



EVALUATION REPORT

2018-1 GENERAL IN-SERVICE

December 2018



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INTRODUCTION

The purpose of the In-service is to receive training pertaining to officers' state re-certification and OSHA requirements, the maintenance of perishable skills, new trends and equipment, updates on policy and procedural changes, and advanced law enforcement training. In general, skills perish over time when they are not used regularly. Law enforcement faces a particular challenge as they are forced to make split-second decisions in circumstances that are tense, uncertain, and rapidly evolving. These decision points are analyzed through the totality of the circumstances and the reasonableness of the officer's actions. Continual training is critical for ensuring that officers can perform at their best under these unpredictable and complicated circumstances.

Every year, numerous training needs are identified for In-service beyond training hours, which bring additional challenges to the training managers as they balance the prioritizing of training needs and maximizing training time. The 2018-1 In-service was a one day training for all sworn Portland Police Bureau members. The 2018-1 In-service provided refresher training in driving fundamentals, pursuit intervention, skid car, and precision maneuvering. Emphasis was

2018-1 IN-SERVICE Class Sessions	NUMBER OF HOURS
Classroom	1
Driving Fundamentals	1.75
PTT	1.75
Skid Car	1.75
Precision Maneuvering	1.75

placed on de-escalation, community member and officer safety, and procedural justice. The training topics were derived from the Chief's Office, external auditor reports, Training Division lead instructors and management, the formal needs assessment process, and the Training Advisory Committee.

The In-Service Evaluation Process

The Training Division utilizes multiple research methodologies within the Kirkpatrick Model of training evaluation for evaluating the effectiveness and impact of training. For In-service, the evaluation process includes examining the quality of the training event, student learning, the relevancy of the material, and related on-the-job outcomes. This includes the use of student feedback surveys, observation, instructor feedback, learning assessments, and several data sources pertaining to on-the-job outcomes (for example, use of force data, pursuit data, misconduct complaint data, etc.). In addition, knowledge of other training program evaluation findings sometimes provide further insight during the In-service evaluation process. The training evaluation process utilizes a mixed-method approach, with the analysis integrating the findings from various sources of information to form a more comprehensive perspective.

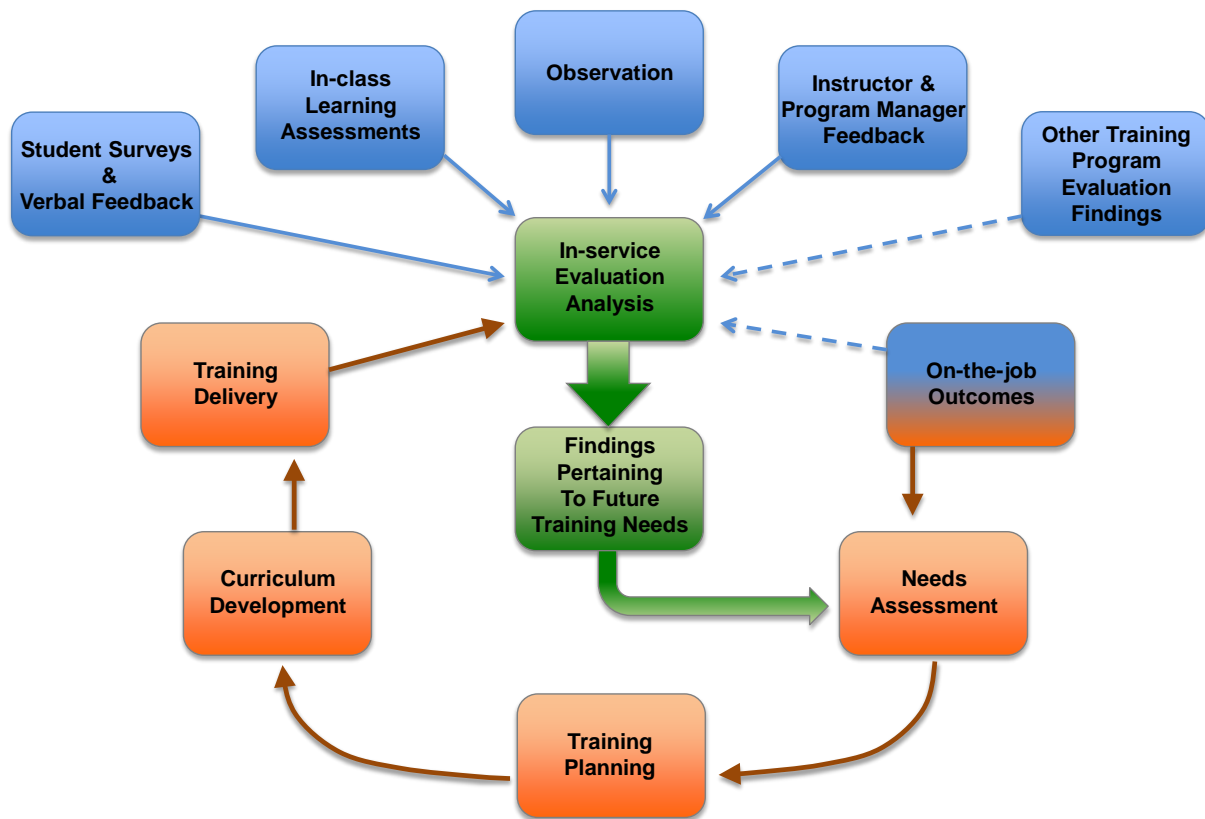


Figure 1: In-Service Training Evaluation Process

This flowchart for the In-service training evaluation process demonstrates the various sources of information that currently flow into the initial In-service evaluation analysis, which lead to findings pertaining to future training needs, the needs assessment process, training planning, curriculum development, and training delivery. Although the Training Division has always conducted training evaluation and needs assessments informally, it began formalizing these processes in 2013. Some of the goals of formalizing these systems are to:

- Increase ease and efficiency in training planning.
- Provide more comprehensive and streamlined feedback loops to training managers regarding what is working well in the training environment, as well as on the job.
- Maximize the use of training time.
- Enhance uniformity between training and organizational level expectations and goals.

Report Purpose

This report provides the survey and in-class learning assessment results for the 2018-1 In-service classes. It also incorporates many instructor observations and documents how the Portland Police Bureau assesses job outcomes pertaining to the main learning objectives. The Training Division utilizes these findings to inform the annual training needs assessment, future curriculum development, instruction, and training planning. The Training Division continues to develop its training evaluation processes and related reporting.

POLICE VEHICLE OPERATIONS: REFRESHER TRAINING

Overview

This Police Vehicle Operations (PVO) training day included classroom training and skill exercises. The classroom portion reviewed Directive 630.05: Vehicle Pursuits, the application of de-escalation in pursuit intervention techniques (PIT), and a refresher on utilizing Air Support and K-9 services. The skills section focused on: high speed lapping, pursuit intervention technique, skid car operations, and a precision movement course. The skills section emphasized the importance of applying the foundational five basic concepts of control (high visual horizon, straight line braking, straight line acceleration, slow smooth steering, and slow smooth pedal operations) during various driving procedures and conditions.

The need for this training arose from Training Division lead instructors and management priorities and the formal needs assessment process. Training in the above topic areas is critical for reducing collisions and increasing abilities in effectively and safely applying pursuit intervention techniques on the job. Many of the skills are not performed regularly on the job, require a refined skillset, and have low retention rates. A similarly thorough PVO training has not been provided for members since 2010.

Related Laws/Directives

- 630.05 Vehicle Pursuits
- 1010.00 Use of Force
- ORS 820.300 Exemptions From Traffic Laws
- ORS 820.320 Illegal Operation of an Emergency Vehicle

Learning/Performance Objectives

- Restate Directive 630.05
- Perform essential driving skills including: high speed driving, PIT using the Ford Interceptor utility vehicle, low speed skid car operation, and maneuvering a police vehicle in a small space using the precision movement course.
- Identify the criteria and process for utilizing specialized units in a pursuit
- Demonstrate the 5 basic concepts of car control

In-Class Learning Assessment

During the training day, members were engaged in classroom presentation and discussion, skill exercises, and an online knowledge exam. Students had the opportunity to ask questions regarding policy and procedures throughout the classroom training and skills exercises. During the skills exercises, the instructors provided instruction and demonstration of each of the techniques¹ and then provided the students an opportunity to demonstrate and practice. Students practiced skills such as high speed driving, backing, pursuit intervention techniques, and using skid cars to simulate driving in inclement driving conditions during the skills exercises. Student performance was observed and corrected by PVO instructors as needed.

At the end of the training day, all students completed a ten question online exam testing their knowledge of material taught throughout the day². Half of the questions were about general driving techniques, and the other half were pursuit related questions. In order to earn a passing grade, students needed to earn a minimum score of 80 percent, or 8 out of 10 points.

Below provides a summary of the students' performance and exam results.

Skills Assessment: Driving Fundamentals / High Speed Driving Results

All of the students performed within reasonable parameters during the driving fundamentals / high speed driving exercises. The Ford Interceptor Utility (FIU) vehicles were utilized for these exercises and all of the students were able to demonstrate good control of the vehicle, although it was the first time many of the students had driven the FIUs. Less than ten percent of the students (by instructor estimation) performed the exercises at lower than desirable speeds. This may have limited some learning opportunities, as driving at low speeds defeats the purpose of this exercise.

Skills Assessment: Pursuit Intervention Technique (PIT) Results

The vast majority of the students were able to perform successful PIT maneuvers. This was the first opportunity most members had to conduct a PIT maneuver with the Ford Interceptor Utility vehicles. By instructor estimation, approximately twenty percent of the students had greater difficulty conducting a PIT maneuver. Approximately half of these students work in units that do not conduct PIT maneuvers on the job.

Skills Assessment: Skid Car Operations Results

Overall the students performed well and demonstrated improvement in managing skids throughout the training session. However, the exercises did challenge many of the students' abilities. By instructor estimation, approximately twenty-five percent of the students struck cones during the exercises, which

¹ Except for PIT, where the officers immediately started practicing without demonstration

² The test was administered by one of the lead PVO instructors. The link to the online exam was given to students at the beginning of the testing period and the link was made inactive at the end of the testing period.

symbolize an object outside of the desired driving boundaries. Some of the students over or understeered beyond the level Electronic Stability Control systems can compensate for.

Approximately ten to fifteen percent of the students did not attempt to drive beyond their comfort level during this exercise. This may have limited some learning opportunities because they did not have to correct vehicle skids.

Skills Assessment: Precision Maneuvering Results

Many of the students had difficulty with backing skills in the FIU vehicles; however, noticeable improvement throughout the training session was observed. Most of the students ran into cones during the exercise and approximately thirty percent had difficulty relying on the mirrors and backup camera³ for visibility. Student performance improved as they gained familiarity with the low visibility of the FIUs. It was also noted that cones may not provide the most realistic boundary for backing exercises, and jersey barriers may be considered instead for future trainings.

Classroom and End of Day Knowledge Exam

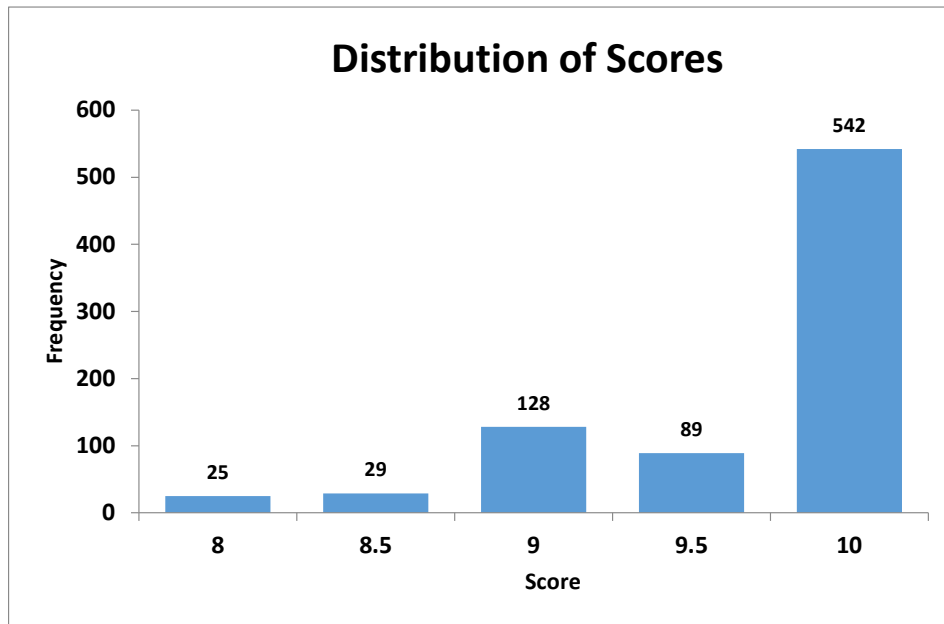
The exam consisted of ten questions⁴. All questions were multiple choice or multiple answer formats, with three of the multiple choice questions in a true or false format.

Overall 813 officers took the exam. Every student who attended the 2018-1 PVO In-service completed the test with the exception of those who were not medically cleared to complete the driving portion of In-service. Of the 813 officers who took the exam, seven people failed the initial exam. The seven students who failed the initial exam, all received additional classroom instruction and the opportunity to ask questions. These seven students took a second similar but not identical exam and all received passing scores. After the retake, 66.7 percent of people received a perfect score of 10 points⁵, 10.9 percent received a score of 9.5 points, 15.7 percent received 9 points, 3.6 percent received 8.5 points, and 3.1 percent received 8 points.

³ Using the backup cameras and mirrors is a change from what has previously been taught. The drivers are not able to see out the back window of the FIU vehicles, which made using the backup camera a necessity.

⁴ The questions were developed by the Training Division's lead Police Vehicle Operation's instructor and the Curriculum Development Unit of the Portland Police Bureau. This exam was written specifically for the 2018-1 In-service knowledge exam and contained questions taken from the current PVO final exam for Advanced Academy. No questions were altered during the 30 in-service sessions.

⁵ The exam was out of 10 points.



The following table shows the number of correct and incorrect responses for each of the ten exam questions. For questions 5 and 9, answers that received partial credit were considered incorrect when constructing this table.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Number of Correct Responses	804	736	804	812	713	803	765	803	749	794
Number of Incorrect Responses	9	77	9	1	100	10	48	10	64	19

The most commonly missed questions were question 2 and question 7, ignoring partially correct answers for the multiple answer questions. Question 2 asked if it was true that the driver of an emergency vehicle must not exceed any designated speed limit to an extent which endangers persons or property. Out of 813 people who took this exam, 77 people (9.5 percent) answered false, when the correct answer is true. Question 7 asked about circumstances where members must not engage in a pursuit.

The following table shows the distribution of the responses for question 7.

When not to Engage in a Pursuit:		Number of People who Selected this Answer	Percentage that Selected this Answer
The identity of the suspect is known	Incorrect	39	4.8%
The suspect's driving behavior is not placing the public in danger	Incorrect	0	0.0%
The suspect can be apprehended at a future time	Incorrect	9	1.1%
All of the above	Correct	765	94.1%

There were two questions which asked the exam taker to choose two of the given options: question 5 and question 9. Question 5 asked students to identify the two proximate causes of collisions. In total, 713 students (87.7 percent) received full credit, 86 students (10.6 percent) received half credit, and 14 (1.7 percent) received no credit for question 5.

The following table shows the distribution of the responses for question 5.

Proximate Causes of Collisions:		Number of People who Selected this Answer	Percentage that Selected this Answer
Driver fatigue	Incorrect	10	1.2%
Misuse or overuse of brakes	Correct	770	94.7%
Misuse or overuse of steering	Correct	742	91.3%
Poor road conditions	Incorrect	6	0.7%
Speed	Incorrect	91	11.1%

Question 9 asked students to identify in which two situations it would be appropriate for an officer in a pursuit to request approval for more than 3 pursuing units. In total, 749 people (92.1 percent) answered both parts of the question correctly and received full credit, 62 people (7.6 percent) gave partially correct answers and received half credit, and 2 people (0.2 percent) gave answers that were entirely incorrect and received no credit for question 9.

The following table shows the distribution of responses for question 9.

Appropriate to Request Approval for more than 3 Pursuing Units?		Number of People who Selected this Answer	Percentage that Selected this Answer
Multiple potentially dangerous suspects are in the vehicle	Correct	796	97.9%
Pursuit speeds have reached speeds of over 60 mph	Incorrect	0	0.0%
The suspect is reported to be armed	Correct	764	94.0%
You wish to attempt to PIT the vehicle	Incorrect	39	4.8%

Survey Results: Student Feedback

Twenty-six survey items pertaining to the 2018-1 In-service training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the training increased their understanding, skills, and confidence in applying various aspects of police vehicle operations on the job.

In total, there were 187 completed surveys⁶, and there were 77 open-ended responses for both of the open-ended questions in this survey. The generalizability of the survey findings to all In-service attendees is somewhat limited by the low survey response rate. However, the results do support this training day was well conducted, needed, and relevant. This was evident in both the closed and open-ended survey responses, and these results correspond well with the verbal feedback instructors and program managers received from the students. In addition to the closed-ended results presented in the following sections, the student were asked to rate their overall satisfaction with the training day. The majority of the students expressed high satisfaction with the training day⁷. In the open-ended responses, many students expressed appreciation towards the instructors and the long overdue need for this training.

Learning / Skills Gain

There were ten survey items that measured the students learning and skills gains. Of these ten survey items, five of them measured the respondent's level of knowledge, skill, or confidence before the training, and five of them after the training. These survey items asked about the students':

- Understanding of the effect of stability control on the FIU vehicle's operations.
- Skills in effectively performing a PIT maneuver in the FIU vehicles.
- Confidence in your ability to apply the Pursuit Directive 630.05.
- Confidence in your abilities to effectively conduct a PIT maneuver with the FIU vehicles above 35 mph.
- Confidence in operating the FIU vehicles under winter weather or other skidding conditions.

The overall results show substantial improvement in all of the topic areas. The distribution of the responses for all five topic areas before the training were very spread out, which suggests that there was a wide range of confidence and skill levels amongst the officers going into the training.

After the training, the officers reported a high level of understanding of the effect of stability control on the FIU vehicle's operations (48 percent very high, 41 percent high⁸). Likewise, they reported a high level of skill in effectively performing a PIT maneuver after the training (54 percent very high, 36 percent high). They also reported substantial improvements in the officers' confidence in: their abilities to apply the Pursuit Directive 630.05 after the training (56 percent very high, 30 percent high), their

⁶ The response rate for this survey was significantly lower than previous In-service trainings. This could potentially be a result of the training being held off-site, and not taking place in a classroom setting.

⁷ This survey item was "Overall, how satisfied or dissatisfied are you with this In-service training?" with a 6-point scale from "very dissatisfied" to "very satisfied." Approximately 62 percent of the students chose "very satisfied" and 30 percent "satisfied."

⁸ High refers to a response of a 5, on the scale from 1 to 6.

abilities to effectively conduct a PIT maneuver with the FIU vehicles above 35 mph after the training (56 percent very high, 33 percent high), and operating the FIU vehicles under winter weather or other skidding conditions (54 percent very high, 38 percent high).

The results discussed above and shown in the table on the next page are the overall results for all of the officers combined. In addition to looking at the overall results, the changes in the officers' levels of knowledge, skill, or confidence were taken into consideration on an individual level. The officer's reported large improvements in their levels of understanding of the effect of stability control on the FIU vehicle's operations (60 percent improved significantly, 20 percent improved slightly, 20 percent no improvement)⁹, as well as large improvements in the officers' skills in effectively performing a PIT maneuver in the FIU vehicles (73 percent improved significantly, 11 percent improved slightly, 15 percent no improvement). There was a small amount of improvement in their confidence in their ability to apply the Pursuit Directive 630.05 (19 percent improved significantly, 36 percent improved slightly, 45 percent no improvement). They also reported a large improvement in their confidence in their abilities to effectively conduct a PIT maneuver with the FIU vehicles above 35 mph (64 percent improved significantly, 19 percent improved slightly, 17 percent no improvement). Furthermore, they reported some improvement in their confidence in operating the FIU vehicles under winter weather or other skidding conditions (41 percent improved significantly, 28 percent improved slightly, 32 percent no improvement).

The three areas that showed the most improvement were their understanding of the effect of stability control on the FIU vehicle's operations, skills in performing a PIT maneuver, and confidence in their ability to effectively conduct a PIT maneuver with the FIU vehicles above 35mph. The two areas with the smallest improvement shown were their confidence in operating the FIU vehicles under winter weather or other skidding conditions and their confidence in their ability to apply the Pursuit Directive 630.05. The lesser improvement in these two areas is in part the result of the officers already having a high level of confidence in these areas before the training.

⁹ Significant improvement corresponds to their score increasing by 2 or more after the training, and slight improvement corresponds to their score increasing by only 1.

PVO Learning and Skill Gains								
n = 187								
Please estimate your level of knowledge, skill, or confidence in the following areas before and after the training:		None						Missing
		1	2	3	4	5	Very High 6	
Understanding of the effect of stability control on the FIU vehicle's operations	Before the training	14%	12%	25%	29%	12%	9%	8
	After the training	1%	0%	3%	8%	41%	48%	5
Skills in effectively performing a PIT maneuver in the FIU vehicles	Before the training	27%	15%	27%	15%	9%	8%	10
	After the training	1%	0%	2%	7%	36%	54%	3
Confidence in your ability to apply the Pursuit Directive 630.05	Before the training	1%	1%	14%	27%	37%	20%	8
	After the training	1%	1%	3%	10%	30%	56%	2
Confidence in your abilities to effectively conduct a PIT maneuver with the FIU vehicles above 35mph	Before the training	20%	16%	24%	18%	14%	8%	9
	After the training	1%	1%	2%	7%	33%	56%	4
Confidence in operating the FIU vehicles under winter weather or other skidding conditions	Before the training	11%	6%	16%	27%	20%	20%	10
	After the training	1%	1%	1%	7%	38%	54%	2

Classroom Section:

There were four survey items pertaining to the classroom training. Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (67 percent strongly agree, 30 percent agree) and were knowledgeable in the topic (71 percent strongly agree, 27 percent agree). Furthermore, most students felt that the interaction between the trainer and the class was positive (76 percent strongly agree, 23 percent agree) and that the class was a good use of their training time (60 percent strongly agree, 32 percent agree).

Classroom Section							
n = 187							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	1%	0%	2%	30%	67%	1
The trainer(s) were knowledgeable in the topic	1%	0%	0%	2%	27%	71%	1
Overall, the interaction between the trainer and the class was positive	1%	0%	0%	1%	23%	76%	1
This section was a good use of my training time	2%	1%	1%	5%	32%	60%	2

Driving Fundamentals:

There were four survey items pertaining to the driving fundamentals training. Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (69 percent strongly agree, 28 percent agree) and were knowledgeable in the topic (73 percent strongly agree, 24 percent agree). Furthermore, most students felt that the interaction between the trainer and the class was positive (75 percent strongly agree, 23 percent agree) and that the class was a good use of their training time (66 percent strongly agree, 26 percent agree).

Driving Fundamentals							
n = 187							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	0%	0%	2%	28%	69%	2
The trainer(s) were knowledgeable in the topic	1%	0%	0%	2%	24%	73%	2
Overall, the interaction between the trainer and the class was positive	1%	0%	0%	1%	23%	75%	4
This section was a good use of my training time	3%	2%	1%	2%	26%	66%	3

Pursuit Intervention Technique (PIT):

There were four survey items pertaining to the pursuit intervention technique training. Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (73 percent strongly agree, 26 percent agree) and were knowledgeable in the topic (75 percent strongly agree, 24 percent agree). Furthermore, most students felt that the interaction between the trainer and the class was positive (76 percent strongly agree, 23 percent agree) and that the class was a good use of their training time (71 percent strongly agree, 22 percent agree).

PIT							
n = 187							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	0%	0%	0%	26%	73%	4
The trainer(s) were knowledgeable in the topic	1%	0%	0%	0%	24%	75%	3
Overall, the interaction between the trainer and the class was positive	1%	0%	0%	0%	23%	76%	4
This section was a good use of my training time	3%	1%	0%	3%	22%	71%	2

Skid Car Operations:

There were four survey items pertaining to the skid car training. Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (70 percent strongly agree, 28 percent agree) and were knowledgeable in the topic (73 percent strongly agree, 25 percent agree). Furthermore, most students felt that the interaction between the trainer and the class was

positive (76 percent strongly agree, 23 percent agree) and that the class was a good use of their training time (64 percent strongly agree, 26 percent agree).

Skid Car							
n = 187							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	0%	0%	1%	28%	70%	3
The trainer(s) were knowledgeable in the topic	1%	0%	0%	1%	25%	73%	3
Overall, the interaction between the trainer and the class was positive	1%	0%	0%	0%	23%	76%	5
This section was a good use of my training time	3%	1%	1%	7%	26%	64%	3

Precision Maneuvering:

There were four survey items pertaining to the precision maneuvering training. Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (63 percent strongly agree, 31 percent agree) and were knowledgeable in the topic (66 percent strongly agree, 30 percent agree). Furthermore, most students felt that the interaction between the trainer and the class was positive (71 percent strongly agree, 27 percent agree) and that the class was a good use of their training time (58 percent strongly agree, 29 percent agree).

Precision Maneuvering							
n = 187							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	1%	0%	4%	31%	63%	3
The trainer(s) were knowledgeable in the topic	1%	0%	0%	3%	30%	66%	3
Overall, the interaction between the trainer and the class was positive	1%	0%	1%	1%	27%	71%	7
This section was a good use of my training time	3%	1%	1%	9%	29%	58%	3

Related On-the-Job Outcomes

All vehicle pursuits and use of PIT maneuvers result in a pursuit After Action Report. These reports are reviewed by supervisory channels for alignment with policy and tactical application. Several data points are extracted from these reviews and compiled in the Pursuit Review Committee's annual pursuit report. In addition, the Portland Police Bureau has a Collision Review Board which tracks and reviews all on the job collision cases. Statistics on various aspects of the collisions (e.g. preventability, unit, and driving conditions) are compiled annually. The annual pursuit report and collision statistics are utilized during the needs assessment process.

Summary

The findings support this training day was well conducted, received well overall, and increased knowledge and skills in several of the core areas of the Police Vehicle Operations program. The results highlight the importance of having regular skills training in police vehicle operations to ensure the safest and most effective on-the-job application. The findings suggest additional training in skid car, backing, and PIT maneuvers would be particularly beneficial. While PIT maneuvers are used infrequently in application, more training in this area would be beneficial as officers need to be sufficiently prepared to PIT on the job when the situation calls for it.

A couple main challenges were noted during the evaluation process that may be applicable to future training planning¹⁰. One was in relation to the amount of downtime during parts of the training day and the other was related to some of the training topics being less relevant for some assignments. The latter is particularly the case for the PIT maneuver, which is not conducted by detectives and investigators. Future day-long Police Vehicle Operations trainings may want to reconsider the schedule for detectives and investigators as well as whether it would be possible to decrease some of the downtime. Decreasing the amount of downtime for this training is possible, but comes at additional cost as it relates to the amount of available instructors and vehicles, and conducting the training with smaller class sizes.

¹⁰ This stemmed from both student and instructor feedback. Some related comments were included in the open-ended student feedback. Among these, eight of the respondents mentioned that there was too much downtime and not enough time spent actually driving. One of the people who made such a comment did mention that this would be difficult to fix due to limitations on the number of vehicles and training staff. Another recurring comment made by four of the attending officers was that this training was not relevant to them. Of these four officers, three of them were investigators/detectives, and one just stated that they worked a non-patrol assignment.

**In-Service Knowledge Exam
2018-1 PVO In-Service
Portland Police Bureau**

The correct answers are in red font below.

General Driving Questions

- 1.) True or False? ORS820.300 relieves and creates immunity for the driver of an emergency vehicle from the duty to drive with due regard for the safety of all other persons.
 - a. True
 - b. **False**

- 2.) True or False? The driver of an emergency vehicle must not exceed any designated speed limit to an extent which endangers persons or property. (ORS 820.320).
 - a. **True**
 - b. False

- 3.) What are the five basic fundamentals of driving?
 - a. Slow/smooth steering, acceleration starting at apex of turn, smooth pedal inputs, balanced braking, turns using a slow in/fast out approach
 - b. Slow/smooth steering, braking into first half of turn, straight line acceleration, smooth pedal inputs, and eyes up and ahead
 - c. **Slow/smooth steering, straight line acceleration, straight line braking, smooth pedal inputs, and keeping your eyes up and ahead**
 - d. Slow/smooth steering, acceleration starting at apex of turn, fast speeds, late braking into turn, and eyes up and ahead

- 4.) A stable platform is best described as?
 - a. **Keeping the vehicle's weight distributed evenly over all 4 tires**
 - b. Interior equipment stability
 - c. Properly inflated tires
 - d. Smooth acceleration

- 5.) What are the two proximate causes of collisions? (choose two)
 - a. Driver fatigue
 - b. **Misuse of overuse of brakes**
 - c. **Misuse or overuse of steering**
 - d. Poor road conditions
 - e. Speed

Pursuit Questions

- 6.) True or False? In a pursuit the benefit of capturing a suspect must outweigh the risk created to the public by pursuing that suspect.
- a. True
 - b. False
- 7.) According to Directive 630.05, members shall not engage in a pursuit when:
- a. The identity of the suspect is known
 - b. The suspect's driving behavior is not placing the public in danger
 - c. The suspect can be apprehended at a future time
 - d. All of the above
- 8.) To initiate a pursuit of a suspect in a fleeing vehicle, you must have reasonable suspicion that the suspect committed what type of crime?
- a. Any crime at the discretion of the officer initiating the pursuit
 - b. Any felony or misdemeanor person crime
 - c. Any felony person crime
 - d. Any person or property felony crime
- 9.) According to directive 630.05 and assuming no additional information, in which two situations is it appropriate to request approval for more than three patrol units from the pursuit supervisor? (choose two)
- a. Multiple potentially dangerous suspects are in the vehicle
 - b. Pursuit speeds have reached speeds of over 60 mph
 - c. The suspect is reported to be armed
 - d. You wish to attempt to PIT the vehicle
- 10.) A suspect is pursued by two marked patrol vehicles, one marked K9 unit, and the Air Support Unit. Which unit by policy is appointed the primary in the pursuit?
- a. Primary is appointed by the pursuit supervisor
 - b. The Air Support unit
 - c. The K9 unit
 - d. The unit which started the pursuit

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