effective	<input type="checkbox"/>	<input type="checkbox"/>		1
25. Assumptions clarified	<input type="checkbox"/>	<input type="checkbox"/>		1

26. Kept caller updated	<input type="checkbox"/>	<input type="checkbox"/>	1
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Customer Service – 4 points possible

	<u>Yes</u>	No	Points Rcvd	Points Possible
27. Proper greeting	<input type="checkbox"/>	<input type="checkbox"/>		1
28. Avoided / explained gaps	<input type="checkbox"/>	<input type="checkbox"/>		1
29. Maintained professional attitude	<input type="checkbox"/>	<input type="checkbox"/>		1
30. Empathetic, compassionate, supportive	<input type="checkbox"/>	<input type="checkbox"/>		1

Call Remarks – 4 points possible

	<u>Yes</u>	<u>No</u>	<u>Points Rcvd.</u>	<u>Points Possible</u>
31. Complete	<input type="checkbox"/>	<input type="checkbox"/>		1
32. Concise	<input type="checkbox"/>	<input type="checkbox"/>		1
33. Clear	<input type="checkbox"/>	<input type="checkbox"/>		1
34. Ended correctly	<input type="checkbox"/>	<input type="checkbox"/>		1

SCORING:		Possible	Received
Case Entry		46	46
Caller Interrogation	+	18	18
Call Taker Technique	+	9	9
Customer Service	+	4	4
Call Remarks	+	4	4
Total Score:		81	81

Reviewer Comments: