To the Graduate Council:

I am submitting herewith a thesis written by Larry E. Grant entitled "Citizen Police Academy Alumni: Attitudes and Perceptions Related to Law Enforcement." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Resource Development.

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CITZEN POLICE ACADEMY ALUMNI:

ATTITUDES AND PERCEPTIONS RELATED TO LAW ENFORCEMENT

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Larry E. Grant
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ABSTRACT

The purpose of this study was to examine the impact of training on attitudes and perceptions about law enforcement by participants of a Citizen Police Academy. The first goal was to identify any significant differences between attitudes or perceptions and demographic factors such as age, working status, education, ethnicity, gender, military experience, victimization, and relationships with officers. The second goal was to ascertain the existence of any correlation between certain variables related to attitudes or perceptions. The researcher surveyed 554 members of the Knoxville Police Department Citizen Police Academy Alumni Association. The alumni members received a three-part survey containing general demographic information questions, a post Citizen Police Academy survey, and a training participation assessment. A total of 216 Alumni Association members responded, with the majority being white females.

Statistical methods used in this study included calculating the means, standard deviation, one-way analysis of variance (.05 level of probability with a 95% confidence interval), and multiple analysis of variances. The Cronbach's Alpha was used to measure the reliability of the instrument.

Major findings of the study indicated that (a) the majority of participants who attend the Knoxville Police Department Citizen Police Academy have 2 years of college or more; (b) subscale scores of attitude and perception related to gender, military experience, personal relationships with officers, and victimization did have significant differences related to law enforcement; (c) and the majority of people who have attended the Citizen Police Academy would recommend the program to their friends.

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CHAPTER I

INTRODUCTION

A vast number of organizations have experienced significant changes in how they must respond to the increasing needs of the public. This is particularly true in law enforcement. With the expeditious growth in drug-related crimes, law enforcement has been forced to accept the increased limitations in providing services to seemingly petty crimes and behavior (Goldstein, 1990).

According to Goldstein (1990), police departments in large urban areas have seen a significant rise in crime and community-order maintenance problems associated with the sale and use of drugs. All across the United States of America, communities and their police departments continually struggle with violent crimes committed by gang members. The indiscriminate use of firearms by gang members has been consistently related to the drug market. In response to the neighborhood outcry for help, police agencies have had to commit a high percentage of resources to crimes directly associated with drugs.

Community-oriented policing as described by Mulcrone (1993) "is a departure from police tradition, which is based upon reacting to incidents of crime" (p. 17). Solving community problems requires more than the police departments' commitment to human, financial, and physical resources; it requires the support of the community.

The basic concept of community-oriented policing relies directly on a strong partnership between the police and the community it serves. Citizen Police Academies provide the police and community with opportunities to embark on a process that provides insight and feedback for developing strong partnerships. Cohn (1996) reiterated this by stating, "the level of cooperation can be significantly enhanced by educating the

public about the police and the criminal justice system in general. Citizens who are aware of and understand police purposes and procedures frequently appear to be more willing to cooperate with and assist the police " (p. 265).

Measuring the return on investment of products and services is as important to governmental agencies as it is to the private sector, according to Chmielewski and Phillips (2002). Research has focused on the development and implementation of the Citizen Police Academies across the country, with consistent references of how law enforcement has utilized this avenue to educate the public and build bridges of cooperation between the public and the police (Williams, 1999). Previous research has provided minimal information directly related to the issues of return on investment associated with post-training outcomes from Citizen Police Academy participants. Peverly and Phillips (1993), Norwicki (1994), and Cohn, (1996) documented the basic 13 week training process and class curricula but not whether the training produced any significant returns to the police department beyond a better understanding of police policies and procedures. Several important questions remain unanswered as to whether the training provided during the Citizen Police Academy had any significant impact on the participants' attitudes or perceptions toward law enforcement. Research data would provide police departments with information for future program development and implementation.

Statement of Problem

Previous Citizen Police Academy studies have not established the effect training has had on the participants. A thorough examination is needed to determine the effectiveness of the program and provide insight for future training sessions. Minimal

research has been conducted related to demographic factors, attitudes, perceptions, and information gained from the training that would provide insight to future training needs and program enhancements (Palmiotto & Unninthan, 2002).

Purpose of Study

The researcher's purpose in this study is to determine whether or not police-based training received by graduates of the Knoxville Police Department's Citizen Police Academy had any influence on attitudes or perceptions toward law enforcement. Examination will analyze significant demographic factors such as age, working status, education, ethnicity, gender, military experience, victimizations, and personal relationships with officers. If such factors vary significantly in relation to attitudes or perceptions, police administration could change, enhance, or modify strategies for improving training.

Research Questions

1. What are the attitudes towards the police by graduates of the Citizen Police Academy?
2. Do the demographic variables of age, working status, education, ethnicity, gender, military experience, personal relationships with officers, and victimization affect the attitude and perceptions of graduates of the Knoxville Citizen Police Academy?
3. How do graduates of the Citizen Police Academy rate the training received?

Research Hypotheses

Although researchers continue to study training, little scholarly research exists on this increasingly popular form of educational training. Further study is needed to

substantiate or invalidate findings. The study will examine the following null hypotheses:

Ho1: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on age.

Ho2: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on working status.

Ho3: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on education.

Ho4: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on ethnicity.

Ho5: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on gender.

Ho6: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on military experience.

Ho7: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on personal relationships with law enforcement officers.

Ho8: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on personal or family victimization.

Assumptions

To accurately assess the findings of this study, it is necessary to examine the assumptions related to the study. Results and conclusions could be affected if

any of the assumptions are untrue. This study is based on the following assumptions:

1. It is possible to identify attitudes or perceptions among Citizen Police Academy alumni collectively by means of a survey instrument.
2. Respondents will provide truthful and accurate information.
3. Respondents developed certain attitudes, perceptions, and learning experiences related to their Citizen Police Academy training experience that is useful to this study.
4. Respondents listed on the Citizen Police Academy alumni database are all graduates of the Knoxville Police Department Citizen Police Academy.

Delimitations

Delimitations are any restrictions placed on the research process by the researcher for this particular study. It is important to note that certain population characteristics are applied to this research. The following delimitations are applied to this research:

1. The Citizen Police Academy population was delimited to residents in the metropolitan Knoxville area.
2. The Citizen Police Academy Alumni Association population was delimited to graduates of the Knoxville Police Department Citizen Police Academy.

Limitations

Limitations are restrictions that are beyond the control of the researcher but, nonetheless, could affect the study results. It must be noted that the items listed below could have affected the number of surveys received or the demographics of the participants' results. Each is expected to negatively affect the conclusion of the research. Four limitations are noted for this study:

1. The Knoxville Police Department Citizen Police Academy alumni sample was limited to those who voluntarily chose to complete the survey and return it within the allotted time frame.
2. The Knoxville Police Department Citizen Police Academy Alumni Association has been limited to graduates only.
3. The Knoxville Police Department Citizen Police Academy alumni population is limited in that there are more females than males.
4. The Knoxville Police Department Citizen Police Academy alumni population is limited in that there are more white participants than participants of other ethnicity represented.

Definition of Terms

Definitions of words related to this study are provided to give a brief and concise meaning to otherwise broad terms. The following terms are defined for the purpose of this study:

1. Barriers to Transfer. Perceived or actual variables that hinder the successful implementation of training objectives and act as roadblocks to the transfer of training (Broad, 1997).

2. Community. A group of people living in the same locality and under the same government (Picket, 2000). This study focused on people living in Knoxville and Knox County, Tennessee.
3. Community Oriented Policing. The development and fostering of a working relationship and cooperative spirit between the community and its law enforcement agency to better serve the community's needs and service expectations (Brown, 2001).
4. Coproduction. The active involvement of the public in the design, development, and delivery of city services by public servants (Williams 1999).
5. Motivation to Transfer. The trainees' desire to use the knowledge and skills mastered in a training program on the job (Noe & Schmitt, 1986).
6. Police. The governmental department established to maintain order, enforce laws, and detect and prevent crime (Picket, 2000).
7. Police Officer. A man or woman who is a member of a police force (Picket, 2000). For the purpose of this study, the term police officer was used interchangeably with the words law enforcement officer and officer.
8. Problem-Oriented Policing. A comprehensive plan for developing an effective response to the root cause of problems (Goldstein, 1990).
9. Trainability. The degree to which training participants are able to learn and apply the material emphasized in the training program (Noe & Schmitt, 1986).
10. Training. A planned learning experience designed to permanently change one's behavior (Noe & Schmitt, 1986).

11. Transfer of Training. The effective and continued application to trainees' jobs of the knowledge and skills gained in training (Garavaglia, 1993, p. 63).

The above descriptions are directly related to this study and are provided for clarification and guidance as needed.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains a review of literature and research that investigates the correlation between training and community-oriented policing as it relates to citizen police academies. This chapter will be divided into three sections: (a) community-oriented policing, (d) citizen police academies, (c) and training.

Community-Oriented Policing

During the 1960's Bob Dylan wrote a very profound song titled, "The Times They Are A' Changin," which was later recorded by the folk music group, Peter, Paul and Mary. It is doubtful that Mr. Dylan truly realized just how much our world would change in the next 40 years. Dylan's song takes the old adage that "time is of the essence" and places it into a perspective for the future. Men's Warehouse director of training Eric Anderson is quoted by Infante (2001) as stating, " we know that the only constant is change" (p. 48). Harbour (1997) stated, "we are entering an era in which customer satisfaction and business success depends as much on speed and timing as it does on the cost and quality of the goods we produce or the services we render" (p. 226).

Private and public organizations have had to rethink how business is conducted, creating and adopting new ways of providing services because what was tried and true yesterday has slipped by the wayside. Kriegel and Brandt (1996) consistently referred to organizations having to step out of the box of routine in order to stay competitive in the world marketplace. Time has brought about many changes within the business world, in both the private and public sectors. Much of what was considered far-fetched ideas for

technological advances and criminal activity that was portrayed in movies and science fiction television programs in the 1950's and 60's has now become reality.

During recent years public organizations have also had to change the way business is conducted because taxpayers have consistently demanded that government agencies become more accountable in their performance. Government officials have found it necessary to review and apply business concepts and practices from the local to the federal level. Higher accountability has forced public organizations to develop sound methods for measuring results and assessing the value of agency programs and services. Returns on investment prompted Congress to pass the Government Performance and Results act of 1993, which made it mandatory for government agencies to submit strategic plans and performance measures to justify their budgets (Chmielewski & Phillips, 2002).

Because the police are required to respond to every troublesome issue that is reported, improved methods of providing services had to be developed and implemented. Alternative methods of crime reduction and order maintenance had to be considered that provided solutions beyond the traditional arrest method (Goldstein, 1990).

Not too long ago police officers were assigned specific areas / beats to patrol on foot with each becoming an integral part of that community. People developed a rapport with their community officers and provided information about criminal activity and order maintenance problems. Communities and neighborhoods felt safe and secure under the watchful eye of their beat officer. As cities grew, the advent of motorized patrols displaced the community beat officer, creating a gap between the police and the community-- a gap that community-oriented policing is striving to fill. Chief Jim Brown

(2001), of Hudson, Ohio, said that "the prevalence of dual income households, corporate downsizing resulting in career adjustments and frequent episodes of relocation, combined with the complications of a fast paced life style, has led to a distancing among neighbors" (p. 55).

Community policing was described by Williams (1999) as one of two types of coproduction that actively involves the public in the design and delivery of city services. Coproduction seeks to create an overlapping sphere of involvement that brings the producer and the consumer into an equation that transforms behaviors in people and communities. The coproduction process assesses citizen/customer satisfaction with the development and delivery of police services and provides administrators with information about the public's perceptions and expectations towards job performance. Community policing is "an example of a new law enforcement strategy with roots extending back to the community relations programs of the 1950s and 1960s and, some would argue, the more distant community watchman days associated with Robert Peel's innovations" (Williams, p. 151). Many in the field of policing believe that community policing is more effective in small towns or communities where residents have an increased opportunity to become familiar with the police officers who serve the area. Enhanced communications encourages officers to become more involved with the community in identifying needs and concerns that improve the quality of services delivered (Williams).

Medieval police services, according to Radelet (1973), were documented in Angelo-Saxon England more than a thousand years ago when every freeman was considered a policeman. During this time in history, every male between the age of 15 and 60 maintained whatever arms he could afford. When the hue and cry of distress went

out, every able-bodied man responded by joining in the pursuit of the transgressor. Failure to respond to the hue and cry was considered a very serious offense. Building upon this concept, Lyman (1999) reiterated a statement by the founder of modern policing, Sir Robert Peel: "The police are the public and the public are the police." This statement led to the nine principles on which modern day policing and community-oriented policing are based. Sir Robert Peel's nine principles as outlined by Lyman are:

1. The basic mission for which the police exist is to prevent crime and disorder as an alternative to the repression of crime and disorder by military force and severity of legal punishment.
2. The ability of the police to perform their duties is dependent upon public approval of police existence, actions, behavior and the ability of the police to secure and maintain public respect.
3. The police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain public respect.
4. The degree of cooperation of the public that can be secured diminishes, proportionately, with the necessity of the use of physical force and compulsion in achieving police objectives.
5. The police seek and preserve public favor, not by catering to public opinion, but by constantly demonstrating absolutely impartial service to the law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws; by ready offering of individual service and friendship to all members of the

society without regard to their race or social standing; by ready exercise of courtesy and the friendly good humor; and by ready offering of individual sacrifice in protecting and preserving life.

6. The police should use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient to achieve police objectives; and police should use only the minimum degree of physical force necessary on any particular occasion for achieving a police objective.
7. The police should at all times maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police are the only members of the public who give full-time attention to duties that are incumbent on every citizen in the interest of the community welfare.
8. The police should always direct their actions towards their function and never appear to usurp the power of the judiciary by avenging individuals or the state, or authoritatively judging guilt or punishing the guilty.
9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with them (p. 72).

Problem-oriented policing, community-oriented policing, and beat-level problem solving utilize the same techniques of scanning, analysis, response and assessment to reduce crime and provide order maintenance outlined in Peel's principles of professional

policing. The term SARA (scanning, analysis, response, and assessment) has become the standard operating procedure for many police departments to identify means by which to address small, beat-level problems, problem-oriented policing projects, and community-oriented policing projects. SARA effectively provides results by identifying the key elements of who, what, when, where, why, and how of each problem (Clarke, 1998).

The SARA concept expanded the key elements of who, what, when, where, why, and how that have consistently been the foundation of police investigations from the beginning of law enforcement. The process took on new meaning after George Kelling and James Wilson published the results of their experiment in Newark that directly addressed the significance of order-maintenance in communities. Their research gained popularity and was later referred to as the "Broken Window" analogy that would describe the direct relationships between disorder and crime. The analogy described the relationship in terms of a window that was broken in a building and left un-repaired. The un-repaired window would, in turn, lead to more windows being broken (Kelling & Coles, 1996).

The un-repaired window mindset reflected a sense of apathy with the continued breaking of more windows costing nothing extra. The authors expounded upon their analogy by comparing the broken window to broken communities. As long as neighborhoods and communities take care of their homes, provide strong leadership for their children, and discourage unwanted intruders from staying, a sense of stability will remain. When property is neglected and children are not held accountable, these neighborhoods and communities begin to deteriorate. People begin to respond to these conditions by moving out of the community or developing methods of avoidance. Those

who are unable to move out of the neighborhood or community either stay inside their homes or modify their lifestyle to reduce the level of fear that has developed. As citizens withdraw and become more isolated, crime and disorder flourishes. The would-be offender, whether opportunistic or professional, is more confident in areas where he believes his activities will go unchecked and the chances of being identified are reduced because of intimidation and the prevailing sense of fear (Kelling & Coles, 1996; Safir, 1997, Williams, 1999).

Unchecked crime and disorder will only continue to turn safe and stable neighborhoods and communities into inhospitable and frightening war zones. Openly contacting the police produces fear of retaliation and the increasing sense of isolation. Developing means by which citizens can safely and confidently contact the police has been hard to achieve. Police departments, just as big business, according to Kriegel and Patler (1991), move slowly and are "laden with old strategies and outdated systems and procedures" (p. 107). Old paradigms refuse to die because patrol officers and administrators are prone to stick with what has consistently provided a safe zone of operation. Conducting business in the safe zones does not place people in a ready-to-listen frame of mind. As a result, police departments and private organizations are often blind-sided by changes and scramble to fix what was not supposed to be broken (Barker, 1992).

Ready-to-listen attitudes create effective communication and promote a change-ready environment for both the private and public sectors. Employees or citizens who are actually experiencing problems are the best source of information for arriving at a workable solution. Police departments cannot simply rely on conventional means of

communication, such as citizen complaints, to identify problem areas within communities and neighborhoods. To open the avenues of communication, many departments have opted to use community-wide surveys to obtain citizen feedback to measure opinions about service delivery and other issues. Administrative Services Chief Mark Field of the Kankakee, Illinois, Sheriff's Police (1991) said, "community involvement is essential to the free flow of information between the community and police, which in turn is critical to law enforcement's ability to identify problem areas and inform the public of crime statistics and trends" (p. 69). It is imperative that a concentrated effort be established to retrieve the opinions and attitudes of the people the police department serve.

The private sector has used surveys for many years to measure customer satisfaction on products, personnel performance, and services. Through the use of surveys, organizations have been able to pinpoint strengths, weaknesses, and areas of improvement. Police departments should not be lulled into thinking that no citizen complaints or negative feedback represents a community without problems. One disastrous incident can turn a community or city against the agency and its leadership, with public relations damage taking months and even years to correct. Surveys can provide advance notification of negative trends and dissatisfaction with officer performance or the department in general. With data that support the opinion of the community, police departments are better prepared to address problems and provide educational service to the community to help resolve problems and issues (Field, 1991). Having survey data available provides the police with the concerns of the citizens rather than the police relying on their own perception of community problems. With a clearer

understanding of community problems, the police can find alternative methods for reducing crime and disorder (Goldstein, 1990).

Community-oriented policing is a departure from the traditional reactionary police concept and is considered to be a shift in law enforcement philosophy. Officials and law enforcement administrators realize that it will take more than human, financial, and physical resources to bring about change. It will take input from the people within the communities and neighborhoods. Passivity will solidify the foundation for crime and disorder. The police and citizens must look toward ways of building partnerships that provide education to elimination cultural barriers, improve community relations, and empower community and neighborhood residents (Jordan, 2000; Mulcrone, 1993; Williams, 1999).

Citizen Police Academies

Public input and cooperation are essential elements in the success of community-oriented policing. Researchers and practitioners of community policing have repeatedly identified an inadequacy in training the public about their roles in this type of endeavor. By developing a systemic approach to educating the public, an avenue of communication is provided that enlightens the public concerning the policies and procedures of the police, and provides police with insight concerning the perceptions and expectations of the public (Ennis, 1995;Greenberg, 1991;Williams 1999).

Discussing an effort to bring police departments and the public closer together, Aryani, Garrett, and Alsabrook (2000) stated, "the President has committed approximately $1.3 billion for a new 21st Century Policing Initiative that includes funding for community-based partnerships, such as CPAs" (p. 16). Citizen police academies have

become a very useful tool for police departments all across the country in developing their community–oriented policing strategies. Every citizen police academy class provides the police with an opportunity to build relationships with the public by providing a working knowledge of the agency's mission, operational philosophy, policies, procedures, and personnel (Lesce, 1993).

Sir Robert Peel's nine principles became the cornerstone for the development of the first citizen police academy in England. Peel's principles for modern policing required the support and approval of the public. The process for gaining support and approval through educating the public was first introduced as the Police Night School in 1977 by the Devon and Cornwall Constabulary in Middlemoor, Exeter, to acquaint the public with the policies and procedures of police work. The first training session had 70 participants who attended class one night a week for 10 weeks. Participants were provided with a comprehensive overview of police operations, practices, and objectives. The group quickly developed a bond that led to open discussions that taught instructors that most members of the class had very little knowledge of police work in general (Ferguson, 1985). The program was so successful that other British police departments soon developed their own police night school programs.

It did not take long for the success of the British Police Night School to travel across the Atlantic Ocean and arrive in the United States. In 1985, Richard Overman, a member of the Orlando Police Department and now a Chief in Delray Beach, Florida, presented the Police Night School idea to the Orlando, Florida, Police Department after visiting a program while in England (Whitman, 1993). The Orlando Police Department began researching the idea and developing the prospect of having their own night school

program. Officials and administrators of the Orlando Police Department soon saw the potential of the Police Night School program in the United States and assigned the task of developing and implementing the program to the Community Relations Unit. They applied American policing practices to the curriculum modeled after the British Police Night School. To enhance their program, the Orlando Police Department added the options of participating in an Officer Ride-along program and modified firearms course. City commissioners, Neighborhood Watch participants, business owners, and leaders from within the African-American community were recruited for the first class. The initial class session consisted of 25 people who met for 10 weeks. The program according to Whitman was expanded to 13 weeks and consisted of the following courses:

Week 1: Introduction / Selection and Training

Week 2: Laws of Arrest, Search and Seizure, Internal Affairs

Week 3: Communications, Statistics, Planning, and Evaluation

Week 4: Patrol Operations

Week 5: Special Operations

Week 6: Violent Crimes Section

Week 7: Property Section and Special Investigations

Week 8: Special Investigations, Technical Services

Week 9: Undercover Narcotic Operations, Vice Crimes

Week 10: Special Teams

Week 11: Youth Section, Community Involvement

Week 12: Special Problems in Law Enforcement – Use of Force

Week 13: Graduation – with certificate of completion (p. 69).

In an effort to provide the students with an honest representation of police work, actual crime scene photos were shown during the homicide class to depict realism. A small group of students believed that the photos were too graphic in nature, resulting in the only negative comments related to the training program (Ferguson, 1985).

The camaraderie that had developed over the past 10 weeks was obvious according to Ferguson (1985) during graduation, as the Chief of Police complimented the group on successfully completing the program. Each graduate received a certificate of completion, an Orlando Police Department cap, and a commemorative paperweight. A photo was taken of each recipient during the ceremony and later mailed to him or her.

The program has experienced some changes over the years but has maintained the basic curriculum format that was implemented in the beginning. Because of the tremendous success of the Orlando Police Department's Citizen Police Academy, there is now a waiting list for applicants to attend the twice-a-year program. Interested citizens are required to complete a one-page application with personal references and understand that regular attendance is expected (Cohn, 1996; Palmiotto & Unninthan, 2002; Peverly & Phillips, 1993; Whitman, 1993).

Because of the tremendous success of the citizen police academy programs, according to Palmiotto and Unninthan (2002), a waiting list for the Wichita / Sedgwick County Citizen Police Academy also had to be implemented. To ensure that people are attending the program for the appropriate purpose, some departments have, in addition to the application process, begun interviewing prospective applicants. Applicants to the Wichita / Sedgwick County Citizen Police Academy, according to Palmiotto and Unninthan, are asked the following questions: "Why do you want to attend the Citizen

Police Academy? How did you hear about the Citizen Police Academy? and Have you ever been arrested?" (p. 102).

Having been one of the pioneers for the United States version of the Police Night School, Lt. Ronald Ferguson of the Community Relations Section of the Orlando Police Department sees the citizen police academy as a community-based tool that promotes understanding between the citizens and police through education. Their academy, stated Ferguson (1985), created "a growing nucleus of responsible, well-informed citizens with the potential of influencing public opinion with regards to police practices and services" (p. 6). While Citizen Police Academy graduates are not ready to begin working as patrol officers, they have gained a better understanding of the problems facing their police officers.

According to Norwicki (1994), the Orlando Police Department's Citizen Police Academy has a four-part mission, consisting of the following elements:

> 1. To create more informed citizens, not recruit reserve police officers.
> 2. To sell the police department's policies and procedures to the public with a public relations activity approach.
> 3. To expose citizens to entry-level police training to give citizens an insight into the rationale behind police actions.
> 4. To have graduates of the CPA program serve as community ambassadors for the police department and educate others within the community (p. 58).

Because of the overwhelming success of the Orlando Citizen Police Academy program, other police departments have followed suit. East Syracuse, New York, Chief

of Police William Peverly and Peter Phillips, Ph.D., Utica College of Syracuse University (1993), also affirmed the importance of the Citizen Police Academy, stating that because "it opens channels of communication, dispels myths and promotes understanding between the people and their police, the citizen police academy is increasingly recognized as one of the most important tactics of the public education component of community policing" (p. 88). The East Syracuse Citizen Police Academy followed the guidelines established by the Orlando Police Department's program with the addition of a pre- and mid-course evaluation. Initial questionnaires indicated that participants had limited knowledge about the police department. To evaluate and assess program progress, a mid-course evaluation was conducted to determine if there had been any change in the perception of the participants towards policing. The evaluation provided Peverly and Phillips (1993) with the following three significant responses:

1. increased awareness and understanding of the complexity of constitutional and statutory laws effecting police operations;
2. dramatic increase in awareness of problems to which the police must respond;
3. appreciation for the extent to which police officers must be trained throughout their careers.

Post-program evaluations for Peverly and Phillips (1993) were designed to assess attitude changes in participants towards the police that could be attributed to the citizen police academy experience. Four common themes emerged from the evaluation:

1. increased understanding and appreciation for the intelligence, versatility, and professionalism of police officers;

2. increased appreciation and support for continued training and formal education;
3. a decided willingness to be less influenced by the prejudices of others in conversations related to the police;
4. increased sense of individual responsibility to work with the police in matters related to order maintenance and crime prevention.

The citizen police academy concept is not without its critics who argue that the program is designed to reach only those who are pro-police. While police departments do not force people with anti-police sentiments to attend the academy, those who do are often converted from enemy to friend. Each academy session provides the sponsoring police department with the opportunity to reaffirm citizens' support and convert open-minded participants into supporters. These supporters routinely step forward as witnesses at crime scenes and where actions taken by officers are in question. Because of their citizen police academy experience, citizens are able to articulate the reasons behind specific policies and procedures. Each class session is designed to promote an environment for open discussions that provide citizens with a clearer picture of what officers can and cannot do (Caddell, 2002; Norwicki, 1994).

The citizen police academy and the opportunity to ride along with an officer on patrol duty attempt to show citizens that being a police officer is often very different from the public perception that is displayed in the stereotypical image of the television police. Having the opportunity to walk alongside a police officer during a shift takes a person from perception to reality (White, 1999). The job is no longer sensationalized or sugarcoated, Citizens are allowed to see first hand that policing has many responsibilities

that comes in a wide variety of tasks. Participants come away from the experience with a greater appreciation for police training and a clearer understanding of some of the bad situations that officers are often required to handle. After completing the citizen police academy training, participants become an elite corps of citizens who have solidified their involvement in the community and are likely to stay involved in the future. This involvement leads to safer communities and a positive return on investment for police departments (Seelmeyer, 1987).

When the small investment of time and resources is compared with the large return on investment from citizen support, no police department that has ever started a citizen police academy has dropped the program. Budgets for the academy vary greatly in cost, ranging from $200 to $7,000 depending upon the length of the session. Police departments continually reap additional benefits from the citizen police academy through volunteers who have completed the program and donate their time to assist units throughout the department. Citizen academy alumni have also been known to assist in searching for missing persons, canvassing neighborhoods near crime scenes, and participating in training scenarios, to name only a few of the services these people have provided after graduation (Cohn, 1996; Lesce, 1993; Norwicki, 1994).

Realizing the tremendous impact that the citizen police academy has on adults, Deputy Darrel A. Sanchez of the Sandoval County, New Mexico, Sheriff's Department saw an opportunity to take the program to a new level by involving high school students. Exposure to the program provided students with a better understanding of the police department's role in the community. The course has grown in popularity because it is different and interesting, with an open format of not hiding anything from the students.

The high school-focused format is built upon the concept of providing answers to questions that impact young adults. The course currently has a waiting list of 60 students. Educating students in every aspect of the police operational policies and procedures has broken down barriers and provided an avenue to overcome the Us vs. Them attitudes. School administrators quickly began to notice a change in attitudes among students who had taken the course, because it had broaden their understanding of law enforcement issues. The scholastic academy is another example of how community education is working to build stronger partnerships with the community (Lesce, 2000).

Crime reduction remains the major focus in the implementation of citizen police academies from the standpoint of community-oriented policing. According to Hilson (1994), "the ultimate goal of the Citizen Police Academy is the reduction in crime through a stronger citizen commitment to the police department and the community"(p. 1). Both police and citizens agree that bridges must be built between the community and police, and the citizen police academy provides a means for bridging the gap. The transferring of the training to the home, community, and workplace increases the return on investment. Transfer of training by citizen police academy participants nurtures the support and approval that Sir Robert Peel was seeking when he implemented his nine principles of modern policing.

Transfer of Training

Citizen Police Academy transfer of training to the home, community, and workplace is very similar to the transfer of training for on-the-job performance. Identifying how effectively knowledge and skills learned in the classroom have been transferred to on-the-job performance is a critical aspect of the training program.

Evaluating the transfer of training determines whether participants' job-related knowledge and skills have resulted in job performance changes that provides a return on time and resources invested in the training program (Machin & Fogarty, 1997). Positive transfer of training is defined as the degree to which trainees will effectively apply the skills, knowledge, and attitudes obtained during training to the workplace. Because training is failing to make a measurable transition to the workplace, according to Ford (1994) and Ford and Weissbein (1997), there is continuous concern for what has been labeled a "transfer problem" by several researchers. Well over a decade ago, Baldwin and Ford (1988) began focusing on the problem and clarified it when they stated, "for training to have occurred, learned behavior must be generalized to the job context and maintained over a period of time on the job" (p. 63).

According to Baldwin and Ford (1988), "it is estimated that while American industries annually spend up to $100 billion on training and development, not more than 10% of these expenditures actually result in transfer to the job" (p. 63). This evidence is why organizations are taking a serious look at their return on investments. These researchers also stated, "rather than continue to bemoan what is a widely recognized concern, we must begin to specify the type of investigation needed to generate the knowledge base for improving our understanding of transfer issues" (p. 64).

Learning is an investment that provides return on investment when participants apply the training acquired during workshops, seminars, and career development training programs. Unfortunately, according to Garavaglia (1993), "few firms can show that their training expenditures result in observable changes on the job. As Human Resource Development practitioners, we can't allow the 1990s to be remembered as the decade in

which so many were trained at such great cost with so few results" (p. 63). It is extremely important for trainers and practitioners to determine what benefit the training provided to the individual and the organization in terms of on-the-job productivity or in real-time situations.

Human Resource Development departments must determine the value of the training by planning, budgeting, and implementing transfer measures into their training programs as an evaluation tool that demonstrates the value of the training and justifies the cost. This process also allows for trainee feedback that provides valuable information to trainers and instructional designers in updating and redesigning training materials and programs (Garavaglia, 1993; Parry, 1990).

"Today, even companies that are ahead of the pack feel pressure to improve performance constantly" (Gephart & Van Buren, 1996). Factors that fuel this pressure are: "1) increasing global competition, 2) escalating technological change, 3) knowledge organizations, 4) transformation of the traditional workplace, and 5) communities grappling with high crime rates, aging infrastructures, increased population, growing demands for more education and other services, and lowered financial resources" (Broad, 1997). These changes are impacting individuals, organizations, and communities where stakeholders must seek improved and effective performance to produce the competitive edge in higher levels of customer, client, and community member satisfaction.

When people begin to recognize behaviors that produce favorable and desirable outcomes, they can enter into win-win situations that improve their quality of life (Covey, 1989; London & Smither, 1999). A win-win situation is described by Covey as a frame of mind that constantly seeks mutual benefit in all human interaction. Win-win means

that agreements or solutions are mutually beneficial and mutually satisfying. With win-win solution, all parties feel good about the decision and feel committed to the action plan. Win-win sees life as a cooperative, not a competitive arena (p. 207). Successful transfer of training is built upon a paradigm shift that sees training and the implementation of that training as a mutually beneficial and satisfying experience.

If the paradigm shift is to provide the win/win that benefits the individual and the organization through extensive training, it is important to know what barriers affect the transfer of training and paradigm shift. Nearly two decades ago research produced nine major barriers to the transfer of training. The nine barriers as described by Broad (1997) are as follows:

1) the lack of reinforcement on the job;
2) interference within the immediate work environment;
3) a non-supportive organizational culture;
4) trainees' perception of impractical training programs;
5) trainees' perception of irrelevant training content;
6) trainees' discomfort with change and associated effort;
7) separation from inspiration or support of trainer;
8) trainees' perception of poorly designed / delivered training;
9) pressure from peers to resist changes (p. 9).

Managers and trainers can develop and deliver all the necessary training that is linked to the strategic goals and organizational priorities; but if the trainee does not perceive the training as beneficial, transfer and performance improvement will not be the end result. While each of these barriers can be related in some way to the control of

either the trainers or the managers, the underlying success of the training hinges on the perception, motivation, and attitude of the trainee. Motivation and attitude are driven by the trainee's perceptions of constraints and support for newly acquired skills. When trainees feel confident that they have mastered the training program content, they will be highly motivated to experiment and use the newly acquired knowledge on the job. To develop motivation in the training process, managers and trainers must ensure the "what's in it for me," are clear and of value to the trainee (Broad, 1997; Machin & Fogarty, 1997).

Early research on trainee attitudes affecting the training outcome, conducted by Noe and Schmitt (1986), was based on the criteria established in 1967 by Kirkpatrick's hierarchical model of training outcomes. Noe and Schmitt described the hierarchy as "composed of four levels of training effects: trainees' reaction to the program content and training process (reaction), knowledge or skill acquisition (learning), behavior change (behavior), and improvements in tangible individual or organizational outcomes such as turnover, accidents, or productivity (results) (p. 497). In essence, the desired outcomes that managers and trainers expect to see after training is completed include (a) positive reaction to the training, (b) that learning had taken place, (c) behavioral changes, and (d) measurable performance improvements. Each of these outcomes directly impacts the trainee's attitudes, interests, values, and expectations. While trainability focuses on the ability of the participants to learn and apply material provided during training, motivation must be present for the transfer to be complete (Noe & Schmitt, 1986).

Although researchers, program designers, and trainers all have a significant interest in understanding how motivation affects the learning process, trainability has

received the lion's share of research and the vast majority of published literature. Trainability is just another leaf on the tree of learning, whereas motivation, desire, and attitude are the roots that are the driving force behind the transfer of training. According to Ford (1994), "changes in attitudinal outcomes should also be viewed as potential indicators of learning and transfer rather than simply reactions to a learning or training experience (p. 22). Adults will learn what they desire to learn based upon their perception of benefit. According to Parry (1990), the learner must see the training program as having relevance to the job and / or personal need. Trainees who have a high degree of freedom in selecting and attending training of their choice consistently demonstrate a more favorable post-training assessment and achieve higher test scores. People who have been included in training decisions, will also buy into the training more readily and accept decisions and consequences of participating in the training programs. Research results, according to Baldwin, Magjuka, & Loher (1991), have shown that trainees who had a choice in training entered with a higher motivation to learn than those who did not. Trainees who were not given a choice demonstrated a significant decline in motivation to learn and transfer of training was minimal.

Choices provide the basis for individual development, and organizations must provide support that helps employees manage that development. Empowering employees to form their self-development plan, according to London and Smithers (1999), "requires organizations to provide informational feedback, offer choices with clear consequences, recognize the problems facing an individual, and provide reason to act" (p. 4). This operational philosophy increases self-determination and intrinsic motivation within the organization. Empowering employees to make decisions that affect their future moves

the organization from a control to a commitment model of management (London & Smithers). London and Smithers also compared the two management styles, saying, "the commitment model holds that control-management can generate behaviors that undermine the goals of the organization and its employees by preventing involvement at work, thereby decreasing efficiency and effectiveness. That is, controlling environments undermine intrinsic motivation. In contrast, the commitment model holds that organizations must develop employee commitment and self-management to attain sustainable competitive advantage." (p. 7)

A trainee's self-efficacy level and post-training intervention can be directly related to performance levels after training. Manager and trainee goal developing performance provides post-training intervention that facilitates the transfer of training by providing direction and incentives that contribute to the development of self-efficacy. Higher self-efficacy enhances performance by reinforcing the trainee's judgement that improved performance can be achieved through commitment and goal setting (Machin & Fogarty, 1997).

Putting the training package to work after the training is completed and experiencing long-term returns on the training investment is the training process goal from the beginning. Providing a process to help focus the transfer of skills and abilities ensures that the new training will transition to the workplace. The transfer plan is initiated during the training program and, according to Cheek and Campbell (1994), should help the student " internalize and integrate new behaviors" (p. 27). The transfer plan should have six elements that provide a map for successful transfer of the training received in the classroom. The elements should include (a) specific objectives, (b)

detailed actions to be taken, (c) potential obstacles, (d) inputs required and assumptions, (e) support partners, and (f) criteria for measuring completion. Each element provides direction for self-efficacy in post-training activities that encourages putting the new behaviors into action. This process helps maintain trainee motivation and provides reinforcement for the training.

Organizations that maintain the competitive advantage utilize their managers and human resource professional to provide guidance to employees through feedback, coaching, and providing resources to facilitate self-development. Managers are trained to provide timely and accurate performance feedback to their employees in order to provide a clear understanding about organizational changes and job expectations. The employee counseling process provides timely information to recognize the changing organizational strategies for maintaining a competitive edge. Organizations that place high value on self-development and continuous learning provide training and reward employees for the use of new skills and knowledge on the job (London & Smither, 1999).

Summary of Review of Related Literature

News media, that is newspapers, radio and television broadcasts, continually point out that significant changes are taking place in organizations, communities, and neighborhoods across our nation. Because of these significant changes, private and public organizations have been forced to re-evaluate how they conduct business to ensure customer satisfaction (Kriegel & Brandt, 1996). Customer satisfaction for law enforcement is providing safe communities and neighborhoods while maintaining a quality of life that is free from crime victimization (Goldstein, 1990). Community

policing provides a partnership between the citizenry and the police through a problem-solving approach to crime and disorder (Jordan, 2000).

Law enforcement agencies that embrace the community- oriented policing concept are continuously looking for ways to improve service delivery and increase customer satisfaction. In 1985 the Orlando, Florida, Police Department began the first Citizen Police Academy in the United States (Cohn, 1996). Classes were designed to educate the community about the police function and to build community support. Community leaders and interested citizens were encouraged to attend the training sessions not only to receive the training from the police, but also to provide an opportunity for feedback to the police department on how to improve services (Palmiotto & Unninthan, 2002).

Police departments viewed the Citizen Police Academy as a win-win opportunity to gain citizen support and encourage citizen community involvement. Training comes from within the departments with minimal cost (Norwicki, 1994). While crime reduction and order maintenance remains the primary objective of community-oriented policing, building bridges between the police and community is a significant benefit.

Motivation to learn has been the driving factor observed in a number of people who have made application to the citizen police academy program. Yet like many other training programs, the skills and knowledge designed to improve participants' performance fails to transfer from the classroom to the neighborhood, community, and workplace (Ford, 1994; Ford & Weissbein, 1997; Garavaglia, 1993; Parry, 1990). The failure to transfer the training impacts the return on investment and diminishes the overall benefit of the training.

One barrier to transfer of training that was consistently identified in the literature review was organizational support. Organizational support for utilizing the training plays a key role in the implementation of the skills and knowledge obtained during training (Broad, 1997). According to Cheek and Campbell (1994), to ensure transfer of training, participants need verbal encouragement to put into practice what they have learned, objectives with defined goals, coaching, and a follow-up session to identify any transfer barriers.

CHAPTER III

METHODOLOGY

This was a descriptive and correlational study. The goals were to learn more about the attitudes or perceptions among participants of the Citizen Police Academy and to ascertain the existence of any correlation between the variables. The second goal was to identify any significant differences between attitudes or perceptions and demographic factors such as age, working status, education, ethnicity, gender, military experience, and relationships with officers, and victimization. The Citizen Police Academy Survey developed by Palmiotto and Unninthan (2002) was the instrument used to gather information regarding attitudes and perceptions related to law enforcement. The listed survey was used with the developers' permission.

Population

This study was conducted in Knoxville, Tennessee, with the cooperation of the Knoxville Police Department. The city of Knoxville has a population of approximately 174,000 and a land mass area of nearly 100 square miles. Knoxville is one of two cities within Knox County with a combined cities and county resident population of approximately 382,000.

The Knoxville Police Department has provided citizen education through the Citizen Police Academy since 1995. The Academy operates under the direction of the Knoxville Police Department Training Unit and has approximately 700 graduates of the program, with 554 graduates who are currently members of the alumni association. Many of the alumni provide volunteer services to the police department on a semi-regular basis.

The population for this study included all of the current alumni association members of the Knoxville Police Department Citizen Police Academy. The database consisted of 554 members who have graduated and joined the alumni association. The entire population of the Knoxville Police Department Citizen Police Academy Alumni Association was surveyed because of the accessible database. Appendix A is the Human Subjects Form A that provided permission to conduct research involving human subjects.

Independent Variables

The independent variables for this study were based upon the demographic information provided by each respondent. The information provided included age, working status, education, ethnicity, gender, military experience, victimization, and relationships with officers.

Dependent Variables

The dependent variables included in this study consisted of questions related to the attitudes and perceptions towards police as measured by the Citizen Police Academy Survey.

Instrumentation

A three-part instrument was chosen to survey the Knoxville Police Department Citizen Police Academy alumni. Part One (Appendix C) is a general demographic information survey; Part Two of the survey (Appendix D) is the Citizen Police Academy Survey (Palmiotto & Unninthan, 2002); and Part Three (Appendix E) is Citizen Police Academy participation. During the review of related literature, this researcher sought to locate an instrument suitable for measuring attitudes or perceptions in relation to law

enforcement. As a result of that search, the previously mentioned survey provided the tool to begin the process.

Citizen Police Academy Survey

Part Three of the survey consisted of the Citizen Police Academy Survey used in the research conducted by Michael J. Palmiotto and N. Prabha Unninthan (2002). Their study was designed to "determine if any change in attitude towards the police had occurred (both positive and negative), which could be attributed to attendance at the Citizen Police Academy" (p. 103). Twenty-five questions are directed towards identifying opinions that reflect the student's attitudes or perceptions of police practices. Questions were directed in both a positive and negative format to avoid a set response pattern. The categories were left as originally constructed with the five Likert type responses. The five Likert type responses are: Strongly agree, Agree, Neutral or no opinion, Disagree, Strongly disagree.

Demographic Information

The demographic portion of the questionnaire provided general statistical information about each participant and specific information about previous experiences with the police and work status.

Procedures and Data Collection

The Knoxville Police Citizen Police Academy Alumni Association consists of approximately 550 members, and the entire database was used for the survey sample. The alumni association maintains the extensive database of members' mailing addresses for the monthly newsletter. Because many of the alumni members are unable to attend the regularly scheduled meetings, surveys were sent by mail to their residences. This

database was chosen because of the size and up-to-date address information maintained on each member.

The researcher obtained the Citizen Police Academy Survey from Dr. Michael Palmiotto and a letter of permission (Appendix B) to use the survey.

To distribute the instrument, the researcher mailed an envelope first-class to the alumni member's address with the assistance of the Citizen Police Academy alumni. Each envelope contained the survey with a cover letter and instructions on the University of Tennessee letterhead explaining the purpose of the study (Appendix F). Each envelope also contained a ticket for the drawing of a color television with the return of the survey information. A self-addressed stamped envelope was provided for the convenience of the responder. The respondents were asked to return the completed surveys within three weeks. The Citizen Police Academy alumni included in their newsletter a notice of support and encouragement to complete and return the survey (Appendix G). As each survey was returned, it was entered into a computer database for analysis. A follow-up reminder was included in the Citizen Police Academy August newsletter (Appendix H).

Pilot Study

A pilot study was conducted for this project to identify any discrepancies and to ensure that all components included appropriate information. The pilot study was conducted after a Citizen Police Academy Alumni Association meeting. A select number of members, representing a cross section of the alumni, were asked to participate in the pilot study. Information obtained was reviewed, with minimal changes being made to the survey instrument.

Data Analysis

The data were gathered and entered into a Microsoft Excel spreadsheet. The Excel spreadsheet was imported into SPSS v 11.0. The researcher then calculated a multivariate analysis of variance (MANOVA) to determine any significant differences in the descriptive data and the subscales. If the MANOVA detected differences, an ANOVA was then used to determine which of the subscales differed. An ANOVA (analysis of variance) was used to analyze the eight descriptors (age, working status, education, ethnicity, gender, military experience, relationships with officers, and victimization) in relation to the subscales.

CHAPTER IV

FINDINGS

The purpose of this study was to determine whether or not, and to what extent, a relationship existed between training and the participants' attitudes and perceptions toward law enforcement. Information being reviewed for significant differences included (a) age, (b) working status, (c) education, (d) ethnicity, (e) gender, (f) military experience, (g) personal relationships with officers, and (h) if participant or family member had been a victim of a serious crime. As outlined in Chapter III, a survey of the Knoxville Police Department Citizen Police Academy alumni was conducted to address the above questions. The results from the returned surveys are presented in this chapter.

Response Rate

The president of the Knoxville Police Department Citizen Police Academy alumni provided mailing labels for all 554 members on the mailing list. A three-part survey, with a stamped return address envelope to the president of the Knoxville Police Department Citizen Police Academy alumni, was provided to each member. The entire database was used to increase chances of obtaining as much information as possible from the alumni members. Of the surveys mailed, three were returned with address corrections, two were undeliverable, and one was returned stating that the member was deceased. The three with address corrections were re-mailed with the corrected addresses. Two surveys were returned uncompleted and 216 completed surveys were returned, yielding a response rate of 39%.

Demographic Results

Participants were asked to provide demographic information on their ages, gender, ethnic group, education level, current occupational status, personal relationships with law enforcement officers, military experience, and if they or a family member had been a victim of a crime. Frequencies were calculated on each of these demographic questions. Table 1 shows the comprehensive demographic results for age, gender, ethnicity, education level, current working status, military experience, relationships with officers, and victimization.

Of the 216 participants who responded to the demographic questions, 44 stated that they were not employed full time and 39 of these stated they were retired. The other 142 who completed this information stated that they had full-time employment, leaving 30 others that failed to provide the requested information.

The question related to age provided participants with a selection ranges of 19 or under, 20 to 26 years of age, 27 to 35 years of age, 36 to 55 years of age, and those who were over 55 years of age. Two participants failed to indicate their age group. Selection ranges for age were collapsed into the following three categories for the purpose of analysis. The results of the collapsed data were 27 (12.5%) respondents who were 20 to 35 years of age, 98 (45.4%) who were 36 to 55 years of age, 89 (41.2%) who were over 55 years of age, and 2 (.9%) who did not respond.

The results pertaining to gender indicated that the majority of respondents were female. Of the 216 respondents, 133 (61.6%) were female, while only 78 (36.1%) were males. Five (2.3%) of the respondents did not designate their gender.

Table 1

Participants' (N= 216) Demographic Information

Variables and Level of Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Age				
20 – 35	27	12.6	12.6	12.6
36 – 55	98	45.5	45.8	58.4
over 55	89	41.2	41.6	100.0
Total without missing value	216	99.1	100.0	
Missing value	2	.9		
Gender				
Female	133	61.5	63.0	63.0
Male	78	36.1	37.0	100.0
Total without missing value	211	97.7	100.0	
Missing value	5	2.3		
Ethnicity				
White/Anglo	197	91.2	92.5	92.5
African-American	9	4.2	4.2	96.7
Hispanic	3	1.4	1.4	98.1
Asian/Pacific Islander	2	.9	.9	99.1
Other	2	.9	.9	100.0
Total without missing value	213	98.6	100.0	
Missing value	3	1.4		

Table 1 (continued)

Variables and Level of Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Education Level				
High school diploma, GED, or less	73	33.8	35.6	35.6
2 years college or associate's degree	39	18.1	19.0	54.6
bachelor's degree	42	19.4	20.5	75.1
Some graduate work	51	23.6	42.9	100.0
Total without missing value	205	94.9	100.0	
Missing value	11	5.1		
Working status				
Unemployed	28	13.0	15.1	15.1
Full-time employment	158	73.1	84.9	100.0
Total without missing value	186	86.1	100.0	
Missing value	30	13.9		

Table 1 (continued)

Variables and Level of Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Military Experience				
Yes	43	19.9	21.7	21.7
No	155	71.8	78.3	100.0
Total without missing value	198	91.7	100.0	
Missing value	18	8.3		
Personal Relationship With Law Enforcement Officer				
No	38	17.6	17.6	17.6
Yes	178	82.4	82.4	100.0
Total without missing value	216	100.0		
Missing value	0			
Were you or a family member ever a victim of a serious crime?				
No	138			
Yes	78			
Total without missing value	216			
Missing value	0			

Regarding ethnicity, 197 (91.2%) were White/Anglo, 9 (4.2%) were African-American, 3 (1.4%) were Hispanic, 2 (.9%) were Asian/Pacific Islander, and 2 (.9%) were other. Three people (1.4%) did not indicate ethnicity.

Level of education was divided into five specific categories. The participants were asked to select the highest level of education obtained. The category selections began with those who had less than a high school diploma, 7 (3.2%); those who had a high school diploma or GED 66, (30.6%); those with 2 years of college or associate's degree, 39 (18.1%); those who had obtained a bachelor's degree, 42 (19.4%), and those who had completed some graduate degree work, 51 (23.6%). Because of the relatively small number of participants (7) who had less than a high school diploma, this group of participants was combined with those participants who had obtained a high school diploma or GED. These categories were collapsed into four groups for analysis. Analysis for the new categories indicated that 73 (33.8%) had a high school diploma, GED or less education; 39 (18.1%) had 2 years of college or associate's degree; 42 (19.4%) had a bachelor's degree; and 51 (23.6%) had completed some graduate work. Eleven participants did not indicate education level.

Occupational status was divided into five categories. Participants were again asked to select the category that best suited their working status. The categories began with unemployed, 28 (13.0%); no part-time job, 0 (0%); employed 50% of time or less, 10 (4.6%); employed more than 50 % but less than full time, 6 (2.8%); and full-time employment, 142 (65.7%). The five categories were collapsed into two categories, not full time, 44 (20.4%); and full-time employment, 142 (65.7%). Thirty participants did not answer this question.

All of the participants were asked if they had military experience. Results from this question indicated that 43 (19.9%) had served and 155 (71.8%) had not served in the military. Eighteen participants did not answer this question.

Participants were also asked if they had personal relationships with law enforcement officers. Thirty-six (16.7%) had relationships by immediate family; 23 (10.6%) by extended family; 4 (1.9%) ex-family either immediate or extended; and 147 (68.1%) as friends. The results from this question were collapsed into the two categories of, had some form of relationship with a law enforcement officer, 178 (82%); and those who had no relationship with law enforcement officers, 38 (18%).

The last two demographic questions concerned victimization. Participants were asked if they personally or a member of their family had ever been a victim of a serious crime. The results of the two questions were combined for analysis. Participants indicated that 138 (64%) had never experienced a serious crime, while 78 (36%) indicated that they or a family member had been a victim of a serious crime.

Reliability Results of Survey

Only one survey was used to conduct this study, the Citizen Police Academy Post Survey by Michael J. Palmiotto and N. Prabha Unninthan (2002). It was necessary to check the reliability of this instrument on the population to assure that the total and subscale scores had sufficient reliabilities to interpret the results. Cronbach's Alpha was used to measure the reliability of the instrument. Any instrument with a Cronbach's Alpha .80 or higher is considered reliable. The Cronbach's Alpha of Citizen Police Academy Post Survey was .9072.

Hypotheses

Ho1: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on age.

The independent variable, age, consisted of (a) 20 to 35 years of age, (b) 36 to 55 years of age, (c) over 55 years of age. The researcher calculated a multivariate analysis of variance (MANOVA) to determine any significant difference between age and the sub-scales of the Citizen Police Academy Survey. Results of the MANOVA provided a value of .729, *F* (1.279), and p=.107. With a $p > .05$, no significant difference was found between age and participants' attitudes or perceptions as measured by the Citizen Police Academy Survey. Therefore, based on the MANOVA results examining age and the Citizen Police Academy Survey subscales, null hypothesis 1 was not rejected.

Ho2: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on gender.

Each participant was asked to indicate gender; a MANOVA was calculated to determine any significant difference between gender and the subscales of the Citizen Police Academy Survey. The results of the MANOVA were a value of .752, *F* (2.436),

p= .001. Since the $p<.05$, the results showed that at least one of the Citizen Police Academy Survey subscales differs by gender status. To determine which subscale differed, a one-way analysis of variance (ANOVA) was run for each subscale (25 total ANOVAs). Results of those with a $p<.05$ are listed in Table 2. As can be seen on the far right column, the Citizen Police Academy Survey subscales showed a significant difference in five of the questioned areas. The mean for each of the subscales with

Table 2

Analysis of Variance for Gender and Citizen Police Academy Survey Subscales

Dependent Variable	*F*	Sig.
Police officers are well paid	9.205	.003
The police are verbally and physically abused by citizens	6.057	.015
The police in my community are fair-minded	4.771	.030
The police in my community rarely mistreat citizens	4.092	.044
Female officers perform as well as male officers	8.145	.005

df = 1

significant different ANVOVAs was reviewed to determine how gender differed on each. See Table 3 for these results.

The results for the statement, "Police officers are well paid," had the mean for females at 1.910 compared to the males' mean of 2.282, indicating that females have a stronger disagreement with this statement than do males. The statement related to "The police are verbally and physically abused by citizens," had the female mean at 4.000, indicating that they agreed with this statement, while the males' mean of 3.692 was more in the neutral or no-opinion category. The next statement that differed was "The police in my community are fair minded." The females' mean of 3.887 did not completely agree with this statement, while the males, with a mean of 4.141, were slightly above the agree status with this statement. The next statement of difference was "The police in my community rarely mistreat citizens." The females with a mean of 3.797 did not completely agree with the statement, while the males with a mean of 4.038 indicated they agreed with this statement. The final statement in which gender displayed a difference was " Females perform as well as male officers." The females had a mean of 4.060 indicating that they agreed with the statement, while the males remained more in the neutral or no opinion category. When considering gender against the Citizen Police Academy Survey subscales, the null hypothesis 2 is rejected.

Ho3: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on ethnicity.

The demographic data for ethnicity indicated a skewed distribution of the five ethnic categories. Distribution of the five categories showed White/Anglo (197), African-American (9), Hispanic (3), Oriental (2), and other (2). Due to the

Table 3

Means of Gender Run Against Citizen Police Academy Survey Subscales

Dependent Variable	Gender	Mean	Std. Error	Lower Bound	Upper Bound
Police officer are well paid	Female	1.910	.075	1.763	2.057
	Male	2.282	.097	2.090	2.474
The police are verbally and physically abused by citizens	Female	4.000	.076	3.850	4.150
	Male	3.692	.099	3.497	3.888
The police in my community are fair minded	Female	3.887	.071	3.748	4.027
	Male	4.141	.092	3.959	4.323
The police in my community rarely mistreat citizens	Female	3.797	.073	3.654	3.940
	Male	4.038	.095	3.852	4.225
Female officers perform as well as male officers	Female	4.060	.070	3.922	4.198
	Male	3.731	.092	3.550	3.911

P<.05

disproportionately low number of non-whites participating in the study, there was no statistically accurate way to analyze ethnicity for attitudes or perceptions toward the police. Thus, no statistical test was performed, resulting in null hypothesis 3 not being rejected.

Ho4: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on educational level.

On the survey, participants were asked to identify their highest level of education obtained. Levels of education were divided into four specific categories that included (a) high school diploma, GED, or less, (b) 2 years of college or associate's degree, (c) bachelor's degree, and (d) some graduate work. The researcher calculated a MANOVA to determine any significant difference between educational levels and the subscale of the Citizen Police Academy Survey. Results of the MANOVA provided a value of .999, *F* (.673), and p=.484. With a $p > .05$, no significant difference was found between educational level and participants' attitudes or perceptions as measured by the Citizen Police Academy Survey. Therefore, based on the results examining educational level and the Citizen Police Academy Survey subscales, null hypothesis 4 was not rejected.

Ho5: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on occupational status.

The independent variable, occupational status, was collapsed into two categories: (a) not full-time employment and (b) full-time employment. The researcher calculated a MANOVA to determine any significant difference between occupational status and the sub-scale of the Citizen Police Academy Survey. Results of the MANOVA provided a

value of .900, *F*(.715), and p=.837. With a p > .05, no significant difference was found between occupational status and participants' attitudes or perceptions as measured by the Citizen Police Academy Survey. Therefore, based on the MANOVA results examining occupational status and the Citizen Police Academy Survey subscales, the null hypothesis 5 was not rejected.

Ho6: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on military experience.

Each participant was asked about military service. Based on the statistical analysis, 155 (71.8%) had not served in the military while 43 (19.9%) had served in the military. Next, a MANOVA was run to determine if any subscales of the Citizen Police Academy Survey differed with regard to military service. Analysis found a value of .788, *F*(1.855), and p=.012 (see Table 4). Since p<.05, ANOVAs were run on all subscales to identify differences. Five subscales showed significant differences (see Table 5). The first significant difference statement was, "The police officer's job is dangerous." This particular subscale had a p=.037, with respondents who had military experience having a mean of 4.674, indicating that they definitely agreed with this statement. While those who did not have military experience had a mean of 4.852, these respondents indicated that they were closer to the strongly agree status with this question. The next significantly different statement was, "The police in my community are fair mined." Those with military experience had a mean of 4.186, indicating they were slightly beyond the agree status with this question. Those without military service had a mean of 3.903, which was extremely close to the agree status for this statement. The third statement with significant differences in the military experience subscale was related to the community.

Table 4

Analysis of Variance for Military Experience and Citizen Police Academy Survey Subscales

Dependent Variable	*F*	Sig.
The police officer's job is dangerous	4.405	.037
The police in my community are fair minded	4.121	.044
The police in my community rarely mistreat citizens	6.756	.010
Female officers perform as well as male officers	5.988	.015
Police officers receive enough training in understanding and dealing with racial minorities	5.019	.026

df = 1

Table 5

Means of Military Experience Run Against Citizen Police Academy Survey Subscales

Dependent Variable	Military Exp.	Mean	Std. Error	Lower Bound	Upper Bound
The police officer's job is dangerous	Yes	4.674	.075	4.527	4.822
	No	4.852	.039	4.774	4.929
The police in my community are fair minded	Yes	4.186	.123	3.943	4.429
	No	3.903	.065	3.775	4.031
The police in my community rarely mistreat citizens	Yes	4.163	.128	3.911	4.415
	No	3.787	.067	3.654	3.920
Female officers perform as well as male officers	Yes	3.698	.116	3.468	3.927
	No	4.019	.061	3.899	4.140
Police officers receive enough training in understanding and dealing with minorities	Yes	3.814	.130	3.557	4.071
	No	3.484	.069	3.348	3.619

P<.05

This statement said, "The police in my community rarely mistreat citizens." The people with military experience had a mean of 4.163, indicating that they agreed with this statement, while those without military experience expressed a more neutral or no opinion status for this statement. In the fourth statement of significant differences, the statement "Female officers perform as well as male officers" finds those with military experience having a mean of 3.698, expressing a more neutral or no opinion status for this statement. Those without military experience had a mean of 4.019, showing that they were in agreement with the statement. The final statement of significant difference in this subscale for those with military experience was, "Police officers receive enough training in understanding and dealing with racial minorities." Those with military experience had a mean of 3.814, which indicates that they are slightly below the mark of fully agreeing with this statement, while those without military experience had a mean of 3.484, which indicates they are more in the neutral or no opinion range for this statement. With respect to military service and the Citizen Police Academy Survey, null hypothesis 6 was not rejected.

Ho7: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on personal relationships with law enforcement officers.

The personal relationship question in the survey asked participants if they had "Personal relationships with law enforcement officers." Response selections to this question included immediate family, extended family, ex-family, and friends. While many of the respondents indicated more than one type of relationship, only one yes was used for statistical analysis. Results from this question indicated that 178 (82.4%) had

some type of personal relationship with police officers, while 38 (17.6%) indicated that they did not have any personal relationships with police officers. The MANOVA analysis produced results showing a value of .825, $F(1.617)$, and $p=.039$ (see Table 6). With the $p< .05$, five statements were identified as having significant differences within the subscales of the Citizen Police Academy Survey (see Table 7).

The first statement having significant differences was "The police in my community are fair minded." Those who did not have a personal relationship with law enforcement had a mean of 3.684, indicating that they were midway between neutral or no opinion and agreeing with this statement, while those who did have a personal relationship with law enforcement had a mean of 4.028, expressing that they agreed with the statement.

The next statement of significant difference also was community related and said, " The police in my community treat minorities fairly." Those who did not have a relationship with law enforcement officers had a mean of 3.526, representing an attitude or perception that was midway between neutral or no opinion and agreeing with this statement. Participants who have a personal relationship with law enforcement had a mean of 3.921, indicating that they did not completely agree with this statement. Another statement related to community stated, " The police in my community are well educated." The participants who did not have a relationship with law enforcement officers had a mean of 3.474, indicating that they were closer to a neutral or no opinion status on this statement. Those participants who had a relationship with law enforcement officers had a mean of 3.820, indicating that they did not completely agree with this statement.

The next statement with significant difference said, "Female officers perform as

Table 6

Analysis of Variance for Personal Relationships with Law Enforcement Officers and Citizen Police Academy Survey Subscales

Dependent Variable	*F*	Sig.
The police in my community are fair minded	5.617	.019
The police in my community treat minorities fairly	7.048	.009
The police in my community are well educated	5.600	.019
Female officers perform as well as male officers	5.986	.015
I understand why the police do not divulge a great deal of information about crime	5.817	.017

df = 1

Table 7

Means of Personal Relationships With Law Enforcement Officers Run Against Citizen Police Academy Survey Subscales

Dependent Variable	Relationship	Mean	Std. Error	Lower Bound	Upper Bound
The police in my community are fair minded	No	3.684	.132	3.425	3.944
	Yes	4.028	.061	3.908	4.148
The police in my community treat minorities fairly	No	3.526	.135	3.260	3.793
	Yes	3.921	.062	3.798	4.044
The police in my community are well educated	No	3.474	.133	3.212	3.736
	Yes	3.820	.061	3.699	3.941
Female officers perform as well as male officers	No	3.632	.133	3.370	3.893
	Yes	3.989	.061	3.868	4.109
I understand why the police do not divulge a great deal of information about crime	No	3.737	.156	3.429	4.045
	Yes	4.152	.072	4.009	4.294

P<.05

well as male officers." Those who did not have a personal relationships with law enforcement officers had a mean of 3.632, indicating that they were leaning toward agreement but were still in the neutral or no opinion status range. Participants who had a personal relationship with law enforcement officers had a mean of 3.989, expressing that they were very close to agreeing with this statement.

The last statement in this hypothesis said, "I understand why the police do not divulge a great deal of information about crime." The participants who did not have a personal relationship with law enforcement officers had a mean of 3.737, expressing a neutral or no opinion status on this statement. Those who had a personal relationship with law enforcement officers had a mean of 4.152, indicating that they agreed with this statement. Null hypothesis 7 was rejected due to the significant differences found between the Citizen Police Academy Survey and those having a personal relationship with law enforcement officers.

Ho8: There will be no significant difference between citizen police academy participants' attitudes or perceptions based on personal or family victimization.

The last question is very personal and refers to victimization of the participant or a family member. Participants were asked, " Prior to attending the Citizen Police Academy were you a victim of a serious crime?" They were also asked, "Prior to attending the Citizen Police Academy was any member of your family a victim of a crime?" The responses to these two questions were combined for analysis into yes 78 (36%) and no 138 (64%). A MANOVA was run to determine subscales that might be statistically significant. The results showed a significant difference, with a value of .799, $F(1.914)$, and $p=.008$ (see Table 8). Since $p<.05$, there was significant differences related

Table 8

Analysis of Variance for Victimization and Citizen Police Academy Survey Subscales

Dependent Variable	*F*	Sig.
Police officers are well paid	9.152	.003

df = 1

to the subscales of the Citizen Police Academy Survey. An ANOVA was run to identify the differences, producing one subscale with significant differences (see Table 9). The statement that resulted in a significant difference was, " Police officers are well paid." The participants who had not suffered any victimization had a mean of 2.203, indicating that they disagreed with this statement. Participants who had been victimized had a mean of 1.833, which indicated that they also disagreed with this statement but were leaning towards the strongly disagree side. When comparing victimization against the Citizen Police Academy Survey subscales, hypothesis 8 is rejected.

Summary

Results from the data obtained from the Citizen Police Academy Alumni Association members are presented in this chapter. The alumni association president provided printed address mailing labels for the 554 members who are currently receiving a monthly newsletter. Forty-five days were allotted for the surveys to be returned and entered into the database for analysis. When the time frame had concluded, a total of 216 surveys had been returned for analysis. These surveys produced a 39% response rate with the majority of the respondents being white females. Demographic information also indicated that the majority of the participants were 36 to over 55 years of age, with two or more years of college, and engaged in some form of employment.

Participants were instructed to complete the three sections of the survey. Questions included demographics information, post academy law enforcement assessment, and the academy training experience. Demographic information reviewed for significant differences included (a) age, (b) working status, (c) education, (d) ethnicity, (e) gender, (f) military experience, (g) personal relationships with officers, (h)

Table 9

Means of Victimization Run Against Citizen Police Academy Survey Subscales

Dependent Variable	Victim	Mean	Std. Error	Lower Bound	Upper Bound
Police officers are well paid	No	2.203	.073	2.058	2.348
	Yes	1.833	.098	1.641	2.026

P<.05

and if the participant or a family member had been a victim of a serious crime. The post law enforcement assessment contained 25 questions related to attitudes and perceptions about law enforcement. The academy training participation section contained questions directly related to the Citizen Police Academy training experience.

Each of the eight null hypotheses were tested using MANOVAs and ANOVAs at the $p<.05$ level of significance. Null hypotheses numbers 1, 3, 4, and 5 did not have significant differences and therefore were not rejected. The remaining null hypotheses, numbers 2, 6, 7, and 8, were rejected because of significant differences. In the four null hypotheses that were rejected, four subscale statements were repeats. The following two statements were repeated in two of the hypotheses rejected:

1. "Police officers are well paid."
2. "The police in my community rarely mistreat citizens."

The following two subscale statements were present in three of the rejected hypotheses:

1. "The police in my community are fair minded."
2. "Female officers perform as well as male officers."

Part III of the Citizen Police Academy Survey had eight open-ended style questions that provided feedback from the participants. Participants were asked if it was difficult to be accepted into the Citizen Police Academy, why they wanted to attend the Citizen Police Academy, what they liked least or most about attending the Citizen Police Academy, what they liked least or most about the curriculum, and what suggestions they would make for improving the Citizen Police Academy. A condensed sampling from each of the open-ended questions is provided in Appendix I.

The data indicated that participants would recommend the Knoxville Citizen Police Academy to their friends. Participants found that the training experience met their expectations by providing information about the policies and procedures of the Knoxville Police Department. Classes related to criminal investigations and forensic technology were popular among participants. Participants also rated the experiences of firing a weapon, driving a police vehicle, and riding patrol as very educational processes.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

This chapter summarizes the study and reviews the researcher's findings. Based upon the study's results, several conclusions and recommendations have been made concerning the findings. The chapter closes with implications for future research on Citizen Police Academy participants' attitudes and perceptions toward law enforcement.

Summary

The primary purpose of this study was to determine if attending the Knoxville Citizen Police Academy had any significant impact on attitudes or perceptions towards law enforcement. Mulcrone (1993) pointed out the importance of having community support rather than relying on traditional policing practices of being strictly reactionary to reduce crime. By educating the public about police policies and procedures, according to Cohn (1996), the public will be more willing to cooperate and assist the police. The educational process of attending the Citizen Police Academy affords the police the opportunity to change attitudes or perceptions. The secondary purpose was to determine whether or not a relationship exited between attitudes or perceptions and demographic factors such as age, working status, education, ethnicity, gender, military experience, victimization, and relationships with officers. Since all of these factors, according to Barker (1992), influence our paradigms, they also impact our attitudes or perceptions.

The population for this study was the membership of the Knoxville Police Department Citizen Police Academy Alumni Association. The complete database for the alumni association was used because of availability and the increased likelihood of a

good response rate. With assistance from the Citizen Police Academy Alumni Association president, mailing labels were printed and provided for the 554 members who are currently on the monthly newsletter mailing list.

This study revealed several interesting findings. Whereas some of the findings agreed in part with evidence from the review of literature, many other points of interest were identified. As with Palmiotto and Unninthan (2002) findings, participants wanted to attend the Citizen Police Academy. Each participant prior to attending the Citizen Police Academy completed an application and a background information sheet. The reasons for attending the Citizen Police Academy varied, with participants indicating a keen interest in learning more about how their police department conducted business. Participants wanted to learn more about how the police department operated in an effort to help improve their neighborhoods and communities. The findings in this study were also consistent with Cohn (1996), when participants stated they wanted to increase awareness and understanding concerning police responsibilities and the difficulties that officers face on the streets.

Participants had an overwhelming yes response to the question, "Would you recommend to your friends that they attend the Citizen Police Academy?" Of the 216 people who responded to the survey, only one person stated he would not make the recommendation. The participants were confident that anyone who attended the Citizen Police Academy would benefit from learning about the philosophy, organizational structure, and the training that officers must complete before going solo on patrol. Others believed that the experience provided them with a clear understanding and appreciation for the local police.

Participants of the Knoxville Citizen Police Academy developed an identity with others who were attending the training sessions just as officers develop a common bond based on the nature of the job. The same was true with other citizen police academies as outlined by Ferguson (1985), when he found that the participants who attended the Orlando Citizen Police Academy developed a strong identity with one another because the majority of participants were totally unaware of how the police department functioned or the amount of training given to officers.

When reviewing what participants liked least about attending the Citizen Police Academy, the answers varied considerably. Participants were very adamant that there were too many subjects and not enough time, with classes consistently running beyond the allotted time, causing people to get home late at night. The participants felt classes contained too many lectures and not enough hands-on or interactive activities.

When asked what part of the Citizen Police Academy they liked best, participants consistently listed several classes. A large percentage of the participants wanted to learn more about the criminal investigation process, while others wanted to know more about the Forensic Unit and how evidence is recovered at crime scenes.

Participants found very little that they did not like about attending the Citizen Police Academy. When participants identified topics that they did not like, it was usually related to a topic that required a lecture-style format. Those topics included statistics, organizational charts, and Internal Affairs operations.

When participants were asked to make suggestions on improving the Citizen Police Academy training program, the survey responses indicated that the program should be extended to 16 weeks. The extension would provide more time for questions

and answers, preventing class time over-runs. Participants also asked for additional or follow-up sessions, while others asked that refresher courses be offered when new material became available.

Of the 216 respondents, 96 (44%) indicated that they had performed volunteer work for the Knoxville Police Department. Six participants had assisted in a graffiti eradication project. Three others had assisted with a Knoxville Police Department Bike Fair. Five more had performed clerical work in various offices throughout the Police Department.

Results of the data analysis revealed that the overall response rate for this study was 39%, with the majority being white females. Each of the null hypotheses was tested using MANOVAs and ANOVAs at the $p>.05$ level of significance. Based on the univariant analysis of variance, null hypotheses 1, 3, 4, and 5 were not rejected. However, there were significant differences found between the independent variables and the dependent variables in hypotheses 2, 6, 7, and 8, causing each to be rejected. The reliability coefficient for this study was a 95% confidence interval for the subscales.

Conclusions

Based on the findings for this study, certain conclusions can be drawn keeping in mind the limitations and delimitations outlined in Chapter III. With the knowledge that the instrument used was considered valid, the following conclusions were developed:

1. With no previous demographic information available for comparison, the information obtained in this study can provide a benchmark for future research.

2. It should be noted that the majority of participants that have attended the Citizen Police Academy are white women. This is an interesting finding considering that Goldstein (1990) pointed out that law enforcement has remained a male-dominant profession.
3. These participants demonstrated a desire for higher learning by making application to attend the Citizen Police Academy. The majority of participants had completed two or more years of college. This would account for participants seeking to advance their level of understanding for police practices and procedures and the chances of altering attitudes or perceptions would become more likely.
4. The attitudes or perceptions subscale scores based upon the post Citizen Police Academy assessment showed that gender, military experience, personal relationships with officers, and victimization produced significant differences toward law enforcement.
5. Victims of crime had strong feelings related to whether or not police officers are paid well. The significant differences were not strongly opposing viewpoints, but rather in that they either disagreed or strongly disagreed that police officers are well paid. Those who had not been victimized disagreed, while those who had been victimized strongly disagreed
6. While the majority of participants in the Citizen Police Academy are female, there are some significant differences as to whether female officers can perform as well as male officers. Significant differences were found in

attitudes or perceptions based on gender, military experience and personal relationships with officers.

7. Fair mindedness and the mistreatment of citizens within the community by law enforcement officers produced significant differences. While no adverse scores were recorded, there still seems to be room for improvement in these areas.
8. With the overwhelming number of positive reviews by participants and those wanting the program to be extended, it is not surprising that participants would recommend the Citizen Police Academy program to their friends.
9. Forty–four percent of the participants have performed volunteer work for the Knoxville Police Department since completing the Citizen Police Academy. Several more participants indicated that they would like to volunteer their services but are unable because of work schedules.

Recommendations

Based on the findings and conclusions of this study, the following research efforts are recommended for future studies. They are:

1. Conduct a pre-training attitudes or perceptions assessment before participants begin the Citizen Police Academy program. This will provide the researcher with a benchmark for post Academy comparison.
2. Location of residence and employment can affect attitudes or perceptions towards law enforcement. It would be beneficial to identify these demographic factors.

3. Given that the majority of the participants made application to attend the Citizen Police Academy and were interested in learning more about the police department, a survey of non-participants would provide a contrasting view of attitudes or perceptions towards law enforcement in various communities.
4. Additional studies using this survey in larger and smaller police departments would enhance the credibility of the conclusions and would provide a larger base for comparison.
5. Identify and survey those participants who began the Citizen Police Academy training program but did not finish. This process could provide information related to unfulfilled expectations or opposing views for program satisfaction.

Implications

After reviewing the literature associated with this study, the results, conclusions, and recommendations from this study, some implications emerged. These implications are suggestions on ways to apply this study in real-life ways. The following are simply inferences based on the information and should be taken as such.

1. This study shows that participants of the Knoxville Police Department Citizen Police Academy are primarily white females. The disproportionately low number of men and ethic minorities should be seriously considered by the administration in an attempt to equalize the number of minorities and non-minorities. Actively recruiting men and minorities would increase the chances of community and police bridge building.
2. Participants revealed that the Citizen Police Academy training program should be extended and that the nightly training sessions kept on a tighter time

schedule. Administrators should evaluate these recommendations and consider modifying the curriculum to accommodate the participants.

3. A large percentage of participants indicated that they were interested in having a more hands-on approach to the training process. With this in mind, administrators may want to develop case scenarios to facilitate the training. Hands-on training could take the participants from the initial call for service through the investigative process and into the court proceedings.

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Appendices

APPENDIX A:

Human Subjects Form A

FORM A

JUN 0 9 2003

IRB # _____

Certification for Exemption from the IRB Review for Research Involving Human Subjects

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A. **PRINCIPAL INVESTIGATOR (s) and / or CO-PI (s):**
Larry Grant, student; Dr. Gregory Petty, advisor

B. **DEPARTMENT:** Human Resource Development

C. **COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**

Mr. Larry E. Grant
2001 S. Belmont Dr.
Maryville, TN 37804
(865) 982-5777

Dr. Gregory Petty
The University of Tennessee
A318 Claxton Complex
Knoxville, TN 37996
(865) 974-4663

D. **TITLE OF PROJECT:** Factors Affecting the Application and Utilization of Citizen Police Academy Alumni Training

E. **EXTERNAL FUNDING AGENCY AND ID NUMBER** (if applicable): N/A

F. **GRANT SUBMISSION DEADLINE (if applicable): N/A**

G. **STARTING DATE: (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)** June 9, 2003

H. **ESTIMATED COMPLETION DATE** (Include all aspects of research and final write-up): December 10, 2003

I. **RESEARCH PROJECT:**

1. **Objective(s) of Project** (Use additional page, if needed.): The intent of this study is to examine the attitude and perception regarding the application and utilization of training received from the Knoxville Police Department Citizen Police Academy.

2. **Subjects** (Use additional page, if needed.): Graduates of the Knoxville Police Department Citizen Police Academy currently in the Alumni database. There are

approximately 700 members in the database. All will be asked to participate in the survey.

3. **Methods or Procedures** (Use additional page, if needed.): The subjects will be asked to complete a three-part survey that includes demographic information, participation, and a post appraisal. The Citizen Police Academy post survey has been used in a previous study dealing with attitudes and perceptions of Citizen Police Academy participants. The survey will be mailed a first time, then a reminder post card will be sent, and then the survey will be sent a second time. The first mailing of the survey will contain a ticket for a color TV drawing at the monthly meeting of the Citizen Police Alumni Association, following the survey closing date to encourage participation. The Citizen Police Academy Alumni have agreed to participate in the survey process with the stipulation that I follow the organizational by-laws concerning confidentiality and disposal of the surveys upon completion of the project. To comply with the by-laws of the Citizen Police Academy Alumni Association and ensure confidentiality, the President, Jim Yearwood, and / or his designee will print the labels and provide each with a corresponding number for tracking purposes. The mailing labels will then be applied to the survey packet and mailed by the principal investigator and a member designated by the President of the Alumni Association. All surveys will be returned to the Citizen Police Academy Alumni Association President, Jim Yearwood. Alumni personnel and the principal investigator will match returning surveys with tracking sheet to eliminate reminder cards and second mailing packets. Survey responses will be recorded in a database for statistical analysis. In accordance with the by-laws of Citizen Police Academy Alumni Association, surveys will remain with the Citizen Police Academy Alumni Association. Surveys will remain with the Citizen Police Academy Alumni Association until the completion of the study, at which time, the surveys will be shredded by principal investigator and the President or a designee of the Citizen Police Academy Alumni Association.
4. **CATERGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46** (see reverse side for categories): _____

J. CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

	Name	Signature	Date
Principal Investigator	Larry E. Grant	Larry E. Grant	5-19-03
Student Advisor	Dr. Gregory Petty	[illegible]	5/27/03
Dept. Review Comm.Chair	Dr. Vincent Anfara	[illegible]	5-27-03

APPROVED:

	Name	Signature	Date
Dept. Head	Dr. Olga M. Welch	Olga M. Welch	6/6/03

APPENDIX B:

Permission Letter from Palmiotto and Unninthan

WICHITA STATE UNIVERSITY

School of Community Affairs

January 24, 2003

Sergeant Larry Grant
Knoxville Police Department
P.O. Box 3610
Knoxville, TN 37927

Dear Sergeant Grant:

You have my approval to use all or part of our survey instrument that was used for our published article on the Citizens Police Academy. You may use all or part of this survey instrument. Hope our survey instrument is a help for your research.

Sincerely,

Michael J. Palmiotto, Ph.D.
Professor of Criminal Justice

Wichita State University, Wichita, Kansas 67260-0135 Telephone: (316) 978-7200 Fax: (316) 978-3626
Criminal Justice / Ethnic Studies / Gerontology
sca.wichita.edu

APPENDIX C:

General Demographic Information Survey

Part I

CITIZEN POLICE ACADEMY SURVEY

University of Tennessee
and
Knoxville Police Department

The intent of this study is to examine the attitudes and perceptions affecting the transfer of training of participants attending the Knoxville Police Department Citizen Police Academy. All answers are confidential and only aggregate numbers will be reported as results. Please do **NOT** write your name. Please fill in the requested information or check the appropriate box.

Part I

General Demographic Information

Date_____

(1) City of Residence:_____ (2) County:_____ (3) Gender: ____ female ____ male

(4) Ethnic Group, White/Anglo ___, African-American ___, Hispanic ___, Oriental ___, Other Please Specify _____

(5) Age: 19 or under ____ , 20 – 26 ____, 27 – 35 ____, 36 – 55 ____ , over 55 ____

(6) Level of Education: less than high school diploma ____, high school diploma or GED ____,

2 years of college or Associates Degree ____, Bachelor's Degree ____, some graduate work ____.

(7) Current Occupational Status:

____ unemployed

____ no part time job

____ employed 50% of time or less

____ employed more than 50% but less than full time

____ full–time employment

(8) Previous law enforcement experience:

____ none

____ military

____ reserve police officer

____ sworn officer

____ other

(9) What is you current occupation?

(Please specify)

_____

(10) Type of residence:

____ own home ____ rent apartment ____ live in dorm

____ rent home ____ live with relatives ____ other (please specify) _____

(11) Personal relationships with law enforcement officers:

____ immediate family

____ extended family

____ ex–family (immediate or extended)

____ friends

(12) Military Experience:

____ Yes

____ No

Highest Rank Attained:

_____

(13) Became aware of CPA through a:

____ local news media

____ church or civic group

____ work

____ friend or family

____ other

(14) Attended CPA meetings:

____ by myself

____ with spouse or family member

____ with a friend

____ co-worker

____ other

(15) What is your Approximate Annual Income: _____.

(Please continue to the next page)

APPENDIX D:

Post Citizen Police Academy Survey

Part II

Part II
Citizen Police Academy
Post Survey

By Michael J. Palmiotto and N. Prabha Unninthan
School of Community Affairs, Wichita State University, Wichita, KS
Department of Sociology, Colorado State University, Fort Collins, CO

The purpose of this inventory is to obtain information about your perceptions of law enforcement. Your responses will be kept strictly confidential and your name is not required on the form. It is important for you to answer each item as truthfully as possible.

For each question listed on the following pages, circle the number that most closely reflects your opinion. There are five possible choices for each item:

Strongly Agree	Agree	Neutral or No Opinion	Disagree	Strongly Disagree
1	2	3	4	5

There is no right or wrong answer or time limit. However, please work as quickly as possible and respond to each of the items on the list.

1. I have a good attitude towards the police 1 2 3 4 5
2. The police officer's job is difficult 1 2 3 4 5
3. The police officer's job is dangerous 1 2 3 4 5
4. Police officers are well paid 1 2 3 4 5
5. Police legally have the right to use physical force in certain situations 1 2 3 4 5
6. The police are verbally and physically abused by citizens 1 2 3 4 5
7. The police in my community are fair-minded 1 2 3 4 5
8. The police in my community treat minorities fairly 1 2 3 4 5
9. The police in my community are well trained 1 2 3 4 5
10. The Police Department in my community has many minority officers 1 2 3 4 5
11. The Police Department in my community has many female officers 1 2 3 4 5
12. The police in my community rarely mistreat citizens 1 2 3 4 5
13. The police in my community are well educated 1 2 3 4 5
14. Most citizens' complainants against police are unjust 1 2 3 4 5
15. Female officers perform as well as male officers 1 2 3 4 5
16. Most police officers are people of integrity and honesty 1 2 3 4 5
17. I understand why the police do not divulge a great deal of information about crime 1 2 3 4 5
18. My community has a very good Police Department 1 2 3 4 5
19. The police officers of this community do not treat minorities with less respect 1 2 3 4 5
20. Police officers receive enough training in understanding and dealing with racial minorities 1 2 3 4 5
21. I have a working knowledge of police operations in my community 1 2 3 4 5
22. Attending CPA will be / was a valuable learning experience 1 2 3 4 5
23. The Police Department in my community can investigate charges of misconduct against its own officers and employee effectively and properly 1 2 3 4 5
24. The police in my community will treat a person in custody for a serious crime in a fair but firm manner 1 2 3 4 5
25. I respect the police in my community 1 2 3 4 5

(Please continue to the next page)

APPENDIX E:

Citizen Police Academy Participation Assessment

Part III

PART III

Citizen Police Academy Participation

1. When did you graduate from the Citizen Police Academy?

   Month/Year_____

2. Prior to ATTENDING the Citizen Police Academy were you or a member of your family employed by a law enforcement/criminal justice agency?

   a) Were YOU ever employed Yes _____ No _____

   b) a member of YOUR family Yes _____ No _____

3. Prior to attending the Citizen Police Academy were you a victim of a serious crime? Yes _____ No _____

IF NO TO QUESTION 3 THEN GO TO QUESTION 5.

4. Please check what type of crime you were a victim of.

   a) robbery _____ b) rape _____ c) assault _____

   d) burglary _____ e) auto theft _____ f) larceny/theft _____

   g) Other: Please Specify_____

5. Prior to attending the Citizen Police Academy was any member of your family a victim of a crime? Yes _____ No _____

IF NO TO QUESTION 5, GO TO QUESTION 7.

6. Please check what type of crime you or member was a victim of.

   a) robbery _____ b) rape _____ c) assault _____

   d) burglary _____ e) auto theft _____ f) larceny/theft _____

7. Was it difficult to be accepted into the Citizen Police Academy? Yes _____ No _____ EXPLAIN:

8. Why did you attend the Citizen Police Academy? EXPLAIN:

9. Would you recommend to your friends that they attend the Citizen Police Academy? Yes _____ No _____ Don't Know _____

   EXPLAIN:

(Please continue to the next page)

10. What did you like most about attending the Citizen Police Academy? EXPLAIN:

11. What did you like the least about attending the Citizen Police Academy? EXPLAIN:

12. What aspects of the curriculum did you like the best? (e.g. Domestic Violence, Investigation etc.) EXPLAIN:

13. What aspects of the curriculum did you like the least? (e.g. Domestic Violence, Investigation etc.) EXPLAIN:

14. What suggestions would you make to improve the Citizen Police Academy? (e.g. extend the Academy from 12 to 16 weeks?) EXPLAIN:

15. Have you ever performed volunteer work for the Police Department? Yes _____ No _____

TYPE OF WORK: _____

NUMBER OF HOURS: PER:

Please feel free to list any additional comments in the space provide below or on the back.

THANK YOU

APPENDIX F:

Cover Letter Included with Survey

Date:

Dear Knoxville Police Department Citizen Police Academy Alumni Member;

I am conducting a study for the University of Tennessee, Department of Human Resource Development in conjunction with the Knoxville Police Department. I am writing to request your participation in this community study, focusing on the attitudes and perceptions affecting the transfer of training in community oriented policing through the citizen police academy. This study is being conducted with law enforcement professionals in an effort to enhance the communication for building bridges with our communities.

Your questionnaire responses will be kept strictly anonymous and greatly appreciated. To ensure confidentiality and facilitate tracking of the feedback data, the questionnaires are numerically coded to aid in follow-up notifications if necessary. Enclosed is a two-part ticket that will enter each person upon receipt of the completed questionnaire in a drawing for a color television. The drawing is a thank you for your time and effort, and will be held at the first meeting of the Knoxville Police Department Citizen Police Academy Alumni following the closure date for returning the questionnaires.

If you are interested in receiving a copy of the research findings upon completion of the study, please contact me via e-mail at lgrant@icx.net or mail your address information to Larry E. Grant, 2001 S. Belmont Dr., Maryville, Tennessee 37804.

I would appreciate your completing of the questionnaire by _____. I have provided a stamped, self-addressed envelope for your convenience in returning the questionnaire. Please do not put your name on the questionnaires.

I understand your schedule is very busy and your time is extremely valuable, however, I hope that the short time it takes you to complete these questionnaires will provide insight into ways of enhancing the relationship between our communities and the police.

Thank you in advance for your participation. If you have any question about the study, you can e-mail me at lgrant@icx.net.

Yours truly,

Larry E. Grant
Study Director

APPENDIX G:

July Follow-Up Notice

Knoxville Police Department

Citizens Police Academy Alumni Association

www.korrnet.org/knoxcpa

"TO AID AND ASSIST"

July 2003

One of our CPA Alumni members, Miranda Dutton, has coordinated a Personal Safety for Women class to be taught at KPD's Safety Education Unit. The class will be Tuesday, July 22nd at 6:30 PM in the training room at the Safety Building. If you are interested in attending, contact Officer Matt Tootle at 215-1303.

July's meeting will be held at Moses Center on 7/24/03. The Internet Crimes Against Children unit will be the speakers for this meeting. This meeting will last from 6:30 to 8:30 so that the unit may do a full presentation including a demo of them going online from the classroom to show how an investigation works. This topic should be very interesting. Please plan on attending.

Thanks to everyone who volunteered their time for the Honda Hoot Spaghetti Supper. It was a huge success. We hope to host the bikers again next year! They were a wonderful group of people to serve.

Welcome to the 32nd class of the Citizen's Police Academy who graduated on 6/19. Please plan on attending the continuing education meetings and volunteering for various community activities. We're glad to have you on board!

Sgt. Larry Grant is writing his thesis on Citizens' Police Academy. He mailed out his questionnaire to all members of the CPAAA on 7/7/03. After you answer the questions as honestly as you can, please mail the envelope to Jim Yearwood. We are using his mailbox for this special project. He will collect the surveys and give them to Sgt. Grant. After he opens them and records his information, Sgt. Grant will put your ticket in a box for a drawing for a TV at a later date. Sgt. Grant will have a second mailing to the people that did not return the first survey. Please mail your survey as soon as possible. Thanks for participating.

KPD has released the Annual Report for 2002. You can check it out at the City's Web page: www.ci.knoxville.tn.us

REMINDER: If you are scheduled to work an event and must cancel, please contact Officer Tootle as soon as possible so that he can attempt to fill the position.

APPENDIX H:

August Follow-Up Notice

Knoxville Police Department

Citizens Police Academy Alumni Association

www.korrnet.org/knoxcpa

"TO AID AND ASSIST"

AUGUST 2003

Volunteers are needed for the Safety City Bike Fair on September 13th. Becky Brack is needing volunteers to assist with infant car seat checks. Also David Kitts with the Domestic Violence Unit will be at the August meeting to discuss the Fall Festival and sign up volunteers for specific jobs. If you can assist with any of the above activities, please contact Officer Tootle at 215-1303.

The August meeting will be held on 8/28/03 at 6:30 at Moses Center. The topic for this meeting will be Forensics.

THE VOLUNTEER

Down through the ages
On life's many pages
One thing stands out very clear
Whenever they're needed
For a cause that is pleaded
Is the ready-to-help Volunteer

They respond by groups or by one
They work 'til the task is all done
They ask no special favor
They just simply savor
The feeling of good in their heart
The goal they had from the start.

New officers for CPAAA will be elected at the September meeting. The following members have agreed to place their names on the 2003-2004 CPAAA officers ballot:

President— Mae Moody, Louise Ratledge
Vice President—Al Barkmann, Judy Newcomb, Hubert Smith
Secretary—Frances Gentry, Diane Holder
Treasurer—Rhonda Butler, Mary Smith, Joan Yearwood.

REMINDER:
If you haven't returned your survey to Sgt. Larry Grant, please complete it as soon as possible and return in the enclosed envelope. Remember that YOU could be the lucky winner of a television set to be given away in September. Thanks to all who have returned their surveys. If anyone did not receive a survey, please contact Sgt. Larry Grant at 215-7366.

REMINDER: If you are scheduled to work an event and must cancel, please contact Officer Tootle as soon as possible so that he can attempt to fill the position.

APPENDIX I

Comments from Respondents

Comments from Respondents

Question 1: *"Was it difficult to be accepted into the Citizen Police Academy?"* This question had fewer than five yes answers, while the remainder said no. The yes answers were followed by comments that indicated that the applicants were put on a waiting list and had to wait for the next class to begin. Some stated that it was a simple interview and background check, while others said they were recruited or recommended by their employer and did not have to participate in any formal interviews.

Question 2: *"Why did you attend the Citizen Police Academy?"* Many of the participants said they were interested in police work and wanted to learn more about police policies and procedures. Others wanted to learn how they could help make their communities a safer place to live. Another group said that they were encouraged to attend by police officers, friends, or employers.

Question 3: *"Would you recommend to your friends that they attend the Citizen Police Academy?"* One person who was required to attend the program for work-related reasons stated he would not recommend this program to others because, "it was a data dump, with talking head random instructors, for three hours, equaled boredom." The other 215 people who attended this program said they would recommend the program to others, with many saying that they had already encouraged others to take advantage of this opportunity. One participant who would recommend the program said, " I think that every citizen should know how the police operate and how they are trained."

Question 4: *"What did you like the most about attending the Citizen Police Academy?"* The majority of participants stated that they liked meeting and getting to know the officers. One participant stated, "I enjoyed hearing from the rank and file officers - the ones who do the job everyday. They put a face on a sometimes faceless profession." Others were interested in learning about the day-to-day operations of the department in the different areas such as patrol, criminal investigations, and the forensic unit.

Question 5: "*What did you like the least about attending the Citizen Police Academy?"* Several participants stated that the classes made for a long day, after eight hours on their full-time jobs. A participant summed it up this way, " I was often tired at

the end of the work day and just wanted to go home – but I always enjoyed it when I got there." Some felt that there was too much material to cover in such a short time.

Question 6: *What aspect of the curriculum did you like the best?"* An overwhelming majority stated that they enjoyed the hands-on part of the classes and learned so much more from the actual experiences. Many participants were fascinated by the forensic unit and what these technicians are able to do at a crime scene. Every person who attended found several courses that stood out as being very special in some way.

Question 7: *What aspect of the curriculum did you like the least?"* The majority of participants stated that they enjoyed all aspects of the training and were most disappointed when the program came to an end. A few participants stated that there was too much lecturing and that some of the speakers were not very well prepared, having to follow notes and then unable to answer questions concerning their topic. One participant expressed his view by stating, " some of the speakers were less polished than others. I felt it was painful for them to do public speaking and their presentation could have been more concise."

Question 8: *What suggestions would you make to improve the Citizen Police Academy?"* There were many suggestions that focused on extending or shortening the program with a split that was slightly higher for extending the program. Many participants again stated that they would like to have more hands-on opportunities during the program. Others said that some classes needed to be combined and a few classes needed to be condensed.

Additional comments included participants identifying additional classes that they would like added to the curriculum. These classes would include additional minority training and homeland security. One participant stated that he or she believed that the Citizen Police Academy should have teenagers in the program. Teenagers would be able to have a clearer understanding of the roles and responsibilities that face police officers daily.

VITA

Larry Eugene Grant, husband of Phyllis Kaye Grant, and son of Billie Eugene Grant and Margaret Grant, was born in Knoxville, Tennessee, on September 26, 1950. He graduated from Madison High School in Madison Height, Michigan, in June of 1969. Following high school he entered the armed forces and served in the Army Corp of Engineers from 1970 to 1972. During his tour of duty he spent 18 months in Viet Nam before returning to the United States to be discharged at Fort Meade, Maryland.

After returning home to Knoxville, Tennessee, he applied and was accepted to the recruit class of 1975 for the Knoxville Police Department. During his 28 years of service with the Knoxville Police Department, Larry has worked in many areas. He was promoted to Sergeant in 1992 and served as Staff Sergeant for the Criminal Investigation Division before accepting the position of Property Management Unit Supervisor.

While working full time for the Knoxville Police Department, Larry began working on his Associate of Science degree in Criminal Justice Technology at Walters State Community College in Morristown, Tennessee, and graduated in May 1978. Several years later he began working on his Bachelor of Science degree with a major in Human Resource Development at the University of Tennessee and graduated in August 1996. He then began working toward his Master of Science degree at the University of Tennessee in Human Resource Development in 1997.