

2023

Influence of Citizen Police Academies on Attendees' Knowledge and Perceptions of Their Police Department

James Louis Lee Jr.
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Psychology and Community Services

This is to certify that the doctoral dissertation by

James Louis Lee Jr.

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Sean Grier, Committee Chairperson,
Criminal Justice Faculty

Dr. Gregory Koehle, Committee Member,
Criminal Justice Faculty

Dr. Joseph McMillan, University Reviewer,
Criminal Justice Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2023

Abstract

Influence of Citizen Police Academies on Attendees' Knowledge and Perceptions of

Their Police Department

by

James Louis Lee Jr.

MA, Walden University, 2014

BS, Florida State University, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Criminal Justice

Walden University

August 2023

Abstract

Law enforcement officers are often forced to make split-second decisions that alter the lives of those affected. Some of these decisions are criticized by the public, which negatively affects the perceptions of law enforcement. Law enforcement agencies have sought ways to improve their community standing by implementing community policing initiatives including citizen police academies (CPAs). The purpose of this interpretative phenomenological qualitative study was to explore the influence of CPAs on attendees' knowledge and perceptions of their police department. Institutional theory provided the theoretical framework for the study. Surveys with open-ended questions were sent to 11 participants who had completed a CPA within 3 years. Findings indicated that most participants improved in their perceptions of their police department, and all participants gained an understanding of their police department. Findings indicated that CPAs are an effective tool that forges partnerships between the community and the police department. Findings also showed that participants may have been selected for the CPA due to their status in the community. Findings may encourage law enforcement agencies to develop a CPA that will lead to positive social change through affecting the community served and the officers who work in the agency.

Influence of Citizen Police Academies on Attendees' Knowledge and Perceptions of

Their Police Department

by

James Louis Lee Jr.

MA, Walden University, 2014

BS, Florida State University, 2010

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Criminal Justice

Walden University

August 2023

Table of Contents

List of Figures	iv
Chapter 1: Introduction to the Study	1
Background	3
Problem Statement	4
Purpose of the Study	5
Research Question	6
Theoretical Framework	6
Nature of the Study	7
Definitions	8
Assumptions	10
Scope and Delimitations	10
Limitations	11
Significance	12
Summary	13
Chapter 2: Literature Review	14
Literature Search Strategy	15
Theoretical Framework	15
Legitimacy	16
Isomorphism	16
Sovereigns and Structures	18
CPA	19

History of Policing Reform and the Need for Changes in Policing	20
Community Policing in Depth.....	23
Programs Other Than CPAs and the Need for CPAs	26
Characteristics of CPAs	28
CPA’s’ Goals, Who Benefits More From Them, and Areas of Opportunity.....	31
CPA Recruitment and Participants who Attend CPAs	35
Literature Review Conclusion.....	36
Chapter 3: Research Method.....	39
Police Department’s Setting and CPA.....	39
Research Design	40
Role of the Researcher	42
Methodology	43
Participant Selection and Population	43
Instrumentation and Impact Assessment.....	44
Data Collection	46
Qualitative Data Analysis.....	48
Issues of Trustworthiness.....	50
Credibility.....	51
Transferability.....	51
Dependability.....	52
Confirmability.....	52
Ethical Considerations	52

Summary	54
Chapter 4: Presentation of Data and Results.....	56
Description of the Sample	56
Data Analysis and Presentation of Results.....	56
First Five Survey Questions	57
Seven Open-Ended Questions	60
Evidence of Trustworthiness	69
Conclusion.....	70
Chapter 5: Study's Conclusion.....	73
Discussion	73
Interpretation of Findings.....	74
Demographic Questions	74
Internal Questions	75
External Questions	78
Discussion of Findings Applied to the Theoretical Framework.....	79
Limitations of the Study.....	82
Recommendations.....	82
Implication for Social Change.....	84
Conclusion.....	85
References	87
Appendix Survey	94

List of Figures

Figure 1. Race of Respondents.....	57
Figure 2. Gender of Respondents	58
Figure 3. Respondents' Age Group	58
Figure 4. Respondents' Prior Law Enforcement Experience.....	59
Figure 5. Respondents' Family Members in Law Enforcement	59

Chapter 1: Introduction to the Study

Police departments must protect the rights and personal well-being of the citizens in which the police department has jurisdiction. Policing is deeply rooted in history dating back to the 17th century, where the traditional policing model was born. Throughout history, law enforcement has sought to evolve with history and has changed as the needs of their communities changed. With these changes, law enforcement agencies have suffered criticism regarding departmental organization maintained by the government to the more common social justice issues of over policing based on race and ethnicity.

Politicians and crime figures influenced early 20th-century police departments, which resulted in heavy police corruption. Oliver (1998) argued that power was taken away from the government and political officials and placed into the hands of individuals more central to communities' problems, which resulted in the community policing movement. This movement has been characterized as a police department seeking to understand the community better by creating an atmosphere of dialogue and exchange. Although the devastating attacks of 9/11 forced police departments to evolve to have a mindset of homeland security central to routine operational procedures, police departments have maintained the community policing mentality.

In recent history, much of the community policing movement has come into question with the shootings of unarmed African Americans and the mistreatment of ethnicities dominating media airways. A recent study regarding overall confidence in police suggested that 57% of Americans have a favorable perception of police (James et

al., 2018). However, that percentage varies among races, with Whites having 61% favorable perceptions, Hispanics having 45% favorable perceptions, and African Americans having 30% favorable perceptions (James et al., 2018). Carter (1995) suggested that the principal reasons for African Americans having less confidence in law enforcement is due to the history of overpolicing in the African American community and media attention on police brutality against African Americans. J. Lee and Gibbs (2015) stated that less confidence in police was more associated with social distance to crime than race. Scholars have argued that the community policing movement is in favor of community members because some police departments have implemented programs based on what the departments felt the community needed. Others have contended that community policing is effective but should shift its focus to areas that need help.

Regardless of the reasons behind less confidence in the police, law enforcement agencies have sought to develop programs to educate their citizens and form collaborative relationships with their communities to meet their citizens' needs. Police departments have also developed patrol divisions designed to produce officer interaction with the community, such as bike patrols. Liederbach et al. (2008) indicated that police departments have also used storefront police departments' substations to present a more approachable demeanor to the public. However, bike patrols, storefront police departments, and other similar department actions do not foster an environment that allows community members to express their concerns and frustrations without fear of retaliation. Of the many programs available, such as police officer Toys Drives, Coffee with a Cop, and school resource officers, citizen police academies (CPAs) offer a unique

experience of providing citizens with the opportunity to see the inner workings of a police department. Like the other programs, CPAs provide a comfortable space for participants to speak openly to law enforcement officers and for the officers involved to listen and act on what was heard.

CPAs have a relatively young history compared to the more significant community movement in the late 1970s. CPAs offer opportunities for citizens and police departments to form communal bonds through education and partnership. Studies regarding CPAs included a small number in the criminology field and did not provide much scholarly information. Researchers had not addressed attendees' experiences in the CPA and whether the CPA was effective. Also, researchers had not explored whether the CPAs improved the perceptions of law enforcement. In the current study, I sought to explore the experiences of those who had participated in a CPA program. The experiences provided by participants may provide insight into the perception of law enforcement and whether that perception changed upon the completion of the CPA program.

Background

Police departments around the United States frequently have the slogan "to protect and serve" within their agency. This slogan outlines the primary directive of law enforcement agencies to protect their citizens' rights and property and serve them in the most efficient way possible. Many police departments operate with a community-oriented policing mindset by implementing policies and programs to more efficiently accomplish this goal. CPAs are one example of police departments seeking to educate their citizens

to serve them better and form relationships with community members to collaborate to reduce crime and raise the quality of life.

Understanding the impact of CPAs on citizens may aid police departments in capitalizing on advantages the police department has and improve on weaknesses that are relayed within their CPAs to target citizens who may have less favorable views of law enforcement. T. L. Lee (2016) provided the most recent study on CPAs that addressed the CPA's effectiveness defined by participant satisfaction and officer satisfaction. Brewster et al. (2005) found that participants who completed a Virginia CPA were more likely to improve their perceptions of law enforcement based on their education regarding police officer actions. Breen and Johnson (2007) presented similar findings in a Michigan CPA study with participants who previously criticized officers' actions reported by their local media.

CPAs are a valuable resource to the police departments that implement them; however, without much literature on CPAs, not much was known regarding their impact in the Southwest United States. The current study addressed CPAs' effectiveness and influence on participants' perception of law enforcement.

Problem Statement

Police departments around the United States often have the slogan "to protect and serve" within their agency. This slogan outlines the primary directive of law enforcement agencies, which is to protect their citizens' rights and property and serve them in the most efficient way possible. Many police departments operate with a community-oriented policing mindset by implementing policies and programs to more efficiently accomplish

this goal. CPAs are one example of police departments seeking to educate their citizens to serve them better and form relationships with community members to collaborate to reduce crime and raise the quality of life.

Understanding the effectiveness of the impact of the CPAs on the citizens may aid police departments in capitalizing on advantages the police department has and improve on weaknesses that are relayed within their CPAs to target citizens who may have less favorable views of law enforcement. T. L. Lee (2016) provided the most recent study on CPAs that addressed the effectiveness of the CPA defined by participant satisfaction and officer satisfaction. Brewster et al. (2005) found that participants who completed a Virginia CPA were more likely to improve their perceptions of law enforcement based on their education regarding police officer actions. Breen and Johnson (2007) presented similar findings in a Michigan CPA study with participants who previously criticized officers' actions reported by their local media.

CPAs are a valuable resource to the police departments that implement them; however, without much literature on CPAs, not much was known regarding their impact in the Southwest United States. The current study addressed the CPAs' overall effectiveness and how the CPA influences participants' perception of law enforcement.

Purpose of the Study

The legitimacy of law enforcement has dependent on the satisfaction experienced by the people it serves. Many law enforcement agencies have sought ways to interact with the public. The purpose of this qualitative study was to explore the impact of CPAs on participants and whether CPAs improved participants' perception of law enforcement.

I recruited participants who had completed a CPA course implemented by a medium-size police department dating back 3 years.

A survey composed of seven open-ended questions and five identifier questions was developed from the CPA's mission statement to explore the CPA's effectiveness. Participants' answers to the CPA survey provided in-depth responses that were analyzed and coded to discover themes and trends that shed light on the CPA's effectiveness and participants' perceptions of law enforcement. The study provided results that may enable law enforcement agencies to modify current policies and procedures related to CPAs to increase their effectiveness.

Research Question

What impact do CPAs have on participants after their completion?

Theoretical Framework

Organizations within law enforcement have sought how to determine the value it generates. Arrests made from catching a serial rapist or prison security measures that house dangerous criminals do not have a definable value on society's safety. Consequently, the theoretical framework used to describe the criminal justice field has been challenging. Giblin and Burruss (2009) asserted that institutional theory is an appropriate theoretical framework to associate with law enforcement. Institutional theory was a suitable framework for the current study because the environment influences the behavior of law enforcement and its structure.

CPAs are a product of community policing. As many researchers suggested, community policing is more of a concept than a practice. Communities worldwide have

different needs that translate to different influences on the police departments. For example, a small-town police department will meet its community's needs in different ways compared to a large metropolitan police department. The small-town police department may have three police officers who compose a single patrol unit. In contrast, a large city such as New York has multiple units within its department and smaller substations within different city sections to serve the community effectively.

Dobbin and Vican (2015) proclaimed that institutional theory's origins were based on the social constructionism founded by Berger and Luckmann in 1967. The foundation of the institutional theory, being rooted in social theory, allows for the true nature of law enforcement organizations to have baseline information to gauge their effectiveness and determine the need for change. Organizations such as law enforcement agencies exist because the community relies on the service they provide. Furthermore, because law enforcement agencies enforce government laws, law enforcement agencies cannot be privatized. The institutional theory relies on legitimacy, isomorphism, sovereigns, and structures to explain law enforcement agencies' purpose, including how and why the organizations function as they do and who influences them.

Nature of the Study

I conducted a phenomenological analysis in this qualitative study to explore the shared experiences of the attendees of the CPA. The CPA is a course offered to citizens within its city designed to expose participants to their police department to meet specific goals set forth by the police department. Each attendee who was used in this study had completed a CPA and generated a unique experience of the CPA. A qualitative survey

was the primary instrument with seven open-ended questions and five demographic questions addressing race, age group, gender, prior law enforcement experience, and family members in law enforcement. I used a phenomenological design to understand participants' lived experiences within the CPA to discover its impact.

Surveys present an opportunity to gain data and information on participants' opinions based on a predetermined series of questions. Surveys address specific characteristics of a target population (Jackson, 2011). Surveys in the current study were disseminated to individuals within the police department CPA through the SurveyMonkey website. The CPA had a maximum of 20 students per class, and I recruited participants from the last three CPA classes. A maximum of 60 participants was considered. The police department sent out the survey because security guidelines prohibited the police department from sharing personal data with non-police-department personnel. The study's data analysis generated themes and categories from the responses to the survey instrument. Because survey questions originated from the CPA's goals and participants' experiences, qualitative methods rooted in the discovery interpretation of personal experiences stood to be the best approach for this study.

Definitions

The following terms are defined as they were used in the study:

Broken window theory: Community residents and members living in an environment where crime and social disorders are the usual way of life. Because police departments cannot provide a permanent solution to reduce the crime in these areas,

criminal practices continue to flourish and breed deviant behavior leading to disunity among community members (Wilson & Kelling, 1982).

Community-oriented policing: Although many police departments use “community-oriented policing” and “community policing” to mean the same thing, community-oriented policing is a law enforcement strategy that occurred in response to widespread police corruption in the early 20th century. Police departments were no longer managed by politicians and shifted the focus of policing from addressing community relations to community needs in the 1950s (Oliver, 1998).

Community policing: The Omnibus Crime Control and Safe Streets Act of 1968 provided funding for police agencies that developed programs designed to forge a relationship with the community and work with community members to reduce crime and social disorder. Because communities are different from one community to another, community policing was stated to be more of philosophy than a program (Oliver, 1998; Somerville, 2009).

Social distance: People living in a city have a geographic distance to crime and disorder. Those who live in high-crime areas have a much smaller social distance than those who live farther away. For example, if a large metropolitan city has high crime near the center of the city, people living in a suburban area away from the city will have more social distance to the high-crime area (J. Lee & Gibbs, 2015)

Social issues: Each community is a different makeup of people with different needs and requirements to live a comfortable life. Police departments have implemented

community policing concepts to determine the community needs associated with crime and disorder (Gill et al., 2014).

Assumptions

An assumption made for this qualitative study was a medium-size police department's CPA programs. I assumed that respondents who participated in the study completed the CPA and had a perception of law enforcement after completing the CPA. I also assumed participants' responses to the survey were honest and originated from the respondent. A letter was sent to respondents detailing the survey's purpose. I asked respondents to complete the survey and provide honest responses to the survey questions. The police department sent the survey instrument to all eligible participants. I communicated to the police department that only participants who completed the CPA going back 3 years from the date the survey instrument was sent were eligible to participate. The survey instrument was distributed by SurveyMonkey. After the police department forwarded the survey link to eligible participants, SurveyMonkey provided the results. The responses I received were not altered and came directly from the respondents.

Scope and Delimitations

This qualitative study contained data from a maximum of 60 participants from a CPA in a medium-size police department in the southwest region of the United States. Respondents were taken from the last three CPAs the police department engaged in. A qualitative survey with seven open-ended questions and five demographic questions was the primary instrument to obtain data.

Most of this study was completed during the COVID-19 pandemic. Consequently, the police department was forced to shorten one of its CPAs due to social distancing restrictions prohibiting in-person contact. Additionally, the police department had security protocols that prohibited non-police-department personnel from accessing personal information regarding CPA participants. As a result, there was no face-to-face interactions with respondents, and I did not have direct contact with them. All qualitative data were obtained from the open-ended survey questions addressing respondents' experiences within the CPA based on the goals of the CPA and its impact. Participants who did not complete the CPA or did not complete at least 80% of the survey questions were not included in the study.

Limitations

The police department's security protocols prohibited non-law-enforcement personnel and anyone not employed by their police department from having the personal information of the police department's associates. There was no accurate method to ensure the police department sent the survey instrument to all eligible participants. Due to the CPA having a maximum of 20 participants per year, having 3 years of potential data limited candidates' maximum number to 60. The number of participants was smaller than the maximum due to individuals changing their email addresses, having limited association with the police department after the CPA, or some other unknown reason. Curriculum in the CPAs could have been different. Police departments adopt new policies and procedures every year, which could have caused the courses taught in the CPA to change. I was a police officer at a different department in the same city as the research

site's police department. During this study, there was no mention of my career or duties as a police officer. There could have been participants who completed the CPA but did not provide an email address or may have changed their email address between when they participated and when the survey instrument was sent.

Although this study was a more recent study on a CPA and was the first conducted in the Southwest United States, CPAs generally follow a basic model to provide education about the police department to community members to achieve positive collaboration and accomplish like-minded goals with the community. Furthermore, I am a police officer and have positive biases regarding law enforcement; however, my law enforcement background was not mentioned during this study. As a scholar-practitioner, I did not allow my personal law enforcement beliefs to interfere with this study and the data obtained.

Significance

Police departments are unique organizations that researchers have found difficulties in measuring the value of. For-profit organizations such as Walmart and Nike can be valued based on their productivity and consumers' satisfaction with their products. In law enforcement, the value of saving a person's life or recovering stolen property or dealing with publicly intoxicated individuals can be difficult to measure.

Crank (2003) explained that the value of police departments is not easily measured because law enforcement's duties do not have the same value when applied to all persons. In other words, stopping a domestic disturbance for one family will have no value to another family without a domestic dispute. Therefore, a police department's

legitimacy is rooted in the community it serves and the perception of its effectiveness. In recent times, police departments' effectiveness has been questioned with accusations of civil rights violations against officers and unfair treatment of racial minorities leading to question the legitimacy of police departments.

CPAs present an opportunity for police departments to educate and collaborate with citizens and positively affect the law enforcement agency's perceived value. The literature on the value of CPAs was limited. The current study on CPAs may illuminate police departments' effectiveness and the relationship between the community and the department, thereby mitigating the narrative in media circles that depict law enforcement in a negative light. Additionally, community members become empowered by taking responsibility for the welfare and the safety of the community.

Summary

Chapter 1 addressed the importance of CPAs in police departments as a tool to foster collaboration between citizens and the department. With a constant communication flow between police departments and the community, a positive impact and improved perceptions of law enforcement can be expected. The origins of CPAs deriving from community policing were detailed in this chapter as well. Sections in the chapter included the study's background, problem statement, purpose, research question, theoretical framework, definitions, and significance. Chapter 2 provides a literature review for this study that details the history of community policing and CPAs' birth.

Chapter 2: Literature Review

The purpose of this study was to discover the impact of CPAs in the southwest region of the United States through a post assessment lens. Throughout the community policing movement, police departments have sought innovative methods to incorporate this philosophy into their culture and the department's neighborhoods. A search of studies on CPAs yielded sparse literature on CPAs. Nonetheless, the data indicated that CPAs generally produce positive results for the sponsoring agency. The available studies on CPAs were conducted in the eastern portion of the United States and varied in their implementation, goals, objectives, and citizen participation. Mastrofski (2006) described community policing as a philosophy rather than a program. Community policing can vary depending on the needs of the community. Each department's community policing agenda may be different.

There was no study of CPAs in the southwest region of the United States and their impact on the people in that region. A study conducted in this region would provide an understanding of the experiences of CPA participants and the effectiveness of the CPA according to participants. This chapter begins with the literature search strategy I implemented, followed by an explanation of institutional theory as the theoretical framework. Next, I explain how the theory aligned with law enforcement organizations in terms of the organization's structure, mission statements, motivations to change, and legitimacy. Finally, the history of CPAs is explained with roots in community policing, police reform, and characteristics of CPAs.

Literature Search Strategy

I started the search for relevant literature by using the Walden Library. Walden's Library led me to search for articles by subject using "criminal justice." I accessed articles using SAGE Journal, ResearchGate, ProQuest, CambridgeCore, ScienceDirect, and the Atlantic Archive. The terms used during the search were as follows: *relational theory* and *law enforcement*, *intuitional theory*, *institutional theory* and *law enforcement*, *citizen police academy*, *citizen police academies*, *community police*, *community-oriented police*, *community-oriented policing history*, *perceptions of law enforcement*, and *perceptions of policing*. I used a basic Google search to determine the location of articles mentioned by other researchers, which led to the databases used. The articles used for this study were academic, peer-reviewed work. However, with the scarcity of recent studies relating to CPAs, published work on CPAs ranged from as recently as 5 years ago to more than 10 years ago.

Theoretical Framework

Researchers have sought to understand the behavior of law enforcement agencies. Because law enforcement agencies offer services to the public that are deemed to be rights explained in the Constitution of the United States, their function is often compared to those of other nonprofit organizations. Crank (2003) argued that value is not readily measured, and placing a price on a police officer's output is not feasible. Unlike organizations such as Amazon or Google, whose effectiveness is gauged by profits, law enforcement and other nonprofit entities struggle with determining measurable data related to their efficacy. Giblin and Burruss (2009) stated that institutional theory is a

possible framework to describe law enforcement organizations' behavior and structure and the importance of the environment's influence on the organization. With this framework, law enforcement organizations' behavior is enhanced, and its structure can be related to similar organizations.

Legitimacy

Legitimacy is an important characteristic that describes why an organization exists. Legitimacy provides reason and identity rooted in the foundation of goal achieving. The more successful an organization is in accomplishing its goals, the more legitimate the organization will be, and the more likely the organization will continue to function. Worden and McLean (2017) provided a generalized understanding that the actions of an organization are socially acceptable in terms of norms, values, and beliefs. Moreover, the more an organization adheres to societal demands, the more support the organization has. Crank (2003) asserted that an organization's behavior reflects values in its environment and its actions are in service to its environment. Police departments around the United States and worldwide are in some form devoted to serving the people in their geographic location. A police department's role at its most fundamental level is to protect and serve people, and without these values, police departments serve no purpose. Additionally, if the police department's actions are not socially acceptable, the department loses legitimacy and is forced to reestablish legitimacy.

Isomorphism

An organization's legitimacy is related to how well an organization meets the demands of its stakeholders and constituents. In that case, there must be some process

whereby an organization changes to meet the demands of its environment if it is perceived as illegitimate. Organizations that are deemed legitimate resemble or mimic the behavior of other successful organizations. GIBLIN and BURRUS (2009) explained that institutional isomorphism occurs when an organization incorporates universally held truths regarding procedural functions, and other organizations practice those truths and procedural functions. Researchers identified two processes that describe isomorphism. WORDEN and McLEAN (2017) argued that coercive isomorphism occurs from actions such as following a statutory, regulatory, or judicial mandate that the organization follows by means other than choice. Cultural influences are not to be excluded as an explanation of coercive isomorphism. GIBLIN and BURRUS (2009) provided a similar definition in which an organization's practices are altered or forced to change by forces outside of the organization. This form of change usually comes as a response to corrective action or wrongdoing within an organization, as is the case in law enforcement when an officer violates citizens' civil rights.

The second process of isomorphism is mimetic. GIBLIN and BURRUS (2009) noted that organizations that view other organizations as successful or legitimate adopt policies and procedures of successful organizations. This behavior also sheds light on the homogenization of organizations in similar fields. Law enforcement departments frequently adopt policies and procedures from one another to legitimize one another and remain successful. Lastly, GIBLIN and BURRUS (2009) determined that the normative process occurs through educational classes and professional training whereby knowledge is transmitted through participants and brought back to the organization. Police

departments are mandated to engage in yearly training in which officers are updated with best practices and changes to old laws, and are shown what actions were unsuccessful by other law enforcement officers and departments. The normative process, along with the other isomorphic processes, substantiates an organization's legitimacy and motivates similar organizations to change.

Sovereigns and Structures

Sovereigns and myths have a unique relationship in an organization. Worden and McLean (2017) argued that sovereigns represent political agents or stakeholders who have the formal power to shape an organization and the informal power to influence those who have the power to change within an organization. In other words, sovereigns represent the stakeholders of an organization. In the case of law enforcement, sovereigns represent the community members, the governing council members, and anyone affected by the law enforcement's actions. Giblin and Burruss (2009) expressed similar ideas in that individuals within an environment share beliefs and exert influence on an organization to adopt the structures and practices. Crank (2003) expressed that an organization's philosophies are generally the result of satisfying actors' stances within an environment. The people within a community or city government are vital to an organization's isomorphism and legitimacy because the people motivate the organization to change and meet its environment's needs. The motivation to change is then made tangible in the form of a structure.

Structures are described as principles or guidelines that serve as an organization's general orders that the workers are to function within (Worden & McLean, 2017).

Structures serve as both positive and negative entities for organizations. For example, a worker's productivity is hard to measure in terms of placing a value on productivity within some organizations. Furthermore, the structure may be open to interpretation. Notions such as community policing can have different definitions depending on the department, requiring those within the department's leadership to convince others that the implemented structure is worth carrying out. Moreover, clear and concise expectations need to be communicated for the structure to be successful. Institutional theory is a unique framework to understand organizations' behavior and why they function in their manner. When looking at an organization with similar operating procedures, institutional theory clarifies the similarities within the different organizations of the same profession.

CPA

Law enforcement agencies have created numerous programs to develop positive collaborations with the communities they serve. Many of these programs have come as a response to the community-oriented policing movement intended to enable police officers to have a vested interest in their patrol communities. With police officers taking an active role within the city, the hope was that community members would reciprocate the action by desiring to assist police officers in helping to make their community a better place, thereby changing the way police departments functioned. CPAs were considered one of the many results of the community policing movement and were designed to give participants a detailed look at how their police department operated. These experiences within the CPAs can positively impact the way participants view their police departments

and can affect how they see police culture as a whole. Citizens' experiences in CPAs improved participants' confidence.

History of Policing Reform and the Need for Changes in Policing

One of policing's inventors and early philosophers is Robert Peel in England during the 17th century. Through the many policing principles developed by Peel, another early policing pioneer, Henry Fielding, developed an aspect of policing that enlisted the community (Scott, 2010). Because crime had origins in the community and affected the city, citizens desired to cooperate with the police to prevent crime (Scott, 2010; Reith, 1948). As America gained its independence and formed a democratic government, earlier policing styles in the United States were mostly an afterthought. Policing was left in the hands of the government to control. As time progressed, the government became more stratified with the implementation of state and local governments, and policing began to take shape into a more familiar role where policing was controlled and directed by individual departments (Scott, 2010). In the early 20th century, police departments were influenced by local political officials, leading to police corruption within law enforcement departments that became known as the progressive policing movement (Scott, 2010).

Oliver (1998) characterized the police-community relations era during police reformation, which began in the 1950s due to widespread police corruption. The police-community relations era sought to understand the community in terms of its diversity and attempted to establish ways to improve communication between law enforcement and the community (Oliver, 1998). Over time, many law enforcement leaders began to see this

era with little progression and minimal effort to establish partnerships with the community.

Oliver (1998) noted that the community-oriented policing concept was born due to the lack of success with the police-community relations era. Scott (2010) shared Oliver's view that after the 1950s, community-oriented policing began to evolve. Scott explained that racial and social issues that were never addressed began to take center stage and could no longer be ignored. To meet the needs of a racially diverse community, many police departments adopted the community policing concept. The police and neighborhoods developed ways to combat crime; to address crime, the community must be involved (Jiao, 1998). Police departments acknowledged communities' involvement and began implementing strategies to develop relationships with community members in the areas officers patrolled.

Oliver (1998) contended that the catalyst for the community-oriented police movement or community policing could be debated based on two reasons. First, Oliver claimed that the community-oriented policing movement was birthed by the Omnibus Crime Control and Safe Streets Act of 1968. In terms of community policing, the act provided funding for police departments to devise ways to become more interactive with the communities they served (Oliver, 1998). Lastly, Oliver and Bartgis (1998) stated that a fundamental shift from police officers taking a reactive approach to becoming more proactive in policing could be attributed to an article written in March of 1982 explaining the broken windows theory. If the police were to reduce crime and social disorder in the community, police departments had the responsibility to bring the community together to

restore order and bring down the crime rates and eliminate fear (Oliver & Bartgis, 1998). Community policing continued this trend into recent years with various practices and implementation methods.

At the start of the 21st century, the horrific attacks on 9/11 caused police departments to shift their policing methods. However, police departments did not abandon the community policing philosophy. Instead, Scott (2010) suggested that the Department of Homeland Security influenced police departments. The resulting style of policing reignited racial tensions against racial minorities. As years went by, racial tensions between law enforcement and racial minorities seemed to escalate with the deaths of Walter Scott, Michael Brown, and Freddie Gray, all of which appeared to be caused by law enforcement. The concept of community policing was a collaboration between police departments and community members; however, due to recent racial tensions, this concept may not be as helpful because of racial minorities' fear of the police.

Police departments must develop programs that elicit community participation and address those who may have unfavorable opinions of law enforcement. Scott (2010) said that community policing must change and adapt to the expectations of American society. Considering that law enforcement is in some form an extension of the government, it is the responsibility of law enforcement to ensure that programs are not only made available but also seek to recruit citizens to be a part of the process.

Community Policing in Depth

Many within criminology make no distinction between community-oriented policing and community policing. Somerville (2009) referenced Oliver's (1998) book as a complete definition for community policing. Oliver stated that community policing is a calculated approach to policing to foster a sense of community within a geographical neighborhood to improve those who live within it. Community policing is accomplished through police departments changing from traditional methods of policing, incorporating a new approach through three key components, redistributing resources within the police department, interacting with the community through the medium of proactive programs sponsored by the police, and collaborating with the community to mitigate the root causes of crime instead of placing temporary fixes on outcomes of crimes (Somerville, 2009).

The key takeaways from Oliver's definition of community policing were that Oliver makes no distinction between community-oriented policing and community policing. Secondly, for community policing to be most effective requires a collaborative effort between the community and police through programs. If community policing's foundation for success was within a collaborative effort between law enforcement and the community they serve, one could assume that the two bodies, the community and police departments, have significant influence over one another. Oliver and Bartgis (1998) expounded upon this unique relationship by stating that the community can directly impact police behavior through political culture. This influence further disseminates to the selection of a Chief of Police and the eventual policing philosophy of the Chief (Oliver & Bartgis, 1998). As a result, the Chief can implement a particular policing style

favorable to what the community decided it needed through the elected officials that passed laws and legislation. Conversely, looking at the police department in this relationship, if the front-line officers were not on board with the Chief's philosophy, then the efforts made by the community to instill a collaborative, community-oriented policing culture would not be sufficient.

Somerville (1998) provided a different point of view regarding community policing. He did not discount or dismiss the fact that community policing functioned best with a collaborative effort between the police and the community; however, he did provide a point-view that insisted much of the responsibility of community policing relied on the neighborhood itself. Throughout history, police departments have been more reactive. Since police departments were reactive instead of proactive, this way of functioning did not mitigate or prevent the crime from occurring in the future but instead placed a temporary solution to a permanent problem. Some criminology scholars have concluded the Broken-Window Theory to be a direct cause of continuing problems (Wilson & Kelling, 1982). Succinctly, Broken-Window Theory describes crime as a cyclical phenomenon where the environment encourages crime and social disorder (Wilson & Kelling, 1982). Somerville stated that if the public lacked representation within a police department, the community's capacity (voice) needed to be strengthened to become an active partner. With more emphasis on the community, it would take the police department beyond its typical traditional role, which was more of a reactive role in the community, to a proactive role and actively hear the community's concerns.

Gill et al. (2014) completed a study that identified critical points regarding community policing that suggested community policing strategies successfully improved citizen satisfaction with the police and police legitimacy. One critical characteristic Gill et al. identified was the police department's reliance on the community to identify and recognize social issues that created crime and disorder. This way of operating by police departments allowed agencies to foster relationships that focused on community engagement to solve problems for those affected most by them. J.-S. Lee and Zhao (2015) articulated that citizens living in an area exposed to higher crime rates were also victims of crimes and were more likely to seek ways to prevent future victimizations, which may motivate them to collaborate with police departments. Conversely, in neighborhoods where police departments' collaboration with citizens was limited, police approval was worse, and the fear of crime was significantly higher. Circo et al. (2017) argued that police outreach to victims and regular interaction with citizens might effectively reduce fear and thus improve neighborhood conditions. In other words, when police departments are involved with community issues and enable citizens to participate actively in public safety efforts, community members feel safe, and the legitimacy of the police department is reinforced.

Somerville (1998) argued that community policing's success might only be universally applied to some cities. In neighborhoods that may be considered flawed and their social distance to crime closer than affluent areas, community policing was ineffective (Somerville, 2008). Furthermore, police departments worked best where they were least needed, which added to the narrative that those whose social distance was

much further away from crime would benefit less than those in poor communities (Somerville, 2008). Mastrofski (2009) expressed a similar opinion when he stated that police departments were inclined to shift community policing resources to those engaged with police departments; however, in society's more disadvantaged communities, community policing was less effective.

Community policing is a collaborative effort between the police department and the community to accomplish a goal. In other words, both sides are responsible and must work in sync to achieve desired success. Police departments have developed several community policing programs that must be applied to all community members to garnish the most success.

Programs Other Than CPAs and the Need for CPAs

Community policing is a policing method with the primary goal of shifting from the traditional policing method, characterized as a crime fighter, to a more proactive approach seen as a problem solver. Many police agencies around the US have engaged in community policing programs such as CPAs, bike patrols, and citizens on patrol, to name a few. With police departments developing community policing programs, some have sought to discover if community policing programs were effective in terms of the police department's dedication and citizen involvement.

Liberbach et al. (2007) suggested that community policing's most crucial question was if the police could successfully engage citizens to collaborate. Additionally, once collaboration took place, were police officers and citizens able to agree with one another regarding concerns? If police departments and communities cannot collaborate, then

community policing's impact will be limited. Liberbach et al. conducted a community policing study on Ft Worth's police department and identified factors regarding community policing in their city. Liberbach et al. concluded that police officers' perceptions of the importance of certain crimes differed from the community's attitudes. The difference in opinion was also noted regarding community-oriented programs, with citizens' satisfaction with the community-oriented program being significantly higher than police officers' satisfaction (Liberbach et al., 2007).

CPAs were not listed as a community policing program in Liberbach et al.'s (2007) study; however, the study did provide insight into the importance of collaboration in a dialog between the community and the police department. Liberbach et al. indicated that the programs were storefront police stations, neighborhood police officers, and citizens on patrol. There can be differences in perceptions regarding police satisfaction if no program is available to foster conversations between the community and the police department regarding needs and goals.

Prine et al. (2001) identified a different reason for the lack of collaboration between the community and the police department. A study of community policing efforts in Thomasville, GA, indicated that African Americans were more critical and possessed less favorable perceptions of law enforcement than Whites with community policing efforts (Prine et al., 2001). Prine et al. (2001) alluded to race as a just cause for the lack of complete community collaboration with African Americans less likely than Whites to contact government agencies because African Americans were expected to deduce their interaction as unfavorable.

The history of African Americans and the government is embedded with racism and unequal treatment, from the Tuskegee incident that started in 1932 to the beating of Rodney King in 1991 and, more recently, the treatment of Sandra Bland in 2015. Prine et al. (2001) professed that African Americans' perceptions are laden with memories of unequal treatment, reinforcing fear and distrust of the government and police. The community policing effort implemented by the Thomasville police department was a bike patrol. Police departments have used bike patrols to interact with the community and be less intimidating than officers in patrol vehicles. Prine et al. (2001) did not state or indicate if the Thomasville police department implemented CPAs or any other community policing programs at the time of the study.

CPAs provide an environment where law enforcement and citizens can have an open communication forum about the community's concerns and remedies to fix them. Furthermore, community members become educated on the police department's inner workings, allowing citizens to understand their police department better. With the environment of continued conversations, CPAs offer both sides the opportunity to work together.

Characteristics of CPAs

There is no specific definition of CPAs, primarily because CPAs can differ when compared from one department to the next. However, a general definition is vital to provide the overall context of a CPA. CPAs are programs implemented and developed by a police department that provides participants with a view of the sponsoring police department's internal workings. The purpose of CPAs is to form a collaborative bond

between citizens and the police department through education and dialog. Over the years, there have been several studies on the effectiveness of CPAs, whether CPAs change the perceptions of participants, and if CPAs are designed with community policing at the forefront of development.

Interestingly, CPAs were not an American creation. The idea of a CPA started in 1977 in England to respond to citizens seeking knowledge about their police department (Weiss & Davis, 2004). The first CPA in the United States started with a police department that set up a night school for citizens, and in 1984, the police department birthed the first graduating class of a formal CPA in Orlando, FL (Weiss & Davis, 2004). There are no accurate estimates on the exact number of CPAs in America; however, Breen and Johnson (2007), T. L. Lee, (2016), and Raffel (2005) both referenced Reaves (2010) regarding the number of CPAs in police departments rise as the population of the city increases.

In 2010, 85% of police departments serving city populations with at least a million people had a CPA. In city populations with 500,000 to a million people, 94% of the police departments had a CPA. In communities with 2500 to 10,000 people, 23% of the police department had a CPA, and finally, city populations with less than 2500 only had CPAs in 2% of the police departments (T. L. Lee, 2016; Reaves, 2010). T. L. Lee (2016) expressed that there is a correlation between population size and CPAs. The relationship of smaller departments having CPAs at a lower percentage than larger departments may be due to a limited workforce and scarce resources such as funding and

space. However, J. Lee and Gibbs (2015) believed social distancing was a possible reason.

Since the public's social distance from the police was small within a smaller city, positive and informal interactions promoted an environment for community collaboration with the police department. In smaller towns, individuals and police officers were more familiar with one another and functioned with a higher level of comfortability than in a larger city. CPAs may be unnecessary for smaller towns due to favorable interactions between the police and the community. For larger cities with significant social distancing between police departments and the community, the need for CPAs may exist tailored to the needs of both the police department and the community.

There was no set format length in which a CPA ran or the type of curriculum a CPA taught, but each CPA was tailored to the needs of the police department and the community. T.L. Lee (2016) conducted a study on CPAs in Tennessee that lasted between 6 and 9 weeks and outlined a curriculum within the academies that would be considered common amongst other CPAs. She also provided a curriculum that was regarded as uncommon amongst CPAs. Breen and Johnson (2007) completed a study on a CPA in Michigan that enhanced police-community relations whose CPA lasted 12 weeks. Cohn (1996) completed similar research to others with a CPA lasting 13 weeks. The studies conducted by T. L. Lee and Cohn have CPAs with related curricula taught in their CPAs.

CPAs are meant to forge positive relationships with community members and the police department. Do CPAs have an underlying goal that is uniformly beneficial to the community and the police department?

CPA's' Goals, Who Benefits More From Them, and Areas of Opportunity

Law enforcement has sought to improve its overall perception and image using many programs. Some programs are tailored to specific minority groups, while others may have a mission to give to the less fortunate. Ironically, while CPAs may have the same general characteristics when analyzed on the program's surface level, CPAs can have different goals and benefits that are very specific to each police department and community. The specific outcome of each CPA will depend on the agency's goals, the structure of the program, and the characteristics of the participants (Schafer & Bonello, 2001)

T. L. Lee (2016) concluded from her study on CPAs that benefits were seen among both citizens who attended and police officers who participated in the study. For instance, participants better understood the challenges officers faced with making split-second decisions and became informed of their police departments' roles within the community. Furthermore, officers were allowed to learn about citizens within the community and their specific needs (T. L. Lee, 2016). The outcomes provided by T. L. Lee regarding the officers and the community outlined the mutually beneficial interactions that led to a positive collaboration between the sponsoring police department and the community it served. Weiss and Davis (2004) explained that a byproduct from their CPA study that was considered a benefit to the police department was that citizens

who participated in CPAs chose to volunteer with the police department within various areas in the department after completing the CPA. Metro-Dade CPA indicated that graduates of their CPAs could elect to become members of their CPA alum association, enabling them to continue participating with the police department through various volunteer activities (Cohn, 1996).

Volunteering to help the police department was exclusively beneficial to the department. Conversely, one key component of citizens completing the CPA was their potential to share their experience with other community members. Citizens benefited the community with new knowledge of law enforcement and the police department in improving its image.

Brewster et al. (2005) indicated that participants in their study were more likely after completing their CPA to explain or defend officer actions alluding that CPA members may share their experiences with other community members. It was understood that most CPAs' participants gained more understanding of officer actions. An ethnographic study by Raffel (2005) showed the interactions between CPA participants and officers, in which questions were asked, and explanations were given about some police officers' actions. Raffel described an example of one such account regarding an officer's behavior during a traffic stop:

The minute I stop you, I don't know who you are, and I'm going to tell you that I'm going to be very strict about you staying in your car, keeping your hands where I can see. And then as I start speaking with you, I'll realize, OK. Basically,

the officer just has to talk, knowing that you're an average Joe who did something, who made a mistake.

The officer further expressed that not everyone deserved a citation or was treated as a criminal. Still, traffic violations can result in an arrest, and the outcomes of these actions have led to officers being shot (Raffel, 2005). Some CPAs and similar programs require more work and more effort from both parties involved.

Communication was a constant theme within CPAs across the United States, yet did most CPAs capitalize on the subject? In other words, was the flow of communication receptive both ways from the police department and the participants? Jordan (2000) reported that many sponsoring CPA departments mentioned being open to all types of questions and ideas from participants. Nonetheless, no objective evidence supported the departments' attempts to engage participants' critiques during the CPA. Mastrofski (2009) argued that CPAs educated participants by sharing how police departments operate. However, this succeeded only in getting participants to fit in with the department rather than taking newly discovered information into their neighborhoods. Since participants were not active in the communities, this alluded to the notion that police departments were not concerned about community problems. Chicago's police department program Beat Meetings showed positive citizen participation due to their ability to communicate with the police department (Mastrofski, 2009). With adequate and efficient communication, the actual effectiveness of the CPA would be more significant. Many CPAs indicated that citizens within CPAs were showing their willingness to assist and collaborate with police departments by volunteering their time to attend a CPA.

However, if the police departments were not equally engaged as the participants, no progress could be made. Front-line officers and individuals not in executive-level management of the police department were the most critical personnel in the unique relationship. With them, CPAs will be successful (Oliver & Bartgis, 1998).

Many CPAs prioritized front-line officers as the officers who participated in the CPAs as instructors. Weiss and Davis (2004) revealed that officers who participated in the CPA as instructors had the opportunity to talk about their jobs in a positive light. Brewster et al. (2005) shared similar results with officers labeled as cynical and may have resisted CPAs, supported CPAs due to their participation, or heard information from other officers who participated. Likewise, the citizens of the CPA also had positive outcomes from participation. Breen and Johnson (2007) noted that citizens gained increased knowledge and awareness regarding police actions, which previously led to criticisms that hurt police-community relations. If community members lose trust in the police, community members are less inclined to assist the police.

T. L. Lee (2016) indicated that CPA attendees gained heightened knowledge of crime within their communities and an improved understanding of the criminal justice system. With an increased understanding of the criminal justice system and more familiarity with their police department, CPA participants had become more likely to cooperate with the police to provide information about committed crimes (Brewster et al., 2005). The outcomes listed in multiple studies are understood that CPAs positively affected all parties involved. Nevertheless, there are opportunities for improvement in recruiting the intended target group of CPAs.

CPA Recruitment and Participants who Attend CPAs

One would assume that the person should be considered an “*upstanding citizen*” by American standards when working or associated with a police department. Breen and Johnson (2007) avowed that if many of the participants within CPAs generally had a favorable view of police officers, were CPAs genuinely helpful? Schafer and Bonello (2001) indicated in their CPA study that opportunities to evaluate effectiveness would require the CPA to focus on their recruitment strategies to gather participants who may not view policing favorably. As a requirement, CPAs conduct a background check to determine a candidate’s criminal history, potentially eliminating individuals who may have been arrested in the past. Brewster et al. (2005) conveyed similar suggestions regarding recruiting individuals who had negative beliefs and may not already positively be disposed toward police, which tended to be minorities. With CPAs increasing awareness of police functions and changing the views of police approvingly, researchers believed that if CPAs specifically targeted individuals with less than favorable opinions of law enforcement, those opinions would change for the better, as seen in CPA studies.

A CPA study in Michigan stated that their initial CPA class was recruited from their neighborhood watch participants. Further, subsequent class participants responded to advertisements from the local paper and referrals from previous attendees (Schafer & Bonello, 2001). The initial recruitment strategies stated by Schafer and Bonello (2001) reinforced what many researchers concluded: individuals who become part of CPAs view police favorably. Cohn (1996) discussed the recruitment procedures of the Metro-Dade CPA, who indicated they also conduct background checks on individuals; however, one’s

background check did not automatically exclude them from participation in the CPA. Other factors within background checks were considered, such as the type of crime committed, the length of time between the last offense, and the person's reasons for attending (Cohn, 1996).

Additionally, Metro-Dade CPA used other methods to recruit participants, such as T-Shirts, bumper stickers, and radio/TV ads that sought to attract participants. Metro-Dade's CPA recruitment procedures are not as exclusive regarding potentially accepting citizens with questionable criminal backgrounds. Jordan (2000) reported similar recruitment practices, with several CPA coordinators practicing flexibility in screening CPA participants. Recruiting flexibility was suggested depending on the person and the benefit for the parties involved. A subject could be granted acceptance in the CPA. T. L. Lee (2016) indicated that CPA coordinators can waive the exclusion rule if the applicant is well-known or the person is a prominent community member.

CPAs' recruitment procedures are a direct blueprint for the individual characteristics of CPA participants and can be the process that limits the effectiveness of the CPA. Suppose police departments only accept individuals who benefit the department. In this case, the departments potentially exclude the people the CPA was initially designed to target, who may not have favorable law enforcement beliefs.

Literature Review Conclusion

After reviewing the literature surrounding the topic of CPAs, it becomes clear that their origins were defined within the characteristics of community policing. Over the years, through trial and error, contemporary policing has evolved. Historically, policing

has been riddled with police corruption, social injustices, and reactive procedures. In modern times, police agencies have started engaging in programs that elicit collaboration with community members. Police departments are relied upon to be all things to everyone who calls 911 for assistance and, at the same time, must face the scrutiny of a decision made that is deemed unfavorable by people or a person who may or may not make the same decision if placed in the same situation as the officer.

Cohn (1996) referenced multiple CPAs that allowed citizens to participate in “shoot-don’t shoot” drills and firearms training simulators designed to place police officers in scenarios where they may have to shoot or do not shoot potential offenders. Shoot-don’t-shoot scenarios are intended to quickly strengthen officers’ decision-making ability to decide whether to use force on an offender. As community policing attempts to be all things to all people, it is equally important to understand that programs deriving from such an amorphous term will have some variation regarding defined goals (Bumphus et al., 1999). Although the same, CPAs will differ based on the department, the community, and culture. The consensus surrounding the legitimacy of CPAs is that many of them produce positive outcomes; nonetheless, those outcomes come at the expense of improving a vast majority of participants who view police favorably before they participate in the CPA (Cohn, 1996; Bumphus et al., 1999; Schafer & Bonello, 2001; Brewster et al., 2005; Breen & Johnson, 2007). Nevertheless, individuals participating in CPAs will likely share their experiences with other community members, increasing community participation in police/community unified objectives for improving the quality of life.

There is no specific study on CPAs done within the Southwest Region of the United States. As discussed, CPAs are similar overall; however, each CPA has specific needs and characteristics that must be tailored to its police department and the community they serve. This qualitative study explored the impact of a CPA in the Southwest region of the US on participants' knowledge and attitudes regarding their department.

Chapter 3: Research Method

CPAs generally aim to forge positive relationships with the community through education and communication. I sought to discover the impact of a CPA in the southwest region of the United States. In Chapter 3, I describe the setting in which the CPA was implemented. I then explain the research design, methodology, and trustworthiness of the study.

Police Department's Setting and CPA

The CPA chosen for this study is in a city north of a large metropolitan U.S. area. The city is in a unique position as a town whose jurisdiction falls within two counties. From a law enforcement standpoint, this can present a challenge for two reasons. The police department must enforce laws under different policies and procedures set forth by the two counties, and the communities' needs may vary based on the county in which their respective neighborhoods exist. The population of the city is approximately 100,000, with a medium income of close to \$40,000. The city demographics are primarily White, with Hispanic and Asian residents and African Americans as the smallest group. Native Americans are also listed in the city's demographic numbers but have a population of less than a 1%.

The police department's history started in the mid-20th century. The police department states that it functions with a customer-oriented mindset and has been recognized for its operational procedures within law enforcement circles. The city's police department is a medium-size department with over 150 sworn law enforcement officers and nearly 100 nonsworn personnel. The police department has three divisions

that law enforcement executives manage. The three divisions each have subdivisions that serve the department and the community. One of the divisions is a crime prevention subdivision. The crime-prevention unit has one supervisor and four officers responsible for overseeing the city's geographic portion. The crime-prevention unit earned numerous awards and received accolades for its work in the community. The unit offers eight programs designed to engage and collaborate with the community and other resources and partners to collaborate on a regional scale in its geographical area.

The crime prevention unit focuses on education and awareness of citizens and established a CPA. The CPA is a 45-hour course that focuses on its participants' education. The course is offered once a year and covers various topics designed to enable participants to have an inside view of the police department. The class size is limited to 20 participants, and they are required to live or work in the city. The goal of the CPA is to fortify the relationship between the police department and the community through education and dialogue, which allows the police department to become aware of community needs and address them.

Research Design

The impact of the CPA on its participants was a complex phenomenon that can could have had different meanings depending on the individual participants and whether the participants' impact aligned with the CPA goals. T. L. Lee (2016) described that the purposes of CPAs are to forge partnerships with the community and influence participants' perceptions of law enforcement positively. I chose to conduct a qualitative study rooted in a nonexperimental phenomenological design. The following research

question was developed: What impact do CPAs have on participants after their completion?

Research on CPAs has been characterized as sparse despite the enthusiasm displayed for the creation and use of CPAs. Schafer and Bonello (2001) have engaged in studies that have focused on the goals and effectiveness of the CPA, which is rooted in the CPA's mission statement and participants' responses to satisfaction surveys. However, few practitioners have suggested that CPAs are more of a political device than a genuine service to the community. The current study's main objective was to understand participants' feelings, thoughts, and experiences regarding the CPA after its completion.

Open-ended research questions were developed to collect data from a maximum of 60 participants. Social distancing protocols developed as a result of the COVID-19 pandemic rendered in-person meetings for interviews not feasible. Furthermore, the police department's security protocols prohibited participants' personal information from being viewed by individuals who were not employed. Given (2008) described open-ended interview questions as those that provide participants the freedom to respond comfortably within the confines of the research topic. Additionally, open-ended questions allow for the inclusion of rich qualitative data.

An interpretative phenomenological analysis (IPA) approach was used to explore the personal lived experiences of participants within the CPA. This approach allowed me to understand the experiences of participants who had taken part in the CPA. Eatough and Smith (2017) explained that the IPA approach is the researcher's attempt to understand

the participant who is also trying to understand what is happening to them. I used the IPA approach to develop an understanding of the participants developing an understanding of the CPA they completed.

Role of the Researcher

For this study, the role I undertook was that of the collector of data. This study's participants were recruited from those who had taken CPA classes no more than 3 years ago. Access to participants was under the care of the police department's crime prevention sergeant I was unaware of who the participants were and could not have any relationship with the participants before the study.

I am a police officer in a large metropolitan city. During most of the study, I was a police officer in the same city as the research site. I had the opportunity to work with many of the police officers employed by the research site and to serve the community the police department serves. Having seen firsthand the views of community members, I understood many citizens' perceptions of their police department, which included neighborhood homes that displayed flags that said "back the blue" or "blue lives matter," both of which indicate favorable opinions of law enforcement. Eatough and Smith (2017) argued that IPA researchers strive to enter the lifeworld of the participant rather than investigating the participant from the outside and being flexible enough to be led while also guiding through clear guidelines.

Methodology

Participant Selection and Population

The study site's police department had a yearly CPA class limited to 20 participants. Three years was the limit set for recruiting participants; therefore, the maximum number of participants was 60. I coordinated with the police department to send surveys to all eligible participants through email. Due to security protocols within the police department, only law enforcement personnel had access to participant data. Salkind (2010) explained that a convenience sampling technique involves the researcher accessing a sample of readily available participants. Convenience sampling is a type of nonprobability sampling. Some have argued that convenience sampling has limitations due to the results not being generalizable to other studies. Due to the nature of the current CPA study containing a smaller number of participants and because of the classroom structure of the CPA program, the results from this study would have limited generalizability similar to other CPA studies. Schreier (2018) argued that phenomenological studies require participants to have experienced a specific phenomenon as designated by the researcher. As such, convenience sampling was ideal for the current study. Guetterman (2015) suggested that phenomenological studies have participant numbers ranging from eight to 52. Thus, this study had 11 participants which was within the suggested range.

The police department's security protocols regarding participants' identities prohibited the police department from providing non-police-department personnel with participants' identifying information such as names, email addresses, and telephone

numbers. As a result, the emails containing the survey instrument were sent by the police department. It was unknown which participants provided an email address and provided another form of contact information. Confidentiality was ensured to participants first by the police department protocols and also by completed surveys obtained through SurveyMonkey. I did not ask for participants' identification information. Participants were encouraged to participate, but it was explained that completing the survey was their choice.

A flyer was sent prior to the consent form. I communicated with the crime prevention sergeant, who oversees the CPA, to ensure the survey instrument was distributed to all eligible participants who completed the CPA. No questions were sent to the crime prevention sergeant. However, my contact information was listed on the consent form giving participants the option to contact me directly.

Instrumentation and Impact Assessment

To answer my research question, the instrument used to gather data had to be effective and efficient. I developed a survey instrument containing seven open-end questions. Given (2008) stated that open-ended questions are tools used in qualitative research that allow participants the freedom to select how they orient to the research topic. For this reason, seven open-ended questions were developed in terms of the scope of the CPA's mission. The goal of the research site's CPA is to reinforce the collaboration between the community and the police department through education and open dialogue. The goal of any CPA is to develop or enhance the partnership with the community it serves. The survey contained five additional questions asking the

participants' age group, gender, prior law enforcement experience, race, and any immediate family within law enforcement. The five additional questions were developed to provide statistical data on the impact of CPA that provided more detailed analysis regarding participants.

Exploring the impact of the CPA on participants focused on participants' experiences within the CPA and how each person conveyed their experiences. Additionally, participants' responses were meant to capture the essence of the CPA in respondents' own words. The impact was then analyzed with the goals that the CPA had set forth for its participants. Sue and Ritter (2012) contended that the connection between the questions and the attitude, feelings, or information that results from the question is what makes a question valid. Questions were derived from the goals of the CPA and participants' experiences within the CPA.

Lewis-Beck et al. (2004) explained that five parts could describe impact assessment with a specific goal in determining a program's impact or an intervention. The five parts of the impact assessment's essence can be synthesized into two dimensions: time and scope. Time refers to the program's long-term effects, and scope refers to a narrower focus on the connection between the program and the outcome (Lewis-Beck et al., 2004). My survey addressed the impact of the CPA in terms of time and scope, and the findings are presented in Chapter 4.

The survey instrument was developed by me and placed on the SurveyMonkey website as the instrument's final form. The survey link was sent to each participant who provided an email to the police department, and I received the survey results. Mathison

(2005) noted that evaluation is a process of inquiry in which data are collected and synthesized, leading to a conclusion based on results.

Data Collection

Participants of the CPA were required to live in the city or work in the city. Additionally, participants were required to complete and pass a background investigation, which provided each applicant's criminal history. These requirements ensured that participants disclosed personal information to the police department. The police department did not disclose CPA participants' personal information, such as home addresses and email addresses. The police department was responsible for sending the survey instrument to the participants through email with a link. The participants who received an email were only those who completed the CPA. The results from those who completed the survey were sent only to me. SurveyMonkey is a website that allows users to create and disburse surveys to participants and gather the survey results to the user who pays a fee to use the service.

Because participants had a web link to the survey, the physical location where participants took the survey was at the participant's discretion. Furthermore, participants exited the study when they completed the survey or closed the browser window on their electronic device. The police department sent out all participation requests on a designated morning. Depending on the response rate of the first data collection event, the next data collection event would not have included those who had already submitted a completed survey. That process would have occurred every Monday for 4 weeks; however, only one data collection event was conducted because data saturation was

achieved during the first event. Within the first week the survey was sent to eligible participants, I received six survey responses. I had determined that eight surveys responses would be the minimum number needed; therefore, I continued to wait for a sufficient number of survey responses. Three days after the initial six responses were received, I received another three responses. In two and half weeks from the date the surveys were sent to participants, I received 11 responses. Responses to the survey were received by SurveyMonkey and sent to only me. Walden University's Institutional Review Board approved the research collection of this method on January 21st, 2022 (01-21-22-0358206).

Data from completed surveys did not need to be transcribed because the participant had typed their responses into the survey instrument. The data for each question were placed into a Microsoft Word document and labeled as Question 1, continuing in sequential order with each participant's response until all participant data were logged into the document. In phenomenological qualitative studies, eight participants have been suggested as a minimum number for potential respondents (Guetterman, 2015). Any number of respondents higher than eight was ideal for the current study.

Salkind (2010) suggested that surveys with less than 80% of questions answered should not be included in the study. 80% percent of answered questions for the survey instrument totaled 9.6 questions. Since 9.6 rounds to 10, I determined that if at least 10 questions were not answered then those surveys responses would not be analyzed. Furthermore, since this study relied on the data obtained from open-ended questions, all

of the open-ended questions needed responses to be counted within the 10 answers needed. The data were logged in to my laptop computer, which was password protected. No one else had access to my computer and its information regarding this study. There could have been an opportunity in which a participant wished to provide more detail regarding their CPA experience. The consent letter that was sent had my personal information. Participants could have contacted me if they wished to provide more detail explaining their CPA experience. This event would have taken place at the discretion of the participant. No participants contacted me throughout the process.

Data collection procedures for any follow-up interviews were dependent on whether the interview was conducted via phone or in person. A phone interview would have enabled me to develop field notes, provide follow-up questions about participants' experiences, and interpret participants' feelings and emotions based on voice inflection during the phone interview. An in-person interview would have allowed the interview to be transcribed, would have provided a more natural environment for dialogue, and would have provided enhanced detail regarding body language.

Qualitative Data Analysis

The survey instrument was seven open-ended questions and five demographic questions. Participants typed their responses into the survey instrument; hence transcribing the data already took place. I then hand-coded the data looking for similar words and phrases to form categories that ultimately led to themes. Because each question asked about a different aspect of the CPA, each question's response was treated differently regarding data analysis. As a result, responses to questions were coded,

leading to seven groups of codes. Within each group of codes, some sub-themes provided additional insight into the thoughts and feelings of the participants.

The CPA provided several goals related to the class's purpose; hence, themes originated from the CPA's mission statement. The Themes of identity, knowledge, team building, and understanding were discovered. Some participants' perceptions of impact differed slightly from the CPA's mission, and therefore a few themes originated from the data obtained from their responses.

The purpose of qualitative data analysis for this study was to discover the impact of the CPA on its participants and make rational conclusions about their experiences in their own words. Flick (2014) surmised that qualitative data analysis has three aims, each distinct from one other and having a specific purpose. These aims may apply to all qualitative data or one aim may be exclusive to one data set while others may not apply to the data. Discovering the CPA's impact on participants described an event or phenomenon and obtained first-hand information from those involved. Flick (2014) stated that the first aim of qualitative data collection is to describe an event in detail whose subjective experiences are obtained by an individual or a group. The experiences of the CPA were derived from written responses to open-ended questions in the survey instrument.

Flick (2014) contended that developing themes from the discovered categories could occur in two ways. The first is concept-driven, described as developing a theme or category derived from pre-existing knowledge. The second is data-driven, which is

described as obtaining the categories from the data. Therefore, themes discovered in this study occurred both ways outlined by Flick.

Issues of Trustworthiness

The purposes of a study conducted by a researcher are to answer a question or explain a phenomenon and provide the most accurate depiction of the results without the threat of the results not being valid due to participant selection error or the study not applying to other studies with similar characteristics. Lincoln and Guba (1985) explained that trustworthiness is the researcher's confidence in one's findings. Furthermore, the findings in one's research are governed by the following:

- **Credibility:** The findings discovered by the research precisely depict what the participants experienced
- **Transferability:** The findings within the study can be applied to similar studies with similar conditions
- **Dependability:** The research accounts for change that occurs naturally and is accurately described.
- **Confirmability:** The extent to which the authentic behavior of participants dictates the study and not the researcher's biases. (Lincoln & Guba, 1985)

COVID-19 and its many variants shaped how we lived our lives per national safety guidelines and the guidelines implemented at the state and local levels. Moreover, these safety measures implemented by government entities do not supersede one's safety and actions taken to preserve life. As the researcher, I considered the participants' safety and provided an environment that would elicit accurate data without coercion.

Additionally, I wanted to respect the police department's security protocols. Therefore, data collection methods took place through non-direct contact via the Internet with open-ended questions that elicited information regarding each participant's impact on the CPA.

Credibility

Lincoln and Guba (1985) suggested that increasing the reliability of research can occur in several ways, prolonged engagement, peer debriefing, member checks, and reflexive journals, to name a few. Each recommendation is uniquely designed and used to increase credibility. However, not all recommendations are required for use in research. The prolonged engagement occurred only with department members such as the crime prevention sergeant and the Assistant Chief. The primary purpose of this activity was to gain sufficient information regarding the CPA's goal amongst stakeholders and to ensure there was no misinformation or misrepresentation regarding any information I had regarding the CPA.

Through my research journey, I have developed different colleagues. I had periodic meetings with those who were available to discuss my research regarding data gathering and the overall state of my research. A reflexive journal was kept throughout the research to provide information about my thoughts and feelings regarding meetings. I was available to police department personnel and participants for follow-up interviews or correspondence regarding any issues during the data collection process.

Transferability

Lincoln and Guba (1995) stated that thick and robust descriptions of the research processes, such as selecting a research site and setting to processes as complex as the

methodology, must be sufficient and applicable to others seeking to recreate the findings of a study. The findings within this study may assist other police departments in developing CPAs tailored to their community's needs.

Dependability

I used audit trails to address the dependability of this research by remaining transparent with the raw data obtained from participants. My audit trails depicted a thorough data synthesis, including reduced information in developing codes and themes. Moreover, the reflexive journal I maintained further records the research process.

Confirmability

As mentioned, the literature regarding CPAs was limited; however, this study fundamentally followed other qualitative studies applied to CPAs. Those who have consented to the study completed the information obtained from the survey. The data used from participants consisted of those who completed more than 80% of the survey. As a scholar-practitioner, it is unethical and unprofessional to include my personal biases in my research, ultimately damaging my reputation and future as a scholar; hence, all data was derived from consenting participants.

Ethical Considerations

I communicated with the research site's crime prevention sergeant and the Assistant Chief of police. I directly communicated with the Assistant Chief of police regarding permission to conduct the study. Due to the events caused by the COVID-19 pandemic, this study focused on the CPA's impact on past participants' going back three years.

Consequently, I had no prior knowledge of participants in the CPA or how that CPA functioned other than the information on the police department's website and conversations with the crime prevention sergeant. Although I had no direct contact with the participants, administering the survey instrument was the police department's responsibility. This presented a limitation because there was no definitive way to determine if all participants were sent a survey; however, instructions were explained to the crime prevention sergeant regarding the requirements to participate in the survey.

Notwithstanding, unforeseen circumstances existed, such as no listed email address. Based on the above circumstance, I did not control who participated in the study or which individuals did not receive surveys. Those who participated were given a confidentiality form via email sent by the police department. The completion of the survey instrument showed consent. Salkind (2010) conveyed that participants who received informed consent have the potential risk of participating in a study and can withdraw, reducing pressure on the respondents. Plano Clark and Ivankova (2016) stated similar suggestions regarding research with people.

The data obtained from the participants did not have the owner's identity linked to the survey, as the crime prevention sergeant was the only one who saw the participants' information. I was the only one to access the survey data stored on my password-protected laptop. My current job as a police officer and my previous police department's location resides in the same town as the research site. My old police department and the research site's department routinely interact. However, my relationship with the research

site's police department was that of a professional relationship. I only communicated with the crime prevention sergeant and her direct supervising Assistant Chief.

Summary

Brewster et al. (2005) argued that the purpose of CPAs is to give citizens baseline information on their police department's workings to form a collaborative bond between the CPA's police department and attendees. In this chapter, I have outlined the research design for this study as a non-experimental qualitative design meant to discover the experiences and impact of the CPA on its participants.

The participant selection for my study was also discussed concerning the maximum number of people obtained for this study. Due to the police department's security protocols, I had the crime prevention sergeant distribute the survey instrument. Furthermore, the police department's security protocol added another dimension to the survey distribution in which I ensured that the survey was distributed correctly to avoid ethical and validity issues.

I have discussed data collection and analysis to where SurveyMonkey was the primary data collection method. Thematic coding was described in analyzing survey responses qualitatively to interpret respondents' perceptions of the CPA and law enforcement. This study provided an efficient methodology to discover respondents' perceptions of law enforcement and the CPA's impact on its participants. I discussed themes from the CPA's mission and generated insight into the CPAs mission's alignment and impact on participants from participant responses.

I mentioned trustworthiness issues, including creditability, transferability, dependability, and confirmability, to ensure that this study's findings authentically reflect participants' experiences. I have discussed and addressed points of contention regarding internal validity. Finally, my study possessed ethical considerations that I was aware of. However, I have ensured that the quality of research and the data collected are of the highest standard and provided a new and fresh perspective on CPAs and their impact on participants. The results of my study are detailed in Chapter 4.

Chapter 4: Presentation of Data and Results

I aimed to discover the impact the CPA had on its participants and how the CPA's effect related to the goals derived by the CPA. Participants conveyed their thoughts and opinions when responding to open-ended questions that addressed the experiences of CPA attendees. CPAs seek to collaborate and reinforce positive relationships with community members; the CPA included in the current study accomplished this with many of its participants. However, results also revealed areas of disappointment and ridicule by police department personnel against community members. Law enforcement leadership may use the findings to reinforce strengths rooted in education and service while addressing biases displayed by law enforcement personnel.

Description of the Sample

The 11 participants were CPA research site graduates from 2020, 2021, or 2022. The crime prevention sergeant of the police department sent the survey to all eligible candidates who met the criteria to participate in the study. Participants were sent a confidentiality form, and by clicking on the survey link, participants gave consent to participate in this study. I did not include a biography or a picture of myself to reduce potentially biased responses from participants.

Data Analysis and Presentation of Results

To display the results of the study, I broke down the analysis and commentary of the results into two sections: The First Five Questions and Open-ended Questions. Because the first five questions were closed-ended, the participants' results could be displayed and discussed collectively. The seven open-ended questions include the results

and analysis shown individually. The logic behind providing each open-ended question its subsection was that each hand-coding process took place for each open-ended question that produced its own set of themes. Each collection of themes details a different experience that the participants conveyed. The themes provided insight into the impact each participant experienced within the CPA.

First Five Survey Questions

The first five survey questions were demographic questions addressing race, gender, age, group, and relationship with law enforcement. The findings are listed in the following figures:

Figure 1.

Race of Respondents

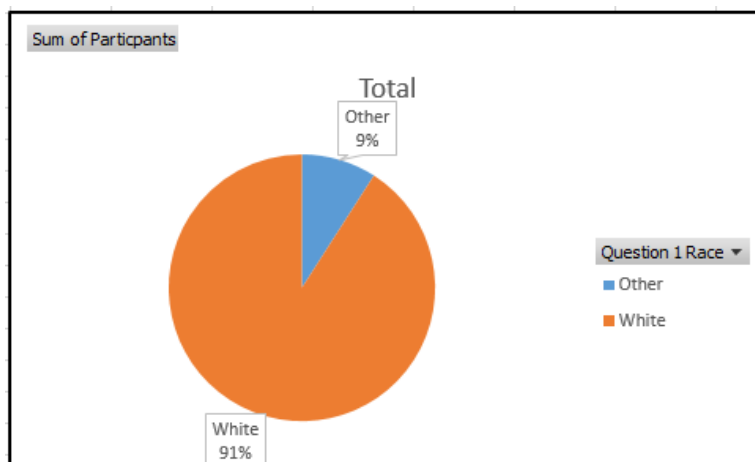


Figure 2.

Gender of Respondents

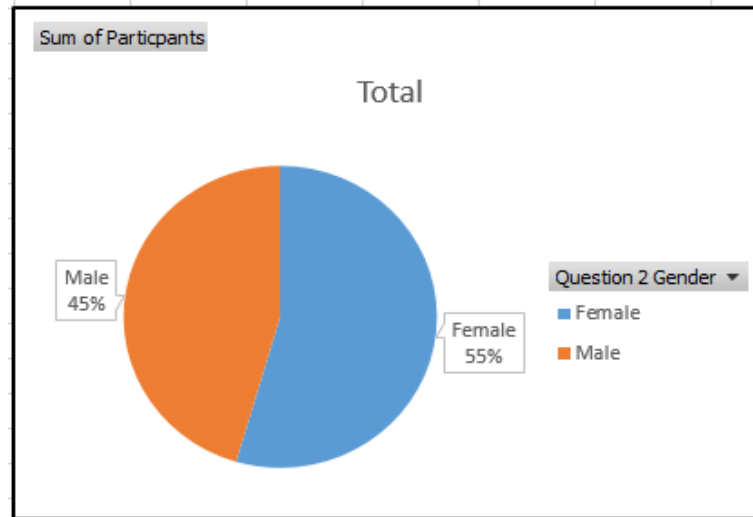


Figure 3.

Respondents' Age Group

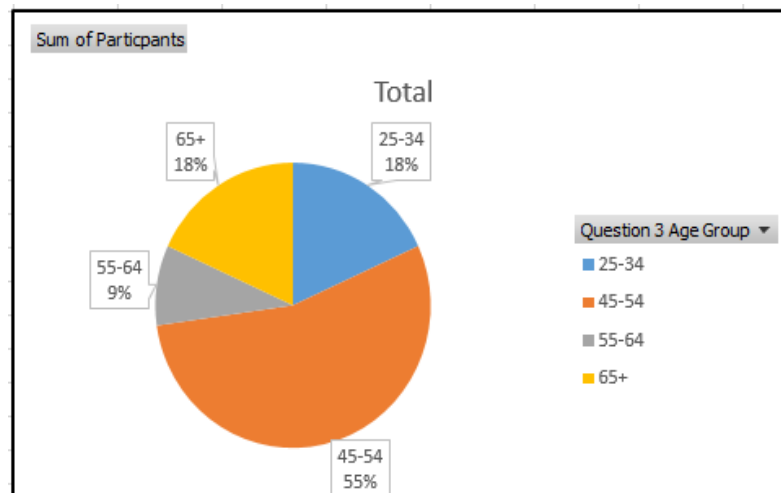


Figure 4.

Respondents' Prior Law Enforcement Experience

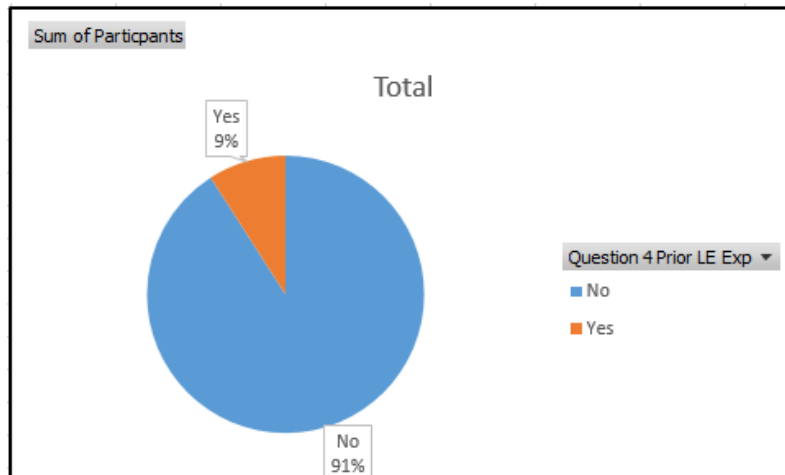
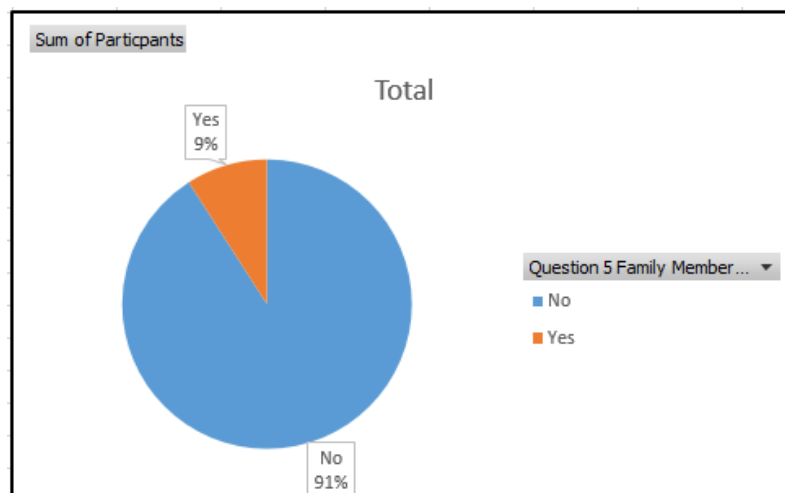


Figure 5.

Respondents' Family Members in Law Enforcement



The results of the first five questions indicated that participants tended to be White females under the age of 54 with no law enforcement experience and no family members in law enforcement. The rationale behind including the demographic questions was to develop an understanding of those who decided to participate in the study to

address potential biases in responses. In general, those with ties to law enforcement, such as prior law enforcement experience or family associated with law enforcement, tend to answer questions about law enforcement favorably (J.-S. Lee & Zhao, 2016).

Seven Open-Ended Questions

Question 6 Themes

The process used to identify the meaning and lived experiences of the CPA participants was one of discovery and an objective approach to analyzing the answers provided for all of the open-ended questions. Furthermore, a down-up approach enabled me to allow the data to speak for themselves rather than insert my opinions in the data. Usher and Jackson (2014) explained that data are organized into units, which then progress to meaningful phrases that can be identified and transformed into themes. The coding analysis results in phenomenological themes that describe experiences of the participants. The process was repeated so that the participants' experiences became my focus. After undertaking this process, I identified three major themes: understanding police department operations, understanding law enforcement the profession, and law enforcement and the community.

Subthemes were also discovered for each major theme that provided further details on the experiences of the participants, such as volunteering, learning about police department training, and changing the perception of law enforcement. These subthemes provided a sense of individuality regarding why understanding was essential to each participant. A significant goal stated by the CPA was to educate its CPA attendees; as a result, participant responses regarding why they chose to attend the CPA were to gain

understanding in some capacity. Three participants mentioned community involvement and the relationship the community has with the police department:

- “Great opportunity for police department knowledge of operation!!... for our community and possible vol involvement” (P3)
- “While I have a basic familiarity with LE [law enforcement] through family, previously working in retail loss prevention, etc., I wanted to deeper understanding of department operations. Additionally, I was very much interested in learning more about the connections between LE and the broader community. Finally, Richardson’s CPA program is very well regarded and previous graduates that I knew indicated that it was a fantastic experience.” (P6)
- “With everything going on in the world with civilians vs police, I wanted to be able to find a way to bridge the gap.” (P10)

Although the theme, law enforcement and community, did not focus explicitly on understanding, participants whose responses related to the law enforcement and community theme sought the CPA to gain understanding about the police department to inform community members regarding the police department, thereby changing negative perceptions of law enforcement to positive perceptions. Upon further analysis, the three major themes alluded to the overarching reason why participants attended the CPA: to gain some form of understanding that was individually related to each participant’s purpose.

Question 7 Themes

Questions 7 through 11 were derived from the mission statement of the CPA. Community solidarity, partnership, and education could describe the participants' focus within the CPA. As a result, it was necessary to understand participants' outlooks on their relationship with one another. Three major themes were identified: casual and friendly, class identity, and great relationship with fellow class members. Further consolidation of these three themes yielded CPA participants' class identity was rooted in a friendly relationship with one another. Participants consistently conveyed their friendly identity through responses such as

- “casual and friendly” (P1)
- “I enjoyed the class identity with the vast information regarding HOW the RPD “works” & the energy/excitement by “us” with host of areas we were allowed to learn of & the roles of their involvement the Department! ... and their respect for the community receiving their services!! For examples and feedback of the “ride-a-longs” with an officer!! (I chose the deep night Very)” (P3)
- “build good rapport with other class participants” (P7)

CPA employed a technique that provided insight into why the class identity was stated as “friendly.” P2 said that participants were assigned different seats for every session of the CPA. Participants sitting next to another person each session caused them to interact with other people in each class and form a bond resulting from their interactions.

Question 8 Themes

When addressing responses to Question 8 and deciphering the CPA's impact on its participants, I sought to understand the new knowledge the participants obtained from the CPA. As noted in Question 6, the general theme discovered was related to understanding. As such, it was essential to explore what knowledge was gained from the CPA. Three major themes discovered were related to knowledge about the police department after completion: a little more knowledgeable, a lot more knowledgeable of the police department than the average citizen, and significantly more knowledgeable.

Participants felt confident that CPA provided an overview of its police department that enhanced their knowledge about its police department. What was interesting about the themes generated for this question was 37% of respondents reported their knowledge was qualified by outside sources such as average citizens or the police department.

The phrases "a lot" and "significant" were used to describe the experience of obtaining knowledge about the police department. Although these phrases can be used to mean similar things, when looking deeper into the word "significant," this word is often used to describe something sufficiently noteworthy or essential. Therefore, experiences that generated a significant change in knowledge were credited with a more considerable change than those that had been described as "a lot more." In summary, all participants gained knowledge regarding the police department after completing the CPA. Therefore, the theme of increased knowledge was discovered.

Question 9 Themes

Based on the purpose of the CPA, one could assume that Questions 9 and 10 were the survey's most important questions. The CPA seeks to forge a partnership with the community it serves. Furthermore, CPAs and community policing programs seek to improve the perception of law enforcement agencies. The three generated themes were as follows: no change, positive change, and negative change.

Question 9 focused on the cultivated relationship built during the CPA with its participants. As expected, 72% percent of respondents felt their relationship changed for the better, leading to the positive change theme. P2 stated

My "knowledge" of police was pretty much from movies with good cops and bad cops. After completing CPA, however, I was overwhelmed at what a hard job it is both physically and psychologically. Just seeing what personal character is required of the police officers made me want to be a better person. Seeing the respect and patience they showed us and to civilians (during my ride along), I wish all people were taught such discipline and were reminded and encouraged to build a better character. I got a better understanding that police are there to keep peace and not solve our life problems. Police are not there to help you parent an unruly teenager and not there to fix poverty, drug abuse or domestic abuse. Police is called in an emergency but they work within a large system that takes over once the emergency is resolved. I also learned how insanely long it takes to have any kind of test done for the police. Now, detective movies look like such a joke. I am

glad that there are people who choose to do this job, because it requires to see the worst of the society day after day, and to stay strong and not to grow bitter

The CPA accomplished one of its primary tasks in changing someone's perception influenced by outside sources to a favorable perception that motivated participants to affect their communities. Two additional participants did not indicate a change but stated that they already respect Law Enforcement's profession.

Notwithstanding, the police department may be more focused on P5. P5's relationship changed for the worse by indicating the following:

Less, than before. I feel their motto, coincides with, how some of them treat, and look down on people. I can think of at least 4, unkind, or somewhat racist remarks, by staff (one aimed at chinese, 1 at neurologically impaired, 1 at overambitious classmate, and 1 at a religious requirement.) I thought it was a class to learn from, and forge bonds between police and community. I guess, only, if you fit their desired mold. And, I think that it should be more inclusive for more diversity of people being accepted into the class, other than just referral based, or top members of the community. Most of these people already are comfortable with police. I think the idea of the program is great, and maybe other departments implement it, well

As pleasant as it can be to read encouraging words about the exceptional job the police department does in protecting and serving its community, reading comments that are conversely damaging that expose areas of opportunity for growth should serve as motivation to improve one's perception against those who viewed it unfavorably.

Question 10 Themes

Continuing with the premise of question 9, question 10 asks about participants' concerns regarding the police department that should be addressed. It was essential to understand how participants felt regarding their concerns, primarily because one of the primary purposes of the CPA was to address community needs through dialog and conversation. Institutional theory states that law enforcement's legitimacy is rooted in what the community deems it to be. In other words, people have a voice in their service organizations' operations. The following themes were generated from question 10: no concerns, unsure, concerns.

Most participants did not have any concerns but stated that the police department was doing “fantastic” and “awesome.” P6 noted:

“I was very interested in learning more about policing and social services intersect.”

This response conveyed a desire that was addressed through the CPA's curriculum. Participants who identified themselves as unsure of the problems did not provide additional information. P7 mentioned that they were “no major concerns” noted. When coding responses of being unsure, the response conveyed a feeling of being undecided about whether the participant had concerns. More accurately, a passive response was given, which left me feeling that the participant did not want to provide insight, as they may have been perceived as hostile towards the police department.

A few participants mentioned concerns such as the police department becoming more involved with the public school system and engaging in more sensitivity training

with interaction with unique groups. The feelings described in these responses yielded sub-themes that recent events may have influenced. P5 mentioned in the previous question their experience regarding the police department and their relationship changing for the worse due to the agency's personnel remarks against citizens. Furthermore, the Uvalde School shooting occurred in May of 2022. As previously mentioned, responses and themes to questions nine and ten will provide valuable insight to the police department for improvement.

Question 11 Themes

The following question was developed to discover the CPA's impact on its participants regarding their favorite part of the CPA. The themes found for this question differed from the previous ones because the results yielded two themes: drive and shoot and other classes. An overwhelming voice from the class identified the course's drive-and-shoot portion as their favorite. One participant mentioned the enthusiasm of the officers and staff who led this portion of the class. When blending these themes with the overarching theme for the participants' purpose of attending the course, it became apparent that many participants sought to understand how police officers negotiate and decide when deadly force was necessary. The Constitution of the United States protects citizens from cruel and unusual punishment. It requires that all naturalized citizens be afforded due process before a sentence is rendered against a person. Law Enforcement personnel are garnished with a considerable responsibility to use deadly force. In other words, police officers can ignore the Constitution and take someone's life, provided deadly force is authorized and justified.

The "other classes" theme was an umbrella for other areas that participants sought to understand. Participants mentioned the K9 portion, hands-on experience, procedural justice, and department breakdown to explain their descriptions of other classes. These four "other classes" descriptions depict the participants' individuality focused on learning about the police department, which differed from the drive-and-shoot training. Participants pursued education from a more philosophical route to provide a deeper understanding of how the police department functioned.

Question 12 Themes

The final question in the survey was directed toward participants to gauge what improvements they felt should be considered for future CPA classes. Since gaining "understanding" was the overarching theme for participants attending the CPA, one could assume that the themes developed for this question would be geared towards education provided the CPA did not meet individual needs. The emerging themes are as follows: no improvements, longer CPA in duration, more people in the CPA, and ethics.

The themes, longer CPA in duration, and more people in the CPA, were self-directed toward an individualized benefit. However, many of them indicated their appreciation for the CPA. Additionally, one participant, in particular, mentioned that increasing the CPA's class would require additional time, which conveyed a feeling of consideration toward the personnel responsible for coordinating the CPA. Participants within these themes also expressed feelings of satisfaction towards the police department. The ethics themes provided more profound and thought-provoking insight into the

participants' impressions of improving the CPA. The image discovered illuminated their motivation for the greater good beyond personal benefit. For instance, P2 stated:

I almost feel it would be nice to have a list of good, strong, healthy character traits written out with definitions and examples. To show that this is what is required of the police officers in their profession. Then have a personal application to the CPA students and discuss how they can implement these qualities in their lives. I know we are all adults, and nobody should feel "preached to" or condescended to, but no matter how old, we all value and need encouragement. Words are powerful, and when supported by actions, they can encourage CPA graduates to go and be a stronger core of the society.

This participant conveyed the feeling of using the CPA as a conduit to produce valuable members of the community to reinforce the core values of the police department and ultimately improve society. P2 indicated a sense of selflessness that sought the betterment of all rather than a desire for only self-improvement. P4 communicated a similar perspective for the CPA to focus on the psychological effect on law enforcement officers regarding their daily jobs. P5 reiterated the sentiments for police department personnel to receive sensitivity training but also mentioned that some staff members were pleasant.

Evidence of Trustworthiness

While formulating a plan to conduct this study, I was in close communication with the Assistant Chief of Police and the Community Relations Sergeant regarding the

CPA, potential changes in the curriculum, and the overall function of the CPA. Any questions I had regarding the purpose of the CPA and its mission were answered.

I also collaborated with a colleague once a week regarding the status of my data collection, data analysis procedures, and the overall direction of my dissertation. My colleague is a current Ph.D. student at Texas A&M University @ Commerce. At no point did my colleague have access to my data. I also kept a reflective journal that I wrote during this process to put my thoughts into words regarding my conversations with the police department Assistant Chief of Police, the crime prevention sergeant, and my colleague. My reflective journal functioned as an audit trail since I documented my thought and feelings throughout the data collection process.

This CPA study was conducted similarly to other qualitative CPA studies that sought the CPA's impact on its participants. Questions were asked regarding participants' thoughts and feelings about different aspects of the CPA. The most significant change within this study not seen in other studies is the change from doing in-person interviews to open-ended survey questions. Open-ended survey questions are similar to interviews, where participants are free to answer (Given, 2008). The limitation, however, is that the researcher cannot conduct follow-up questions.

Conclusion

The responses generated by the participants implied that each participant, although seeking to gain an understanding of the police department, was internally motivated for two specific reasons. Participants either gained knowledge about the police department for personal growth or desired to use their newfound knowledge to enhance

society for the betterment of all. Each question provided different themes. The themes were identified as follows: Question 6: understanding; Question 7: friendly, identity, relationship; Question 8: knowledgeable; Question 9: no change, positive change, negative change; Question 10: no concerns, unsure, concerns, Question 11: drive and shoot, other classes, Question 12: no improvements, longer CPA, more people, ethics.

The survey sought to discover the CPA's impact on its participants after completing it. The framework revolved around the goals of the CPA. The CPA was driven to enhance the partnership between the police department and community members through education and dialog. Additionally, the CPA desired to hear community members' concerns to become more responsive to community needs.

Participants indicated that their relationship with one another was one of a cohesive unit that gained new knowledge. Most participants' relationships with the police department either remained the same (due to possessing a good relationship before attending the CPA) or changed for the better. One participant mentioned that their relationship worsened due to comments made during their time with the CPA. It must be clarified if statements were made during the CPA session or if comments were made in passing. Furthermore, information should have been mentioned regarding if other participants heard the words made. The experience offered by the participant presents an opportunity for the police department to discover the nature of the comments and address the personnel involved.

Experiences felt by participants appreciated their experiences, and many desired to share their experiences with other community members regarding the benefits of

attending the CPA. Although not all participants spoke of the CPA in glowing terms, those who had perceived negative experiences indicated that their experience was generally positive. Perhaps the most meaningful experience gained by participants was their empathy for law enforcement officers. Many participants became immersed in the CPA by placing themselves in the roles of police officers through hands-on experiences and the desire to learn about ethics as they relate to social issues. Kings & Horrocks (2010) declared that CPA attributed to minimizing the fallacy that depicts law enforcement officers in a negative light. Moreover, the impact generated by the CPA will continue to have a lasting effect on its participants.

Chapter 5: Study's Conclusion

Discussion

In this qualitative study, I explored the impact CPA had on its participants in a postassessment manner. Participants were taken from a CPA in a medium-size city and could only be participants if they had attended the CPA dating back 3 years: 2022, 2021, and 2020. Due to the COVID-19 pandemic, the CPA's length was shortened due to quarantine restrictions. Therefore, participants from 2020 could have expressed a different experience. However, the data obtained from respondents did not mention COVID-related challenges. In total, 11 participants responded to the survey request. Gutterman (2015) mentioned that eight to 52 participants are recommended for a robust phenomenological study. A survey flyer was sent to the CPA coordinator, followed by a consent form with a link to the survey instrument. Results were obtained from SurveyMonkey and synthesized for data analysis. The results indicated that most participants improved their perceptions of their police department and all participants gained in understanding their police department. The findings mirrored those from previous CPA studies that CPAs are an effective tool that forges partnerships between the community and the police department. Results also showed that there is the potential that some of the participants were selected for the CPA due to their status in the community. Jordan (2000) argued that CPAs have been used as a political tool to further a police department's agenda rather provide a program devoted to community solidarity.

I determined that the best way to analyze the results was to focus on each open-ended question individually because each question addressed a different aspect of the

CPA. Consequently, each question had its own themes, indicating that the CPA provided a unique experience for its participants that morphed based on the different topics and training the participant engaged in. IPA is an immersive qualitative methodology that enables the researcher to understand the participants' points of view as they traverse through a lived experience. Grasping the phenomenon in the current study required the findings to be broken down into two groups based on each question's focus. The two identifiable groups are internally focused and externally focused questions, with the subject being the CPA.

Interpretation of Findings

Demographic Questions

The first five survey questions were demographic questions that asked participants to identify their race, gender, age group, and association with law enforcement. Findings for the first five questions were the following: race (90% White, 10% other), gender (45% male, 55% female), age (18% 34–44, 54% 45–54, 27% 55 and older), prior law enforcement (90% no, 10% yes), and family in law enforcement (90% no, 10% yes). Results indicated that participants were generally White, middle-age women with no previous connection or experience in law enforcement. CPAs have historically sought to improve the perception of law enforcement; however, those who participated in these CPAs viewed law enforcement positively. Jordan (2000) indicated that future CPA studies might attempt to recruit participants who disliked law enforcement. Most of the current participants did not indicate having an unfavorable opinion of law enforcement.

The open-ended questions were divided into two categories: internally focused and externally focused. The internally focused questions were linked to the impact of the CPA on its participants as the impact related to the goals of the CPA. The externally focused questions addressed participants' feelings and emotions as they experienced the CPA.

Internal Questions

Questions 7, 8, and 9 were deemed internally focused because they were related to the goals of the CPA and how effective the CPA was in achieving its stated purpose. Schafer and Bonello (2001) argued that CPAs seek to improve community relationships through education and partnering with the community. The focus of Question 7 was to understand the effectiveness of CPAs in creating an environment that promoted group solidarity. Participants reported their class had a single identity centered on cordiality and amicable relationships. Gao et al. (2021) asserted that individuals who have shared experiences involving adversity or team-oriented aspects like to bond and form lasting relationships. Although the CPA's focus was on education, the current participants formed a bond through the shared experience the CPA provided.

Question 8 addressed participants' knowledge regarding the police department after completing the CPA. Much like Question 7, the focus of Question 8 was on how well the CPA accomplished its goals in educating its participants. The CPA's goal was to educate and foster an environment conducive to learning. Breen and Johnson (2007) mentioned that the purpose of CPAs could be broken down into specific focuses, one of which is educating participants and leaving them with a greater understanding of

policing. Current participants attending the CPA indicated that their knowledge of policing and the police department increased.

Questions 9 and 10 encouraged participants to express their opinions regarding their ability to collaborate with the police department. Question 9 asked participants whether their relationship with the police department had changed. Three quarters of participants indicated their relationship had changed for the better. Many of them specified an improved relationship with the department that the CPA cultivated. The CPA gave participants the opportunity to speak and collaborate with members of the police department. J. Lee and Gibbs (2015) noted that police departments dealing with high crime areas and negative perceptions should engage in efforts to reduce the social distance gap between the police department and the public. J. Lee and Gibbs explained that due to the nature of the police department and their efforts to fight crime, areas with high crime produce a large gap between the police department and the community. J. Lee and Gibbs also stated that an effective way to reduce this gap is through community relation efforts such as CPAs. Question 10 was related to social distancing efforts police departments should engage in.

A small portion of participants who asserted that there was no gain in improving their relationship provided a rationale for their reason rooted in a concrete respect for law enforcement. Schafer and Bonello (2001) stated in a CPA study that participants in the police department's CPA generally had positive views of law enforcement before entering the CPA. One participant mentioned that their relationship with the police department worsened due to their experience in the CPA. The participant indicated that

conversations within the CPA between department personnel seemed to be contrary to the mission statement of the police department. This participant also indicated that many of the participants were referred and handpicked by the police department, which alluded to the chosen CPA participants already possessing a positive view of the police department. Jordan (2000) contended that many CPAs have controversial recruitment strategies. Furthermore, Jordan asserted that CPAs consider potential participants who are critical of law enforcement and are not selected to participate in the CPA, which contradicts the purpose of most CPAs. Conversely, Schafer and Bonello mentioned that CPAs should seek to recruit participants who mistrust police departments and may be considered oppressed by law enforcement.

Question 10 was related to participants' ability to share concerns within the community that the police department should be aware of. As mentioned by J. Lee & Gibbs (2015), efforts to reduce social distancing between the community and the police department can significantly increase the police department's ability to address concerns. However, it is not clear whether the concerns mentioned by some of the current participants were voiced during the CPA or addressed by the police department.

A summary of the findings of the internally focused questions indicates that participants entered the CPA with different expectations rooted in a common goal centered on learning. The CPA met participants' learning by fostering an environment that enabled participants to form a class identity and increase their knowledge base on law enforcement. Although many of the participants left the CPA with an improved relationship with the police department, one participant's experience was marred by

conversation and dialogue that seemed to belittle non-law-enforcement personnel and allowed that participant's relationship with the police department to worsen.

External Questions

Question 6 addressed the motivation of participants' choice to attend the CPA with an emergent theme to gain understanding through education. Brewster et al. (2005) indicated that most CPAs seek to improve perceptions of law enforcement through education and dialogue. The current study's CPA provided a goal to create community solidarity in an academic setting. Although individually focused, participants' needs and motivation to gain understanding were equally satisfied by the police department's desire to collaborate with its citizens. T. L. Lee (2016) declared that CPAs provide the ideal environment for understanding and collaboration through learning and group activities. Because understanding was the primary purpose of participants attending the CPA in the current study, that meant each person's experience was internally focused on their personal goals and expectations of the CPA; therefore, the creation of the CPA by the police department provided the condition for participants to increase their understanding.

Questions 11 and 12 addressed the participants' experience regarding their favorite portion of the CPA and whether there were any improvements to the CPA. CPAs allow participants to undergo similar training that police officers receive. T. L. Lee (2016) indicated that participants who engage in CPAs receive information related to the inner workings of the police department, including hands-on training. Similarly, Schafer and Bonello (2001) expressed that CPAs allow participants to understand the rationale of police officers' decisions. All current participants indicated their favorite portions of the

CPA were when the students went through similar training as the police officers. Participants' responses indicated their overall reason for attending the CPA, which was to understand an aspect of law enforcement. Brewster et al. (2005) contended that participants in their study became sympathetic to police work based on their experiences in CPAs.

Current participants were more likely to convey these feelings to other community members, thereby becoming trusted agents of the police department. Question 12 addressed participants' recommendations about improvements for the CPA. Although responses were individualized, no responses correlated to participant recruiting improvements that could be driven toward participants who may have viewed law enforcement unfavorably. In conclusion, external questions and responses are typical to CPA studies in terms of students seeking to understand more about policing and CPAs providing the appropriate environment to facilitate positive learning. T. L. Lee (2016) added that in this environment of learning, the police department also gets to learn about its citizens, who can create a collaborative effort regarding social issues.

Discussion of Findings Applied to the Theoretical Framework

Years of studies have puzzled researchers in defining efficacy with public organizations. There is no feasible way to determine how well a police department and other public organizations are performing in a way that is similar to a for-profit organization. The institutional theory explains that organizations that serve the public are legitimate based on how the organization incorporates change, the influence of stakeholders, and the policies meant to govern the organization (Giblin & Burruss, 2009).

Institutional theory's application to the findings of the current study may provide a greater understanding of the impact of the CPAs and their perception of the police department.

The CPA was developed as a program for citizens in the city to gain a greater understanding of the inner workings of the police department. The motivation for developing such a program can be traced to the legitimacy of the police department's existence. Worden and McLean (2017) suggested that organizations that seek to meet the requests of their environment will increase the support the police department has. One current participant mentioned that many other participants were handpicked to be students in the CPA. This recruitment strategy ensures that those who already view police departments favorably are included. Schafer and Bonello (2001) mentioned that participants in CPAs who already had positive views of policing generally increased the perception and support of the police department. The themes produced from the current study indicated that participants sought the CPA to gain an understanding of the police department or to gain an understanding of law enforcement as a whole. The desire to understand law enforcement created the community's need, and the police department addressed that need with the creation of the CPA. When organizations' actions are centered on societal needs, Crank (2003) suggested that the organization's legitimacy is maximized.

Stakeholders in any organization can influence policies and the way an organization operates. Although this approach can be applied to internal and external stakeholders, external stakeholders tend to carry more weight regarding change in public

service organizations. Crank (2003) argued that an organization's policies and functional ability are the result of requests made by external stakeholders. In the current study, several questions were aimed at eliciting participants' opinions regarding the issues within the community and collaborative relationships with the department. Most participants indicated no issues within the community that needed to be addressed by the police department. One participant mentioned that they were concerned about the police department's perception as viewed by the community. However, two participants mentioned internal and external concerns to the police department.

Similar sentiments were expressed regarding collaborating with the police department. Most participants stated that their relationship with the department changed for the better, and one participant stated that their relationship changed for the worse. This dichotomy puts the police department in a conundrum in deciding what to address should the department ignore community issues. Worden and McLean (2017) stated that the community and stakeholders of an organization have the power to shape an organization to suit their needs. An organization must carefully address issues brought to their attention by community members.

The results of this study indicated that the CPA created an environment that welcomed its citizens to learn about the inner workings of its police department. Participants possessed needs regarding their police department rooted in knowledge and understanding. The police department developed this CPA to address community desires and to address potential concerns expressed by participants. For the police department to

maintain support, it must decide on the most appropriate action in meeting the needs of its community that is directly related to its legitimacy.

Limitations of the Study

In this study, the first limitation experienced was the communication with the research site. The police department is a police department in a medium-sized city that has its mission to protect and serve its community. At times, it took much work to maintain a constant flow of communication due to the police department personnel's schedules and my own. Additionally, the police department's crime prevention unit experienced a change in leadership that required me to develop a new relationship with the leadership of the crime prevention unit. Additionally, there was a slight change in wording to the CPA's mission statement. The mission statement of any organization is a foundational piece of its identity and provides insight into its purpose and overall goal. An improved communication flow could have alerted me sooner to this change.

The second limitation was rooted in the dissemination of the study. Due to security protocols, I did not know the exact number of participants to whom the survey instrument was sent. Thus, there is no accurate way to confirm if all eligible participants were sent the survey instrument other than the word given by the crime prevention sergeant.

Recommendations

Results in this study indicated that there were recruited participants who possessed positive opinions of law enforcement. Future studies may seek to evaluate the recruitment practices of CPAs to determine participants' perceptions before enrolling in

the CPA. The study's findings mimic the results discovered in previous CPA studies related to positively impacting its participants' perception of law enforcement and the overall knowledge about policing. The CPA sought to increase the knowledge by forging a partnership with its participants to become aware of the individual concerns of its community members; however, there are areas of opportunity within this study that we also mentioned in other CPA studies.

There is the potential for CPAs to be more of a political tool to increase satisfaction and perception among those who already possess a favorable view of policing. Jordan (2000) indicated that many CPAs could harbor issues in their recruitment strategies. Jordan continued that patrol officers are more likely to encounter citizens who potentially have negative perceptions of law enforcement. However, they represented only a fraction in having an input to CPA recruitment efforts. Without deliberately encouraging individuals with negative perceptions of law enforcement, how much impact is the CPA having? Schafer and Bonello (2001) suggested recruiting individuals who do not trust law enforcement. With recruitment strategies tailored towards citizens with less than favorable opinions of law enforcement, police departments could significantly impact participants, ultimately improving their image and expanding their efforts in collaborating with community members.

Researchers may seek to discover the impact of CPAs and their lasting effects. In other words, is the impact made by CPAs long-term? Gittner (2016) argued that social media has placed a constant spotlight on police officer actions that are instantly made available for all to watch. Even so, when police officer action produces a result that

creates skepticism, citizens will likely develop a lack of faith in their police departments. Understanding the long-term effects of CPAs could aid police departments in fortifying their perceptions of their communities when negative actions of law enforcement are published.

Implication for Social Change

Throughout law enforcement's history, police departments worldwide have sought the most efficient way to serve their community (Oliver, 1998). These attempts have incorporated improvement in equipment and gear, personnel recruitment reform, and strategic policy implementation. All of these actions were rooted in addressing stakeholder concerns and needs. Community policing efforts and the programs spawned from them were directions focused on community involvement and education through dialog. CPAs were among these community-focused programs developed for partnership and education.

The results of this study revealed that the research site's CPA fostered and enhanced a partnership with its community within a learning environment. Furthermore, those within the CPA became trusted agents who desired to continue their partnership with the police department, with some participants desiring to volunteer and others defending the actions of law enforcement to other community members. One participant felt that recruitment strategies could be improved to seek potential attendees that are not handpicked, and research suggests improved recruitment strategies as an opportunity for future studies; however, the results must pay attention to what the research showed. The CPA provided opportunities for increased community involvement and constant

collaboration to make their communities safer. As a by-product, police departments also enhance their perceptions of those participating in the CPA. Police departments can ensure that their CPAs are focused on collaboration and education through a curriculum dedicated to the transparency of the inner workers of their police department. This CPA proved effective in its implementation by the police department, and this study adds to the literature developed regarding CPAs effectiveness on its participants.

Conclusion

This IPA study provided assistance that revealed a CPA's impact on its attendees. The study's findings revealed themes from participants that produced civilians' motivation for attending a CPA that other law enforcement agencies can utilize to meet the needs of their communities. Researchers should investigate if recruitment practices seek individuals who view police departments less than favorably and ultimately provide suggestions regarding advertisement strategies. Additionally, personnel exceptions for those who may not pass a formal CPA acceptance should be considered. Many CPAs engage in recruitment strategies to seek prospective CPA candidates.

Furthermore, CPAs have strict requirements regarding acceptance into the CPA, which may prohibit those who may have had unpleasant encounters with law enforcement from attending. With the institutional theory centered on the organization and its community, it is paramount that law enforcement agencies continue to meet the needs of its community by providing valuable, collaborative services that offer inclusivity to all as opposed to a select few. As demonstrated in this study, CPAs will continue to be an impactful program that encourages dialog and collaboration through education as long

as departments continue to improve on deficiencies and capitalize on strengths within their programs.

References

- Breen, M. E., & Johnson, B. R. (2007). Citizen police academies: An analysis of enhanced police-community relations among citizen attendees. *The Police Journal: Theory, Practice and Principles*, 80(3), 246–266.
<https://doi.org/10.1350/pojo.2007.80.3.246>
- Brewster, J., Stoloff, M., & Sanders, N. (2005). Effectiveness of citizen police academies in changing the attitudes, beliefs, and behavior of citizen participants. *American Journal of Criminal Justice*, 30(1), 21–34VIII.
<https://doi.org/10.1007/BF02885879>
- Bumphus, V. W., Gaines, L. K., & Blakely, C. R. (1999). Citizen police academies: Observing goals, objectives, and recent trends. *American Journal of Criminal Justice*, 24(1), 67–79. <https://doi.org/10.1007/BF02887618>
- Carter, R. A. (1995). Improving minority relations. *FBI Law Enforcement Bulletin*, 64(12), 14.
- Circo, G., Melde, C., & Mcgarrell, E. F. (2019). Fear, victimization, and community characteristics on citizen satisfaction with the police. *Policing: Bradford*, 42(2), 179–194. <https://doi.org/10.1108/PIJPSM-08-2017-0097>
- Cohn, E. G. (1996). The Citizen Police Academy: A recipe for improving police-community relations. *Journal of Criminal Justice*, 24(3), 265.
- Crank, J. P. (2003). Institutional theory of police: A review of the state of the art. *Policing*, 26(2), 186. <https://doi.org/10.1108/13639510310475723>
- Dobbin, F., & Vican, S. (2015). Organizations and culture. In *International encyclopedia*

of the social and behavioral sciences (pp. 390–396). Elsevier.

- Eatough, V., & Smith, J. A. (2017). Interpretative phenomenological analysis. In C. Willig & W. S. Rogers (Eds.), *The SAGE handbook of qualitative research in psychology* (pp. 193–209). SAGE Publications Ltd.
<https://doi.org/10.4135/9781526405555.n12>
- Flick, U. (2014). *The SAGE handbook of qualitative data analysis*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446282243>
- Gao, C., Wang, D., Miao, X.-Y., Wang, Z.-J., & Qin Chan, K. (2021). Close-knit ties through thick and thin: Sharing social exclusion and acceptance enhances social bond. *European Journal of Social Psychology*, *51*, 197–211.
<https://doi.org/10.1002/ejsp.2729>
- Giblin, M. J., & Burruss, G. W. (2009). Developing a measurement model of institutional processes in policing. *Policing*, *32*(2), 351–376.
<https://doi.org/10.1108/13639510910958226>
- Gill, C., Weisburd, D., Telep, C. W., Vitter, Z., & Bennett, T. (2014). Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: A systematic review. *Journal of Experimental Criminology*, *10*(4), 399–428. <https://doi.org/10.1007/s11292-014-9210-y>
- Given, L. M. (2008). *The SAGE encyclopedia of qualitative research methods* (Vols. 1-0). SAGE Publications, Inc. <https://doi.org/10.4135/9781412963909>
- Guetterman, T. C. (2015). Descriptions of sampling practices within five approaches to qualitative research in education and the health sciences [48 paragraphs].

Qualitative Social Research, 16(2), Article 25. <http://nbn-resolving.de/urn:nbn:de:0114-fqs1502256>

Jackson, S. L. (2011). *Research methods and statistics: A critical approach* (4th ed.) Cengage Learning.

Public Trust and Law Enforcement— A Discussion for Policymakers. CRS Report. (2018). <https://crsreports.congress.gov/product/pdf/R/R43904/16>

Jiao, A. (1998). Matching police-community expectations: A method of determining policing models. *Journal of Criminal Justice*, 26(4), 291–306.
[https://doi.org/10.1016/S0047-2352\(98\)00014-2](https://doi.org/10.1016/S0047-2352(98)00014-2)

Jordan, W. T. (2000). Citizen police academies: Community policing or community politics? *American Journal of Criminal Justice : AJCJ; Louisville*, 25(1), 93–105.
<https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1007/BF02886813>

King, N. and Horrocks, C. (2010) Interviews in qualitative research. Sage

Lee, T. L. (2016). Tennessee citizen police academies: Program and participant characteristics. *American Journal of Criminal Justice: AJCJ; Louisville*, 41(2), 236–254. <http://dx.doi.org.ezp.waldenulibrary.org/10.1007/s12103-015-9304-8>

Lee, J., & Gibbs, J. (2015). Race and attitudes toward police: The mediating effect of social distance. *Policing; Bradford*, 38(2), 314–332.
<http://dx.doi.org.ezp.waldenulibrary.org/10.1108/PIJPSM-03-2015-0034>

Lee, J.-S., & Zhao, J. S. (2016). Disentangling the myth about citizen participation in collaborative work with police. *Policing; Bradford*, 39(1), 127–144.
<https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1108/PIJPSM-07->

[2015-0089](#)

Lewis-Beck, M., Bryman, A., & Futing Liao, T. (2004). *The sage encyclopedia of social science research methods*. Sage Publications, Inc.

<https://doi.org/10.4135/9781412950589>

Liederbach, J., Fritsch, E. J., Carter, D. L., & Bannister, A. (2008). Exploring the limits of collaboration in community policing: A direct comparison of police and citizen views. *Policing: An International Journal of Police Strategies & Management*, 31(2), 271–291. <https://doi.org/10.1108/13639510810878721>

Lincolne, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage

Mastrofski, S. (2006, May). Critic Community policing: a skeptical view.

<https://doi.org/10.1017/CBO9780511489334.003>

Mathison, S. (2005). *Encyclopedia of evaluation*. Sage Publications, Inc.

<https://doi.org/10.4135/9781412950558>

Oliver, W. M. (1998). Moving beyond “Police-community relations” and “The police and society”: Community-oriented policing as an academic course. *Journal of Criminal Justice Education: JCJE; Highland Heights*, 9(2), 303–317.

<https://search.proquest.com/criminaljusticeperiodicals/docview/223370301/abstract/919C811CA8214C13PQ/2>

Oliver, W. M., & Bartgis, E. (1998). Community policing: A conceptual framework.

Policing (Bradford), 21(3), 490. Retrieved from

<https://www.proquest.com/scholarly-journals/community-policing-conceptual-framework/docview/1300688428/se-2>

- Pinto, R. M. (2010). Mixed Methods Design. *In encyclopedia of research design* (pp. 813–818). Thousand Oaks: SAGE Publications, Inc.
<https://doi.org/10.4135/9781412961288>
- Plano, V. & Ivankova, N. (2016). *Mixed methods research: A guide to the field*. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483398341
- Prine, R. K., Ballard, C., & Robinson, D. M. (2001). Perceptions of community policing in a small town. *American Journal of Criminal Justice : AJCJ; Louisville*, 25(2), 211–221.
<https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1007/BF02886846>
- Raffel, W. E. (2005). Citizen police academies: the importance of communication. *Policing; Bradford*, 28(1), 84–97.
<https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1108/13639510510580995>
- Reaves, B. A. (2010). *Local Police Departments, 2007*. Resource document. United States Department of Justice, Bureau of Justice.
<http://www.bjs.gov/content/pub/pdf/Ipdp07.pdf>
- Reith, C. (1948). Review: a short history of the british police. *The Police Journal*, 21(4), 317-317. <https://doi.org/10.1177/0032258X4802100413>
- Salkind, N. J. (2010). *Encyclopedia of research design (Vols. 1-0)*. Thousand Oaks, CA: SAGE Publications, Inc. doi: <https://doi.org/10.4135/9781412961288>
- Schafer, J. A., & Bonello, E. M. (2001). The citizen police academy: Measuring outcomes. *Police Quarterly*, 4(4), 434–448.

<https://doi.org/10.1177/109861101129197932>

Schreier, M. (2018). Sampling and Generalization. In U. Flick, *The SAGE Handbook of Qualitative Data Collection* (pp. 84–97). SAGE Publications Ltd.

<https://doi.org/10.4135/9781526416070.n6>

Scott, J. E. (2010). Evolving strategies: A historical examination of changes in principle, authority and function to inform policing in the twenty-first Century. *The Police Journal*, 83(2), 126–163. <https://doi.org/10.1350/pojo.2010.83.2.490>

Sue, V., & Ritter, L. (2012). *Conducting Online Surveys*. SAGE Publications, Inc.

<https://doi.org/10.4135/9781506335186>

Somerville, P. (2009). Understanding community policing. *Policing*, 32(2), 261-277.doi:

<http://dx.doi.org.ezp.waldenulibrary.org/10.1108/13639510910958172>

Usher, K., & Jackson, D. (2014). *Phenomenology*. SAGE Publications, Inc.,

<https://dx.doi.org/10.4135/9781473920163>

Weiss, J., & Davis, M. (2004). Citizens police academy. *Law & Order; Wilmette*, 52(4), 60-62, 64.

<https://search.proquest.com/criminaljusticeperiodicals/docview/197228011/abstract/A05091957B9741FDPQ/1>

Wilson, J. Q., & Kelling, G. L. (1982). Broken windows: The police and neighborhood safety. *Atlantic Monthly*, pp. 29–38. Retrieved From:

<https://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>

Worden, R. E., & McLean, S. J. (2017). Research on police legitimacy: the state of the art. *Policing; Bradford*, 40(3), 480–513.

[https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1108/PIJPSM-05-](https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1108/PIJPSM-05-2017-0062)

[2017-0062](https://doi.org/http://dx.doi.org.ezp.waldenulibrary.org/10.1108/PIJPSM-05-2017-0062)

Appendix Survey

Demographics

1. Gender: **Male** **Female**
2. Race: **White/ Black/ Hispanic/ Asian / Other**
3. Age Group: **18-24/ 25-34/ 35-44/ 45-54/ 55-64/ 65+**
4. Prior Law Enforcement Experience: **Yes** **No**
5. Immediate Family Member in Law enforcement (Parents, Siblings, or children)
Yes **No**

Survey Questions

1. Please tell us why you chose to attend the Citizen Police Academy in your own words?
2. What was your relationship like with other students who attended the Citizen Police Academy?
3. How knowledgeable about the police department since completing the Citizen Police Academy?
4. How has your relationship with the police department changed since completing the Citizen Police Academy?
5. What were some of your concerns regarding your community that you felt the police department should be made aware of?
6. What was your favorite part of the Citizen Police Academy?
7. What improvements would you make to the Citizen Police Academy?