



Minnesota Board of Peace Officer Standards and Training

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Report to the Legislature Affirmative Action Report 2001

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According to Minnesota Laws, 1997, chapter 239, article 1, by July 1 ... the [POST] board shall report to the chairs of the senate and house divisions having jurisdiction over criminal justice funding on information provided to the board on recruitment information and enrollment statistics from MNSCU institutions that provide the Professional Peace Officer Education.

The twenty post-secondary institutions in Minnesota which deliver Professional Peace Officer Education (PPOE) are required by Minnesota Rules 6700.0300 Subp. 6C to annually file an affirmative action plan. This affirmative action plan is to include specific goals and objectives which describe measurable statements of performance for the recruitment and retention of minority students and women in the certified school's PPOE program.

In the year 2001, sixteen of the nineteen operational programs submitted plans.

POST Board data show that during 2001, out of 775 individuals who took the Professional Peace Officer Licensing Exam (including retakes), 648 (83.6%) were males, 127 (16.4%) were females. There is no further breakdown of these data for reasons discussed below.

The Board brought the subject of these plans before the PPOE coordinators at its annual coordinators' conference in November 2001. There was sharp discussion on the utility and necessity of these plans. The consensus of opinion at this conference was that there is an inherent difficulty in compiling and assessing results of these plans.

The consensus was that most PPOE programs face two difficult issues in the definition of the plans:

- 1) The institutions themselves, of which the PPOE programs are a part, have affirmative action goals of their own for the admission of protected class students, and the PPOE programs must adhere to these first; and
- 2) it is nearly impossible to measure how effective these plans are. It is difficult for each institution to identify exactly which students are in a particular PPOE program in a given time, since there is usually considerable overlap of students who are taking PPOE courses but who are not on a law enforcement career track.

Also, a number of the students who identify themselves as participants in a PPOE program at one point, might divert to another course concentration at another time without formally notifying the program coordinator. The result of this is a constant fluctuation of program participants. This problem is not quite so great in the technical institutions, but is universal in the four-year colleges and universities where the PPOE program is often under the umbrella of a sociology or wider-emphasis criminal justice program.

While the POST Board itself can produce accurate male/female ratios for those taking the licensing examination, the board cannot collect racial or ethnic data that is not self-reported. The board has attempted to obtain voluntary racial/ethnic data in the past, but the self-reporting aspect of this data collection was extremely unreliable due to widespread non-reporting.

The POST Board continues to encourage minorities and women to participate in PPOE programs, but recognizes that the recruitment of members of these groups into law enforcement careers is a complex problem, whose resolution requires the combined efforts of the law enforcement community and higher education.