

---

Dissertations

---

Spring 4-2-2019

## Exploring the Perceptions of Citizens of the Impact of Community Policing in Two Ethnically Diverse, Low-Income Communities That Have National Safety Ratings Between 0% and 25% in San Diego County: A Phenomenological Study

Eric O'Neal  
Brandman University, [onea2801@mail.brandman.edu](mailto:onea2801@mail.brandman.edu)

Follow this and additional works at: [https://digitalcommons.umassglobal.edu/edd\\_dissertations](https://digitalcommons.umassglobal.edu/edd_dissertations)



Part of the [Civic and Community Engagement Commons](#), [Civil Law Commons](#), [Gender, Race, Sexuality, and Ethnicity in Communication Commons](#), [Law and Gender Commons](#), [Law and Race Commons](#), [Law and Society Commons](#), [Law Enforcement and Corrections Commons](#), and the [Social Control, Law, Crime, and Deviance Commons](#)

---

### Recommended Citation

O'Neal, Eric, "Exploring the Perceptions of Citizens of the Impact of Community Policing in Two Ethnically Diverse, Low-Income Communities That Have National Safety Ratings Between 0% and 25% in San Diego County: A Phenomenological Study" (2019). *Dissertations*. 258.  
[https://digitalcommons.umassglobal.edu/edd\\_dissertations/258](https://digitalcommons.umassglobal.edu/edd_dissertations/258)

This Dissertation is brought to you for free and open access by UMass Global ScholarWorks. It has been accepted for inclusion in Dissertations by an authorized administrator of UMass Global ScholarWorks. For more information, please contact [christine.bombaro@umassglobal.edu](mailto:christine.bombaro@umassglobal.edu).

Exploring the Perceptions of Citizens of the Impact of Community Policing in Two  
Ethnically Diverse, Low-Income Communities That Have National Safety Ratings  
Between 0% and 25% in San Diego County: A Phenomenological Study

A Dissertation by  
Eric Arnaz O'Neal

Brandman University  
Irvine, California  
School of Education

Submitted in partial fulfillment of the requirements for the degree of  
Doctor of Education in Organizational Leadership

April 2019

Committee in charge:

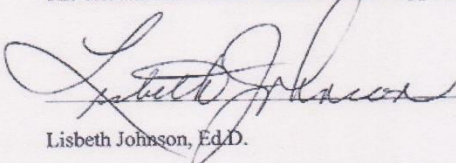
Lisbeth Johnson, Ed.D., Committee Chair

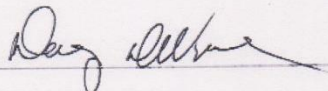
Doug DeVore, Ed.D.

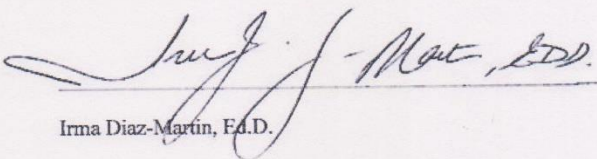
Irma Diaz-Martin, Ed.D.

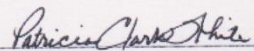
BRANDMAN UNIVERSITY  
Chapman University System  
Doctor of Education in Organizational Leadership

The dissertation of Eric Arnaz O'Neal is approved.

 \_\_\_\_\_, Dissertation Chair  
Lisbeth Johnson, Ed.D.

 \_\_\_\_\_, Committee Member  
Doug De Vore, Ed.D.

 \_\_\_\_\_, Committee Member  
Irma Diaz-Martin, Ed.D.

 \_\_\_\_\_, Associate Dean  
Patricia Clark-White, Ed. D.

April 2019

Exploring the Perceptions of Citizens of the Impact of Community Policing in Two  
Ethnically Diverse, Low-Income Communities That Have National Safety Ratings  
Between 0% and 25% in San Diego County: A Phenomenological Study

Copyright © 2019

by Eric Arnaz O'Neal

## ACKNOWLEDGEMENTS

To my brother Sam O’Neal, sister Felicie O’Neal, stepdaughter Bianca Garcia, and Mayte O’Neal, I am grateful for you and your support. Thank you for staying by my side throughout this program. I know aspects of our lives changed but those changes will never erase the great times together. To my Uncle Winfred and Aunt Robbie, thank you for being my sounding board and biggest supporters. You stepped in to keep me grounded and humble. In the absence of my mother and father, you have been the lifeline that I needed. To the remaining members of my family, I appreciate your support and love during the last 3 years. To my late brother Rickey O’Neal, you were the smartest member of the family. Your legacy lives with me and your children. I never said this to you during the living years, but I was amazed at your athletic abilities and the ease at which you retained information. To my late mother, Barbara Lee Ellerby, I know that you’re smiling from heaven. I remember how you expressed to us that we will get our education because you didn’t have a chance as you had to raise your brothers and sisters. Though you never achieved your high school diploma, you were one of the smartest and hardest working woman I have ever known. I worked my ass off to make you proud by achieving the pinnacle of education. I miss you so much!!!

To my Brandman University family, thank you for an awesome adventure. To my fellow San Diego Delta doctoral team, what a professional, passionate, creative, talented, and diverse group of people we are! Our passion and diversity certainly worked to our advantage as we competed against other cohorts (and won unanimously!). I am so proud of my San Diego Delta team, Tiffany, Cathy, Gina (and family), Wayne, Robert, Manny, and Kristin, and I am proud to call you all doctors and join your ranks. To Dr.

Lisbeth Johnson, my cohort mentor and committee chair, you have been a MAJOR inspiration for me as a leader and mother-like figure. You listened to me during my darkest days, and you showed me love when I was walking on emotional emptiness. You will forever be in my heart. To Dr. Doug DeVore, one of my dissertation committee members, thank you for agreeing to participate as a member of my team. I knew from the beginning when I met you at Immersion that I wanted to work with you. You're a great man and I truly admire you. To Dr. Irma Diaz-Martin, one of my dissertation committee members, thank you for agreeing to participate on my team. I was moved by your professionalism and devotion to policing. You challenged and encouraged me to look at community policing and problems in our society from a different perspective. Because of you, I have learned so much about the history of policing, and in return, I have more respect for the men and women in law enforcement uniform.

To my Navy family at CSCS Detachment West, thank you for your support and encouragement. You continued to tell me that I can do this and that I inspired you to better yourself. I have watched many of you obtain degrees and your Master Training Specialist. I am prouder of you than I may have stated, but I am motivated to return to the office and "get on stick" because of you. To my (VLS) students, you listened to me during my sidebars regarding school and how stressed I was with the doctoral program. But I am encouraged that our nation is safe because of the talent we are sending to the fleet.

To my neighbors, you never turned your backs on me. You witnessed my hell, my trials and tribulations. Each of you knocked on my door and made me come across the street to have a beer and socialize. There were many nights that I was down and out,

and your open arms saved me. I cannot tell you how much each of you mean to me. We call ourselves the most diverse cul-de-sac family in San Diego County. I agree! We are as good as they come.

## DEDICATION

This research is dedicated to all the men and women in law enforcement uniform. You put your lives on the line everyday whether you're on or off-duty. Though many people do not honor you or your profession, the reality is that without you volunteering to be a member of law enforcement, our city and nation would be chaotic. Some of you have made the ultimate sacrifice and for those. I am grateful.

This research is also dedicated to all the men and women of all races, religions, sexual orientation, and socioeconomic status whose life was taken by those who are sworn to protect us. It is my hope that through this and other research, we as citizens and law enforcement can continue to find ways to improve our trust, communication, and communities. Together, we can make San Diego not just the finest city in America but also the safest. Let's work together!!!

*Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity.*

—Martin Luther King, Jr., *Strength to Love*, 1963

*Armed with the knowledge of our past, we can with confidence charge a course for our future.*

—Malcom X, *Malcom X on Afro-American History* (1971)



## ABSTRACT

Exploring the Perceptions of Citizens of the Impact of Community Policing in Two  
Ethnically Diverse, Low-Income Communities That Have National Safety Ratings  
Between 0% and 25% in San Diego County: A Phenomenological Study

by Eric Arnaz O'Neal

**Purpose:** The purpose of this qualitative phenomenological study was to describe citizen perceptions of the impact of community policing in 2 selected, ethnically diverse, low-income communities that have national safety ratings between 0% and 25%. The study explored the 8 pillars of community policing: partnerships, problem solving, procedural fairness, proscribed scope, protection, professionalism, purpose, and principles and their impact on citizens' perception of their local law enforcement agencies.

**Methodology:** The study was qualitative with a phenomenological approach to research.

**Findings:** Findings from this study revealed that examination of study participant interviews, observations, and artifacts resulted in 22 themes and 689 frequencies among the 8 pillars of community policing. Ten key findings were identified based on the frequency of references by study participants.

**Conclusions:** Citizens who participate in community policing training programs perceived their local police department more favorable than citizens who did not attend a training. They referenced positive themes more than participants who did not attend a training. The perception of police department personnel is mostly favorable when police officers have positive interactions with the public.

**Recommendations:** Further research should be expanded regarding the perception of community policing in more affluent communities. A second consideration is a study of citizens' perception of law enforcement agencies that do not ethnically reflect the

population they serve. Additional research for further considerations should be a compare and contrast study of the impact of community policing on the philosophy that encourages citizens to avoid crimes.

## TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
Community Perception of Police Services .....	2
Background.....	3
American Policing History .....	3
Styles of Policing .....	5
Policing Practices in the 21st Century .....	6
Proactive policing .....	6
Reactive policing .....	7
Problem-oriented policing (POP) .....	8
Community Policing in America .....	8
Types of Community Policing Services and Approaches.....	10
Safety Ratings for Cities .....	11
Statement of the Research Problem .....	13
Purpose of the Study .....	14
Research Questions.....	14
Central Question .....	14
Subquestions .....	14
Significance of the Study .....	15
Definitions.....	16
Delimitations of the Study .....	18
Summary .....	18
Organization of the Study .....	19
CHAPTER II: REVIEW OF THE LITERATURE .....	20
History of Policing.....	24
Current Policing Problems (Officer-Involved Shootings) .....	26
Law Enforcement Under Fire From Citizens.....	28
Examples of Police Officer-Involved Shooting Incidents Influencing Community Perceptions .....	30
Policing Policy .....	31
Additional Factors Affecting Police Perceptions of Their Roles.....	34
Age.....	35
Cleanliness of the city.....	36
Community programs .....	37
Gang control.....	38
Gender.....	39
Income of households .....	40
Media .....	40
Mental health .....	42
Race.....	44
Interactions with police.....	45
Characteristics of Selected Policing Services and Community Policing Tactics .....	47
Vehicle patrol.....	47
Foot patrol.....	48
Police partnering with the community.....	48

Police and community organizations .....	49
School resource officer (SRO).....	50
Police for youth mentoring programs .....	50
Thriving Community Policing Communities in America.....	50
Concepts of Community Policing.....	52
Conceptual Framework—The New Community Policing: Developing a Partnership- Based Theoretical Foundation .....	53
Examples of How Community Policing Interacts with the Community .....	55
Types of Community Policing Services .....	57
Citizen training.....	58
Community outreach programs.....	58
Community/police review boards .....	59
School resource officer .....	60
Town hall meetings.....	61
Description of La Mesa and Its Police Department .....	62
Demographic Description of La Mesa, California.....	62
Description of National City and Its Police Department .....	63
Demographic Description of National City, California.....	65
Summary .....	67
CHAPTER III: METHODOLOGY .....	69
Overview.....	69
Purpose of the Study .....	69
Research Questions .....	69
Central Question .....	69
Subquestions .....	69
Research Design.....	70
Phenomenological Research .....	71
Population .....	71
Target Population.....	72
Sample.....	73
Purposeful Sampling.....	73
Snowball Sampling .....	74
Convenience Sampling .....	75
Sample Size.....	76
Instrumentation .....	77
Researcher as an Instrument of the Study.....	77
Interviews.....	78
Content Validity.....	79
Expert Panel .....	79
Field Testing/Pilot Interview Questions .....	80
Human Subject Considerations.....	81
Validity .....	83
Internal Validity of Data .....	84
Reliability.....	85
Data Collection .....	85
Observations .....	86

Artifacts.....	87
Data Analysis .....	87
Interrater Reliability.....	88
Limitations .....	90
Summary.....	91
 CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS.....	92
Purpose of the Study .....	92
Research Questions.....	92
Central Question .....	92
Subquestions .....	93
Research Design.....	93
Phenomenological Research .....	94
Population .....	94
Target Population.....	95
Sample.....	96
Sampling Methods .....	96
Snowball Sampling.....	97
Convenience Sampling .....	99
Demographic Data .....	99
Reliability.....	101
Intercoder Reliability .....	101
Data Analysis by Participant: La Mesa.....	102
Study Participant LM1 .....	102
Research Question 1 .....	102
Research Question 3 .....	104
Research Question 5 .....	105
Study Participant LM2.....	106
Research Question 1 .....	106
Research Question 3 .....	109
Research Question 5 .....	111
Study Participant LM3.....	112
Research Question 1 .....	112
Research Question 3 .....	114
Research Question 5 .....	116
Study Participant LM4.....	117
Research Question 1 .....	117
Research Question 3 .....	119
Research Question 5 .....	121
Study Participant LM5.....	122
Research Question 1 .....	122
Research Question 3 .....	123
Research Question 5 .....	125
Study Participant LM6.....	126
Research Question 1 .....	126
Research Question 3 .....	128
Research Question 5 .....	130

Data Analysis by Participant: National City .....	131
Study Participant NC1 .....	131
Research Question 2 .....	131
Research Question 4 .....	133
Research Question 6 .....	134
Study Participant NC2 .....	135
Research Question 2 .....	135
Research Question 4 .....	137
Research Question 6 .....	138
Study Participant NC3 .....	140
Research Question 2 .....	140
Research Question 4 .....	141
Research Question 6 .....	142
Study Participant NC4 .....	144
Research Question 2 .....	144
Research Question 4 .....	147
Research Question 6 .....	148
Study Participant NC5 .....	149
Research Question 2 .....	149
Research Question 4 .....	151
Research Question 6 .....	152
Study Participant NC6 .....	153
Research Question 2 .....	153
Research Question 4 .....	155
Research Question 6 .....	156
Data Analysis by Common Themes .....	157
Major Theme Results by Research Questions 1 and 2: .....	158
Major Theme Results by Research Questions 3 and 4: .....	159
Major Theme Results by Research Questions 5 and 6 .....	161
Triangulation of Data .....	162
Observation in La Mesa, California .....	163
Observation in National City, California .....	164
Conceptual Framework Analysis of Community Policing Services in La Mesa and National City .....	166
Developing Partnerships .....	166
Problem Solving .....	167
Procedural Fairness .....	167
Identifying a Proscribed Scope .....	168
Protection .....	168
Professionalism .....	169
Purpose .....	169
Principles .....	169
Summary .....	172
 CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS .....	 173
Overview .....	173
Central Question .....	173

Subquestions .....	173
Research Design.....	174
Phenomenological Research .....	175
Population .....	175
Target Population.....	176
Sample.....	176
Major Findings.....	178
Major Findings From Research Question 1 .....	178
Finding 1: Theme.....	178
Finding 2: Theme “Increases understanding of law enforcement duties.....”	178
Major Finding From Research Question 2.....	179
Finding 3: Theme “Race is a concern.” .....	179
Finding 4: Theme “Police makes me feel unsafe.” .....	179
Major Finding From Research Question 3.....	179
Finding 5: Theme “Improves communication with citizens.” .....	179
Finding 6: Theme “Increases understanding of law enforcement duties.” .....	180
Major Finding From Research Question 4.....	180
Finding 7: Theme “Makes me feel safe.” .....	180
Major Finding From Research Question 5.....	180
Finding 8: Theme “Police are efficient at building trust.” .....	180
Finding 9: Theme “Improve communication with citizens.”.....	180
Major Finding From Research Question 6.....	181
Finding 10: Theme “Police are efficient in building trust.” .....	181
Additional Key Findings Aligned With the Conceptual Framework .....	181
Key Findings: Developing Partnerships .....	181
Key Findings: Problem Solving.....	181
Key Findings: Procedural Fairness .....	182
Key Findings: Identifying a Proscribed Scope .....	182
Key Findings: Protection .....	182
Key Findings: Professionalism .....	182
Key Findings: Purpose.....	183
Key Findings: Principles.....	183
Unexpected Findings .....	183
Conclusions.....	184
Conclusion 1 .....	184
Conclusion 2 .....	185
Conclusion 3 .....	185
Conclusion 4 .....	186
Implications for Action.....	187
Strategy 1: Review of Programs .....	187
Strategy 2: Define the Culture of Police Department .....	187
Strategy 3: Advertise Programs More Efficiently .....	188
Recommendations for Future Research .....	188
Recommendation 1 .....	188
Recommendation 2 .....	188
Recommendation 3 .....	189

Recommendation 4 .....	189
Recommendation 5 .....	189
Concluding Remarks and Reflections.....	189
REFERENCES .....	191
APPENDICES .....	216



## LIST OF TABLES

Table 1. Law Enforcement Officers Killed From 2007 to 2017 .....	29
Table 2. Demographics of La Mesa, California: Demographic Requirements of Study .....	63
Table 3. Demographics of National City, California .....	65
Table 4. La Mesa and National City Participants Demographics .....	100
Table 5. LM1: Themes in Responses to Research Question 3 .....	105
Table 6. LM2: Themes in Responses to Research Question 3 .....	109
Table 7. LM3: Themes in Response to Research Question 3 .....	115
Table 8. LM4: Themes in Response to Research Question 3 .....	120
Table 9. LM5: Themes in Responses to Research Question 3 .....	124
Table 10. LM6: Themes in Responses to Question 3 .....	129
Table 11. NC1: Themes in Responses to Research Question 4 .....	134
Table 12. NC2: Themes in Responses to Research Question 4 .....	138
Table 13. NC3: Themes in Responses to Research Question 4 .....	142
Table 14. NC4: Themes in Response to Research Question 4 .....	147
Table 15. NC5: Themes in Responses to Research Question 4 .....	151
Table 16. NC6: Themes in Responses to Research Question 4 .....	155
Table 17. Combined Predominant Themes for Research Question 1: La Mesa and Research Question 2: National City .....	158
Table 18. Themes in Responses to Research Question 3 for La Mesa Citizens .....	160
Table 19. Themes in Responses to Research Question 4 for National City Citizens .....	160
Table 20. Combined Predominant Themes for Research Question 5 La Mesa and Research Question 6: National City .....	161
Table 21. Four of Eight Pillars of Effective Community Policing and Themes (Partnerships, Problem Solving, Procedural Fairness, and Proscribed Scope) .....	171

Table 22. Four of Eight Pillars of Effective Community Policing and Themes  
(Protection, Professionalism, Purpose, and Principles) .....171

LIST OF FIGURES

Figure 1. La Mesa ethnicities by percentage. ....64

Figure 2. National City ethnicities by percentage.....66

Figure 3. LM1: Themes in response to Research Question 1. ....104

Figure 4. LM1: Themes in response to Research Question 5. ....106

Figure 5. LM2: Themes in response to Research Question 1. ....108

Figure 6. LM2: Themes in response to Research Question 5. ....112

Figure 7. LM3: Themes in response to Research Question 1. ....113

Figure 8. LM3: Themes in response to Research Question 5. ....117

Figure 9. LM4: Themes in response to Research Question 1. ....119

Figure 10. LM4: Themes in response to Research Question 5. ....121

Figure 11. LM5: Themes in response to Research Question 1. ....123

Figure 12. LM5: Themes in response to Research Question 5. ....125

Figure 13. LM6: Themes in response to Research Question 1. ....127

Figure 14. LM6: Themes in response to Research Question 5. ....130

Figure 15. NC1: Themes in response to Research Question 2. ....133

Figure 16. NC1: Themes in response to Research Question 2. ....135

Figure 17. NC2: Themes in response to Research Question 2. ....136

Figure 18. NC2: Themes in response to Research Question 6. ....139

Figure 19. NC3: Themes in response to Research Question 2. ....141

Figure 20. NC3: Themes in response to Research Question 6. ....143

Figure 21. NC4: Themes in response to Research Question 2. ....145

Figure 22. NC4: Themes in response to Research Question 6. ....148

Figure 23. NC5: Themes in response to Research Question 2. ....150

Figure 24. NC5: Themes in response to Research Question 6. ....152

Figure 25. NC6: Themes in response to Research Question 2 .....154

Figure 26. NC6: Themes in response to Research Question 6 .....156

Figure 27. Combined responses of themes for La Mesa Research Question 1 and  
National City Research Question 2.....159

Figure 28. Combined responses of themes for Research Question 3: La Mesa and  
Research Question 4: National City.....161

Figure 29. Combined themes for Research Question 5: La Mesa and Research  
Question 6: National City .....162

## CHAPTER I: INTRODUCTION

Across America in recent years, law enforcement agencies have come under scrutiny for their actions or inaction in various communities. Shooting incidents where unarmed citizens have been injured or killed have caused some Americans to lose faith and trust in their local police officers (Blinder & Williams, 2016; Chaney & Davis, 2015). In 2016, police officers across America shot 963 unarmed citizens (Fatal Force, 2017). As of September 26, 2017, 730 unarmed citizens had been shot by police officers since the beginning of that year (Fatal Force, 2017). Some of the officer involved shootings (OIS) led to death or serious injuries of the individual (Fatal Force, 2017).

During investigations of these incidents, police officers involved often testified that these OIS were justified, even though the citizen was unarmed; however, many of these incidents were also questionable in the eyes of the community (Balko, 2016). Documented incidents of excessive force by police officers tasked with patrolling their communities and maintaining the peace have resulted in community members' mistrust of law enforcement (Chaney & Davis, 2015; Flores & Shoichet, 2016; Jorgenson, 2017; Mullaney & Kwai, 2017; Winkley, 2015).

Policing in America is dangerous work, but police officers must continue to respond to calls from citizens and be proactive in relationship building with the community. Law enforcement is not exempt, however, from the practice of hiring personnel who do not embody the ethical values and beliefs or practices that they train under and take an oath to uphold (White & Escobar, 2008). Most police officers are honorable servants; however, they may be partnered with other officers who choose to defy the ethics of their profession. Every state in the union, including California, has

police departments that are not without problems of police brutality (Winkley & Figueroa, 2018).

### **Community Perception of Police Services**

Community members often form their opinions about the police department and their policies based on their experiences with a law enforcement officer (Cochran & Warren, 2011). Police presence in the communities they serve results in citizens' interactions during encounters such as traffic stops, officer response to radio calls, and while attending community events, resulting in opinions about the police force patrolling their communities (Ammar, Kessler, & Kratcoski, 2008; Bass, 2001; Hays, 2011; Jeffers, 2014). Citizen perceptions of police vary by the community's characteristics, including racial composition, socioeconomic level, age, and so forth (Cochran & Warren, 2011; Livingston et al., 2014; National Institute of Justice, 2014).

The media plays a major role in the perception of law enforcement based on the coverage and the exposure to the media outlet audience (National Institute of Justice, 2014). Negative publicity from the media regarding policing is leading to community members developing less trust for their law enforcement officers (Nix & Pickett, 2017). However, there are approaches to this situation that hold promise as police departments become more aware of the continuous discussions in the news and the community about their policies and actions. One positive approach to improving trust and communication between police officers and the public is community policing (Highland, 2015; Holley & Fazalare, 2000).

Today, as more violent incidents become public between the police and citizens, several police departments have been prompted to take a more proactive approach to their

training, reporting, and policing as they are more scrutinized than ever before (Hatfield, 2014; Muñiz, 2015). In response to OIS of citizens and citizen retaliatory shootings of police officers, President Barack Obama established a task force of law enforcement experts and community leaders (Adegbile, 2017). The task force met to identify the best methods to improve trust and minimize tensions between law enforcement agencies and the public (Adegbile, 2017). One recommendation from the task force was to strengthen community policing services (Adegbile, 2017).

### **Background**

Law enforcement and policing practices have had a long and sometimes tumultuous history in America. Police departments have responded by evolving over the years in their policies, conduct, and tactics to fight and prevent crime, optimize styles of policing, and garner community support (Birzer, 1999). To improve the relationship with the community, police departments in Las Vegas, San Francisco, and Chicago—among other cities throughout the United States—instituted community policing as a philosophical approach (Adegbile, 2017). That history is explored in how police departments became formalized and in their different approaches to policing over time in working with citizens and communities.

### **American Policing History**

Policing in America began in 1635 as men volunteered to be watch standers (Potter, 2013). Their mission was to sound the alarm in the event of fires, maintain order in the streets, and capture and arrest lawbreakers (Potter, 2013). As the years passed, watch standers were soon supervised by constables (Potter, 2013). In the 1800s, in response to the manufacturing evolution in America, constables and watch standers did

not have the personnel to handle the growth in population and crime. Wealthy businessmen known as The Elites hired their own private police to protect their assets. In the late 1800s, Philadelphia was the first city to formally create a police department (Potter, 2013).

In the late 1800s, during times of union conflict and labor unrest, there were incidents where law enforcement began to use force against protesters for organizing unions. The police demonstrated use of force at the request of businessmen against protesters. This rise in law enforcement's role in combatting union conflict continued into the 1900s (Potter, 2013). Law enforcement officials are also remembered for their involvement and use of force against protestors during the Civil Rights Movement and the Vietnam War Era, as these events were all thoroughly covered by the news media. Recently, the news media has covered several cases of protests against the police's use of force against unarmed Americans (Chaney & Davis, 2015).

In the southeastern colonies of America, police officers were often compensated by plantation owners. These law enforcement officials refused to change their policing practices because they took orders from the plantation owners (Potter, 2013). Since the days of slavery, slave owners infused fear and intimidation to suppress and control their slaves (Foner, 2014; Potter, 2013). After the Civil War was fought and won by the Union, law enforcement was often used by slave owners and the government through the years to enforce discriminatory practices (Foner, 2014; Potter, 2013).

The role of law enforcement has changed over time based on who hired police officials as a result of social demands and the evolution of technology (Roufa, 2018). During prohibition in the 1920s, it was common for police officers to arrest any



personnel caught drinking at establishments (Baker, 2012). The owners, in defiance, created speakeasies for men to drink privately in public, which were supposed to be in avoidance of law enforcement officers (Potter, 2013). Some officers were used by government officials to suppress votes for opposing political parties. Police officers have also been hired to suppress work strikers (Potter, 2013).

During the post-World War II era, many Americans marched in cities across America, including Washington DC, to protest and fight for voting rights and equality (Foner, 2014). States and cities during this period used police officers to corral the protesters and deny them access to government buildings, parks, and schools (Johnson, 2006). As America approached the 1960s and 1970s, police officers sometimes resorted to brutal force, such as dogs and fire hoses, to thwart protesters during the Civil Rights Movement (Bankston, 2018; Singleton, 2017). Police officers also ignored the racist rhetoric inflicted upon these protestors as the harassment and violence filled their community (Singleton, 2017). These actions and inactions of police officers encouraged several police agencies across America to enact different policing styles and philosophies. A new approach to policing was needed to meet the changes in society (Potter, 2013).

### **Styles of Policing**

Police officers face daunting challenges every day as they respond to emergency calls, enforce traffic violations, or while sitting in their patrol cars (Blinder & Williams, 2016; Fernandez, 2016). In addition, as an officer responds to a call, he or she must make rapid decisions to determine the threat and decide the appropriate level of force needed (Bennett, 1995; Hatfield, 2014; Hays, 2011). To prepare for the hazards of the

profession, police officers are trained to assess the situation and make the best-informed decision based on what they know and what they observe (Birzer, 1999; Hatfield, 2014; Rodriguez, 2016; White & Escobar, 2008). According to Lamin and Teboh (2016), police officers suffer from post-traumatic stress disorder (PTSD), low morale, and low confidence as they anticipate threats or because of past traumatic experiences.

### **Policing Practices in the 21st Century**

Policing practices are the anchor in bringing chaos to order while promoting a healthy relationship between officers and community members (Highland, 2015). There are three main types of policing practices: proactive, reactive, and problem oriented. Each policing practice has specific characteristics (Gutierrez, 2002; Jeffers, 2014). Proactive policing engages the public to help prevent a crime. Reactive policing is the response by officers to a crime in progress (Baker, 2012). Problem-oriented policing is about proactively identifying problems in a community and working toward finding a solution to eliminate problematic situations (Hamilton, 2004; Scott & Goldstein, 2005).

**Proactive policing.** Proactive policing is the practice of deterring criminal activity by focusing on police visibility in the community and engaging the public to learn police's concerns, thereby preventing crime from taking place in the first place (Jeffers, 2014). Police departments have begun to look at reforms of their practices both to protect their officers and to improve public perception of their services. Proactive policing is a more modern form of policing, as it involves the police getting to know their communities (Gutierrez, 2002; Jeffers, 2014). Some precincts suggest that officers live in the city they patrol. As officers become more involved with citizens, they develop a reputation within the community and gain respect from its citizens (Jeffers, 2014).

Proactive policing also involves establishing a level of trust with people in the community. Using this practice, these police departments partner with community leaders to deter crime and improve the community and communication. Unfortunately, some departments continue to exercise reactive policing instead of proactive policing (Bohm, Reynolds, & Holmes, 2000; Heyman, 2008; Pritchard, 2003; Ioimo, Meadows, Becton, Tears, & Charles, 2008; Liou & Savage, 1996; Rice & Alex, 2005). Some aspects of proactive policing are incorporated in community policing philosophies (Jeffers, 2014).

**Reactive policing.** Reactive policing is often executed after a crime or violation of the law has allegedly been committed, such as giving a traffic citation to a citizen, or for emergencies, such as arriving in a community after receiving 911 calls from citizens (Borilla, 2016). As the officers respond, they are often unaware of the complete circumstances they will encounter (Borilla, 2016). Police officers are trained to respond to emergency calls and analyze what they see. During their initial reaction to the call, the officers must assess the situation, identify the possible perpetrator, assess the environment, and make a decision about what level of aggression may be necessary to control the situation (Baker, 2012). The law enforcement officer must determine if there is a weapon involved, if a person's life is in danger, or if his or her own life is at risk when he or she reacts to an emergency call. This type of interaction often requires an officer to make a split-second decision in a life or death situation. These situations can sometimes lead to the fatal shooting of individuals whether they possess a gun or not (Baker, 2012). However, reactive policing is necessary as, depending on the circumstance, it can help to save lives, stop crimes, and promote safety.

**Problem-oriented policing (POP).** Another style of policing used is problem-oriented policing (Lee-Irvine, 2001; Scott & Goldstein, 2005). Problem-oriented policing is a policing strategy that involves the identification and analysis of specific crime and disorder problems in order to develop effective response strategies (Lee-Irvine, 2001). POP requires the officers to have training to help resolve social, personal, mental, domestic, and other issues that do not require arrest, but meet some of the criteria of community-oriented policing (Hamilton, 2004).

POP allows police departments to partner with other community leaders or organizations to help solve problems in their area. The program is designed to educate community members, improve safety concerns, and identify situations that could become a problem (Scott & Goldstein, 2005). POP is used to help prevent problems before the police officer is called for a social problem and often has to make an arrest. POP also allows the police officer the chance to provide a citizen assistance instead of arrest (Scott & Goldstein, 2005). While community policing is structured to improve police and community relationships, it can also intersect with POP. However, community policing, unlike POP, is designed to develop philosophies and programs that are long term while POP focuses on quick solutions (Lee-Irvine, 2001; Scott & Goldstein, 2005).

### **Community Policing in America**

Sir Robert Peel is recognized as the father of community policing, as he enacted policies for the bobbies, a slang term used for police officers in the London Metropolitan Police District in 1829 (Adegbile, 2017; Patterson, 1995; Roufa, 2018). Sir Robert Peel had these beliefs about policing:

Become known to the public and citizens with information about criminal activity would be more likely to tell a familiar figure than a stranger . . . become familiar with people and places, and thus better be able to recognize suspicious persons or criminal activity and be highly visible on their (police [*sic*]) posts, which tends to deter criminals from committing crimes in the immediate vicinity. (Adegbile, 2017, p. 5)

Sir Robert Peel assigned the bobbies an area to patrol and made that area their responsibility regarding improving communication with the public and deterring crime (Patterson, 1995). American cities began establishing community policing departments and programs beginning in San Francisco in 1962. These community policing programs were intended (like the bobbies in London) to help improve their relationship with their citizens. Some police departments, however, found that they were understaffed when they adopted the community policing philosophy and programs. The shortfall in police staffing for community policing encouraged President Clinton to pass an act to increase police staffing across America by 100,000 officers (“The COPS Program and Public Safety,” 2015). Clinton succeeded and kept a pledge by signing the historical Violence Control and Law Enforcement Act of 1994 on September 13, 1994 (“The COPS Program and Public Safety,” 2015). As of 2015, it was reported that nearly \$124 million in new funding was allocated to support the hiring and retention of 944 officers at 215 agencies and municipalities throughout America to support community policing practices and programs (“The COPS Program and Public Safety,” 2015).

In the 21st century, community policing is described as a reformation of the police and police department and their approach to policing and crime (Dagg, 2010).

Some departments that use community policing approaches require their officers to exit their vehicles and use foot patrol in an attempt to get to know the members of the community better. The concept of personalizing officers' relationship with the community they serve fosters trust and helps thwart crime. Personalizing law enforcement officers' approach to policing is aligned with the concept of proactive policing (Kelling, Wasserman, & Williams, 1998). As a way to discover the impact of the program and learn how the police can have a positive influence, studies have suggested that citizens also need to engage with officers and share in policing and reporting responsibilities from within their communities (Aronowitz, 1997; Kelling et al., 1988; Stewart-Brown, 2001).

Community policing is also about encouraging the community to become involved with crime prevention through education and programs (Gaylord, 2008; Stewart-Brown, 2001). The belief is that when a community does not fear reporting a crime, the community becomes safer, and the officers are assisted with investigations, thus reducing criminal activity in the community (Gaylord, 2008; Gutierrez, 2002). Police departments implement programs to support and improve trust and communication with the community, such as starting a community service division. Community policing also allows for police officers to be visible through school visits and offer community training events (Gutierrez, 2002).

### **Types of Community Policing Services and Approaches**

While all communities do not use all of the approaches summarized in Chapter II for community policing services, following are some major approaches used by cities that have community policing department and services (Barnett, 2011; Burke, 2010;

Coquilhat, 2008). Community policing philosophies include the following approaches: vehicle patrol, foot patrol, partnering with community members, partnerships with community leaders, mentoring, and media partnerships (Pavlik, 2006; Stewart-Brown, 2001; Ziembo-Vogl, 1998). The community policing objective will vary as the response for programs and policies caters to the needs of the area.

### **Safety Ratings for Cities**

An important factor in determining the forming of a community policing service is the neighborhood crime and safety status (City Rating, 2018; Neighborhood Scout, 2018a). According to Neighborhood Scout, the national safety rating for cities is derived from FBI reports of offenses known and recorded in a law enforcement database and U.S. Censor (CityRating, 2018; Neighborhood Scout, 2018a). Across America, cities are nationally reviewed for their crime frequency and types of crimes, both of which contribute to their safety ratings. City officials also report their population and the racial and gender demographics to the U.S. Censor (CityRating, 2018; Neighborhood Scout, 2018a). The report reflects statistics for all states in America and hundreds of cities and metropolitan areas. Arson, burglary, larceny and theft, rape, and murder are some of the crimes reported to the FBI. On a scale of 0 to 100, 0 represents the city with the highest crime rate and is the least safe city to live in. A score of 100 represents the safest city to live in due to its low crime rate (Neighborhood Scout, 2010, 2018b, 2018c).

The safest cities in America in 2016, as identified by the National Safety Ratings report, were Ridgefield, Connecticut; Bergenfield, Utah; and Franklin, Massachusetts (Schiller, 2016). Each city has a population of more than 25,000 with a household income higher than the national average (\$57,617). These types of communities typically

include a majority of White American communities (Schiller, 2016). The most dangerous cities in America in 2016 were Monroe, Louisiana; Bessemer, Alabama; and East St. Louis, Illinois. Each city has a population range of 25,000 to 100,000, a household income lower than the national average (\$57,617) and included a majority of minority citizens, mostly Hispanic or African Americans. Several border towns such as San Louis, Arizona, and Calexico, California, have a national safety rating of 49 and 13, respectively (Neighborhood Scout, 2018a). Each city has a population of 25,000 to 100,000 with Hispanics comprising more than 90% of their citizens (Neighborhood Scout, 2018a). Many of the police incidents involving OIS and/or use of excessive use of force have been recorded as taking place in low-income ethnic communities (Chaney & Davis, 2015).

Communities like Ridgefield, Connecticut, have several active community policing programs such as D.A.R.E, school resource officers, and Halloween community events (Ridgefield Connecticut, n.d.). Ridgefield has the lowest crime rate (as of 2016), citizens have a higher-than-the-national-average income, and the community predominantly consists of White Americans (Ridgefield Connecticut, n.d.). Fort Washington, Maryland, is predominantly African American (66.1%), with a safety rating of 48% (Neighborhood Scout, 2018a). As a city in District 7, Fort Washington, Maryland's community members partner with their local police department to improve trust and communication. Community members participate on the citizen advisory council and are invited to coffee club with their local law officials, which allows the citizens to ask questions and discuss community-related issues (Prince George's County Maryland, 2018).



## **Statement of the Research Problem**

The problem is the growing perception in many communities, especially low-income and ethnically diverse communities, where recent OIS of unarmed citizens and excessive use of force broadcasted by the media have resulted in community members losing their trust in law enforcement officials (Ariel, Farrar, & Sutherland, 2015; Carter, 2015; Nix & Pickett, 2017; Suttles, 2013; Ziembo-Vogl, 1998). Citizens' loss of trust in the officers who are entrusted to protect them can result in a dangerous environment for both officers and community members (Ariel et al., 2015).

As a result, police departments are looking internally at their procedures, programs, and policies for areas of improvement (Chaney & Davis, 2015; Dagg, 2010; Inside Edition, 2016; Kelling et al., 1988; Pavlik, 2006; Robinson, 2002; Singleton, 2017). Police officers are constantly training to meet the social and legal demands of their jobs and changes with case law (Kelling et al., 1988; Reese, 2013; Sklansky, 2005). Police departments in some cities practicing community and POP have found a more positive relationship and influence with their citizens (Gutierrez, 2002; Pavlik, 2006).

Community policing strategies may assist police and communities in bridging the gap of trust that has been created by violence on both sides over the past decades (Baptiste, 2015; Barnett, 2011; Birzer, 1999; Dagg, 2010; Gutierrez, 2002; Meares, 2013). However, there has been limited research on the specific roles and strategies of community policing, and whether the community—particularly in low-income and ethnic communities—perceives this as a positive impact on citizens. This study is intended to identify the effects of community policing from community members' perspectives and determine whether these programs have had a positive effect on their lives and

communities. Considering recent OIS of unarmed citizens in ethnic and low-income communities, it is important to conduct research on the topic of the benefits of community policing to focus on communities with similar demographics (Chaney & Davis, 2015; Jilani, 2015; Mullaney & Kwai, 2017). This study is intended to find out if the effects of community policing in lower income communities that have ethnically diverse populations have resulted in positive law enforcement outcomes with citizens.

### **Purpose of the Study**

The purpose of this qualitative phenomenological study was to describe citizen perceptions of the impact of community policing in two selected, ethnically diverse, low-income communities that have national safety ratings between 0% and 25%.

### **Research Questions**

This study was guided by one central question and six subquestions.

#### **Central Question**

What is the impact of community policing services, as perceived by citizens in cities that are ethnically diverse with national safety ratings between 0% and 25% and with an average income at or below the poverty level?

#### **Subquestions**

1. How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?
2. How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?
3. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?

4. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?
5. What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?
6. What is the relationship citizens perceive exists between community members and the police department in National City, California?

### **Significance of the Study**

Policing in America is one of the most dangerous professions in which any citizen is employed due to the inherent risks of unknown situations and the potential exposure to violent criminals. As reports have come in that police officers have shot unarmed citizens and the images are shared across the media, some communities have become less trusting of the police (Adegbile, 2017; Lee & Gibbs, 2015; Simian, 2014; Suttles, 2013). This negative climate in America has created a very dangerous situation for both law enforcement officials and community members, be they in low-income or high-income communities (Chaney & Davis, 2015). The negative climate has also influenced community perceptions of trust in policemen or women in their role to serve citizens (Lee & Gibbs, 2015; Simian, 2014).

There has been limited research on the impact community policing programs may have on creating positive relationships between community members and police in low-income and ethnic communities. This research explores the perceptions of citizens in two selected cities of San Diego County that are multicultural, multiethnic, and have low socioeconomic populations. Both cities have community policing services and a low national safety rating between 0% and 25%.

The information gleaned from this study will highlight some programs or policies for other similar communities to consider in order to identify ways to improve communication and trust through community-based policing programs. The study highlights community programs in which police coordinated and partnered with community members to support their citizens and documents citizens' perceptions as to the effectiveness of these programs (Bennett, 1995; Gaylord, 2008; McClelland, 2002). By reviewing this study, citizens and law enforcement officers can identify what each entity—law enforcement and community member—can do to better improve the communication and trust between and among them.

### **Definitions**

The following operational definitions of terms are provided to give clarity of meaning as used throughout the study.

**Community policing** is a philosophy that promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime (Department of Justice, Office of Public Affairs, 2012).

**Ethnic** is pertaining to or characteristic of a people, especially a group (ethnic group) sharing a common and distinctive culture, religion, language, or the like (“Ethnic,” n.d.).

**Ethnically diverse** is defined as relating to different racial or cultural groups of people (“Ethnically diverse,” 2017).

**Excessive force** is defined as the use of force greater than that which a reasonable and prudent law enforcement officer would use under the circumstances and is generally considered to be excessive (“Excessive Force,” 2016).

**National poverty rating** is defined as those earning below the federal poverty rating of \$56,617 for a family of four (Guzman, 2017). According to Guzman (2017), the preliminary estimate of weighted average of poverty thresholds for 2017 was \$25,086 annually.

**Officer-involved shootings (OIS)** is defined as the discharge of a firearm, which may include accidental or intentional discharge, by a police officer, whether on or off duty. In some cases, OIS datasets only include instances in which an officer discharged a firearm at a person and may not include discharges directed into or at a vehicle, animal, etc. (Police Data Initiative, 2019).

**Reactive policing** is defined as a police officer responding to requests specific to a crime from individuals or groups within the community the officer serves that encompasses an immediate response to calls and follow-up criminal investigations (Reference, 2018).

**Proactive policing** is police work initiated by law enforcement agencies or officers that is intended to deter crime, reduce citizens’ fear of crime, or remedy other specific concerns in a given area. In contrast, responding to a complaint after a crime has been committed is reactive policing (Swan, 2018).

**Problem-oriented policing (POP)** is a policing strategy that involves the identification and analysis of specific crime and disorder problems in order to develop effective response strategies (Hamilton, 2004).

**Safety rating for crime** is the collection of crime reports from more than 18,000 law enforcement agencies in the United States. The report has 90% accuracy as not all crimes are reported. Crimes considered for the report are armed robbery, burglary, larceny, vehicle theft, homicide, aggravated assault, and rape (CityRating, 2018).

### **Delimitations of the Study**

The research was limited to two community policing departments in La Mesa and National City, California, in San Diego County as they met criteria of having a diverse ethnic population, and their citizens' average incomes were lower than the national average (\$57,617). These cities had specific demographic characteristics and also were less safe than 75% of America's national safety ratings indicators. This study did not explore community perceptions of community policing approaches in all cities in San Diego County that did or did not have these defined characteristics. This study was also delimited to describing community policing services and not the vast number of other services that law enforcement agencies provide.

### **Summary**

Chapter I provided information about incidents that have occurred historically in which police officers have shot or wounded unarmed citizens and the impact this has had on the relationship between law enforcement and citizens in several communities, specifically in low-income and ethnic communities. This chapter described the history of law enforcement and policing services in America. Chapter I also focused on community policing and the various philosophies and programs police officers are using to partner with communities and build trust.

## **Organization of the Study**

This study is divided into five chapters. Chapter I provided a brief introduction to policing history in America, styles of policing, and the rationale for the study. Chapter II provides a thorough review of the literature on the history of policing services and community policing programs. Chapter III describes the methodology and design of the study as well as the data collection and data analysis methods employed. Chapter IV analyzes and summarizes the themes elicited in the collection of the data. Chapter V provides information, conclusions, and recommendations for future research.

## CHAPTER II: REVIEW OF THE LITERATURE

In June of 2016, ABC News hosted a town hall meeting with U.S. President Barack Obama, law enforcement officers, family members affected by the officer involved shootings (OIS) of their loved ones, and other citizens (Efron, 2016). The meeting was in response to the nation's outcry over OIS of unarmed citizens and the growing threat against police officers. President Barack Obama stated during the town hall meeting that police officers needed the community and the community needed police officers. He also recognized that it was important that community members and police officers should work together to get to know one another to build trust and communication. The importance of finding literature and resources to discuss community policing has never been more important than it is today.

A review of the literature in this chapter was conducted to provide an historical reflection about the concepts of policing and its impact on the communities they serve according to the eight pillars of community policing: partnerships, problem solving, procedural fairness, proscribed scope, protection, professionalism, purpose, and principles of effective community policing (McKee & Lewis, 2016). A synthesis matrix of supportive research was constructed (see Appendix A) and used to guide the development of this review of the literature. The literature review was organized into four parts. Part I includes the historical background of the various types of law enforcement agencies in America. Part II provides recent incidents and conflicts between police officers and citizens that were the basis for this research. Part III includes 10 factors that affect an individual's thoughts and perceptions regarding policing services. Part IV introduces the two cities in San Diego County that were the subject of this study



and provides a brief overview of their communities and their police departments, national safety rating of the cities studied for crime, and their demographic compositions.

America has several law enforcement agencies that are used to enforce the rule of law, investigate both federal and state statutes, work to keep communities safe, deter crime, and assist community members in times of need. The U.S. sheriff's departments, Federal Bureau of Investigation (FBI), highway patrol, Immigration and Customs Enforcement (ICE), National Guard, and local police departments are some law enforcement agencies that work to protect citizens and keep people safe. The roles of the various agencies differ in their areas of responsibility and authority.

At the federal level, the FBI's mission is to protect the American people and uphold the Constitution of the United States (FBI, 2018). The U.S. National Guard is under the supervision of each state governor. The National Guard is comprised of volunteers in the Army or Air Force Reserves who can be called into active duty when ordered by the President of the United States for emergency situations (Military.com, 2018). U.S. Immigration and Customs Enforcement (ICE, 2018) was established by the Department of Homeland Security to focus on smart immigration enforcement, preventing terrorism, and combating the illegal movement of people and trade. States' law enforcement agencies, such as the highway patrol, are responsible for enforcing the laws within their state for the management and regulation of traffic to achieve safe, lawful, and efficient use of the highway transportation system. Counties and unincorporated areas are patrolled by sheriff's organizations and work hand-in-hand with local police departments. Sheriff's deputies are responsible for enforcing the laws on a county rather than at the city level. Sheriff's department personnel can enforce laws in

the city if that city is absent of a local police department (Criminal Justice School Info, 2018). Local police departments are created by the local governing authority. The local police department's purpose is to uphold the laws of the jurisdiction, provide patrol, and investigate local crimes (Discover Policing, 2018). This research study focused primarily on the role of police departments in cities.

Law enforcement agencies vary in their area of responsibility but perform similar basic functions, which are to enforce the laws and to keep the peace. Throughout history, law enforcement officers have stopped crime, assisted in the delivery of babies, and sacrificed their lives for the betterment of the communities they were sworn to protect and serve (FBI National Press Office, 2016). However, some officers have abused their positions and tarnished the departments and organizations that employ them (Campbell, 2015). As a result, police and community relations have been strained and trust diminished (Chaney & Davis, 2015). To rebuild that trust and communication with community members, police departments and other law enforcement agencies have implemented community policing (Aronowitz, 1997). The literature review in this study has added to the small but growing body of research about community policing and the community's perception of these types of programs and policies.

Policing today continues to be a tough but rewarding job. Problems with law enforcement have been evident, however, since 1635, and today, advancement in technology is making any potential police misconduct more visible to their communities (Ariel et al., 2015). Since the 1960s, there has been growing violence and protests against police officers largely in ethnic minority and low-income communities (Meyerson, 2017). At the same time, officers today have been performing the duties of

social workers, protectors and peace keepers, family counselors, and more, as the demands of the job have evolved (Herring, 2014; Roufa, 2018). To improve law enforcement relationships with their communities, some departments have promoted a community policing philosophy (White & Escobar, 2008).

Trust between the police and the community, whom the police have sworn to protect and serve, has eroded as technology continues to evolve and capture acts of aggression from police against unarmed citizens (Ariel et al., 2015). Some minority communities have continued to have very little trust in law enforcement as a response to the police's use of force (Brunson, 2007; Macomber & Rusche, 2010). Some cases of perceived police excessive use of force against citizens have caused tension between the police and community members (Jorgenson, 2017; Winkley & Figueroa, 2018). The distrust has escalated to police being more guarded and cautious, as some Americans are "fighting back" (Blinder & Williams, 2016; Chaney & Davis, 2015; Wilson, 2016). The growth of violence between police and communities forced Barack Obama, U.S. President from 2008 to 2016, to create a task force to investigate and develop a policy to help quell the distrust the community had regarding its law enforcement officers, as well as to offer a police officer's view of community members (Buntin, 2015; "Considering Police Body Cameras," 2015; Hughes Waid, 2015). The participants of the task force formulated 59 recommendations and 92 action items (COPS Office, 2015). Task force members called for law enforcement to protect the dignity and human rights of all, to be the protectors and champions of the U.S. Constitution. They also encouraged law enforcement departments to embrace community policing and ensure fair and impartial policing (COPS Office, 2015).

## **History of Policing**

The role of law enforcement officials has changed over time depending on what they were assigned to do and how their services were developed (Roufa, 2018). Policing in America began in 1635 as men volunteered to be watch standers. Their mission was to sound the alarm in the event of fires, maintain order in streets, and capture and arrest lawbreakers. As the years passed, watch standers were soon supervised by constables (Potter, 2013). During the years of slavery (1600s thru late 1800s) slave patrols were used to hunt escaped slaves, corral protesters, protect segregation, and more while trying to enforce the laws of the land (Foner, 2014; Kappeler, 2014). In the 1800s, in response to the manufacturing evolution in America, constables and watch standers did not have the personnel to handle the growth in population and crime. Wealthy businessmen known as the Elites hired their own private police to protect their assets. In the late 1800s, Philadelphia was the first city to formally create a police department (Potter, 2013).

In the southeastern colonies of America, police officers were often compensated by plantation owners. The police were often used by slave owners and the government through the years to enforce their discriminatory practices (Foner, 2014; Potter, 2013). In the 1920s, with the expansion of businesses and manufacturing in America, some police officers were hired by private businessmen to harass the business owner's competition (Potter, 2013). During prohibition, police officers' jobs included arresting any personnel caught drinking at establishments. Many of the men arrested were Europeans working in the coal mines (Potter, 2013).

During the post-World War II era, many Americans marched in several cities, including Washington, DC, to protest and fight for voting rights and equality (Foner, 2014). Several leaders were tormented, harassed, and some were murdered as they fought for their rights granted by the U.S. Constitution (Johnson, 2006). States and cities during this period used their police officers to corral the protesters and deny them access to government buildings, parks, and schools (Johnson, 2006).

In the last half century in America, from the 1960s through today, violence and protests against police services, particularly in low-income and ethnic communities, have been present in the news (Brunson, 2007; Potter, 2013; Skolnick, 2007). During the 1970s, the Vietnam War was met with opposition protests (Potter, 2013). In the 1980s, First Lady Nancy Reagan led the campaign, War on Drugs, which was started by President Richard Nixon in 1971 (Newman, 2016). Nancy Reagan's famous campaign slogan was "Just Say No" (Newman, 2016). The 1990s witnessed its share of mistrust from minority and low-income communities as President Clinton promoted the war on drugs against people who sold and used illegal drugs (Potter, 2013). At the turn of the 21st century, communities were exposed to social media's news on policing as it was used to record and share police interactions with citizens (Ariel et al., 2015; Roufa, 2018). Problems with police and community distrust encouraged the Christopher Commission of Los Angeles to take a pause and reconsider reenacting community policing philosophies and programs (Roussell, 2015). According to Gutierrez (2002), community policing became a way for the police department to connect with communities, cultures, low-income families, mental health patients, and organizations. Though there is expansive literature regarding policing, there is limited research about

the effect community policing, from a citizen's perspective, has had on the community's trust, decrease in violence, and in crimes as well as improved relationships with police.

Policing or law enforcement in America has been around since the beginning of the nation and has evolved over time in what law enforcement is responsible for. During the 19th century, Sir Robert Peel (known as the father of modern policing) stated that the community needed the police just as the police needed the community (Britt, 2013; DiRosa, 1996; Peed, 2008). Today, policing is a multiskilled profession that asks officers to be flexible, patient, and aggressive but understanding, and to give their lives in the line of duty (Birzer, 1999; White & Escobar, 2008). That belief stands in theory; today, however, its reality is questioned by some.

DiRosa (1996) stated that as communities change in safety, crime, and other factors, the police will enact their policies and responses to equal or exceed the community's needs. The necessary changes in policing are a direct response to the changes in society (DiRosa, 1996; Sklansky, 2006). One change for police departments has been diversity among their officers (Bennet, 1995; White & Escobar, 2008). Diversity in law enforcement should be a reflection of the community. A community's attitudes could be negatively impacted if the police department has failed to promote diversity or multiculturalism among its employees (Bennet, 1995; White & Escobar, 2008).

### **Current Policing Problems (Officer-Involved Shootings)**

Over the past 3 years, OIS have reached nearly 1,000 incidents annually. In 2017, law enforcement representatives used deadly force and killed 987 people. In 2016, police killed 963 people, and in 2015, police killed 991 (Fatal Force, 2017). According to

Ferner and Wing (2016), since 2005, there have been 13 officers convicted of murder or manslaughter in fatal on-duty shootings. In 2014 and 2015, no officers were convicted of murder or manslaughter (Ferner & Wing, 2016). However, regarding OIS, there were cases such as the shooting of Tamir Rice, Justine Damond, Walter Scott, and Philando Castille, which sparked outrage across America.

Tamir Rice was a 12-year-old boy living in Philadelphia who was shot while playing with a toy gun in a park (Jorgenson, 2017; Rice & Piquero, 2005). Rice was shot by a police officer who choose to shoot the child before asking questions or requesting for him to put what was perceived as a weapon by the officer down. The investigation proved that, while in a public park, Tamir Rice was handling a toy gun (Jorgenson, 2017; Rice & Piquero, 2005). Justine Damond, who was living in Minneapolis, called 911 because she heard a noise, and upon the police officer's arrival, she approached the police car, and the officer shot her, resulting in her death (Mullaney & Kwai, 2017). Walter Scott, a citizen from South Carolina, was shot and killed by Officer Michael Slager as he ran from the officer after a traffic stop (Campbell, 2015). Philando Castille from Minnesota was fatally shot after informing the police officer that he had a gun but was reaching for his credentials, as requested by the police (Flores & Shoichet, 2016). The Eric Garner case in New York is another example of a person who died at the hands of police officers when they tackled and choked him (Goodman, 2015).

Other cases such as Freddie Gray's treatment and death in Maryland in 2015, due to his arrest and the community's perception of rough handling by the Baltimore Police Department, have been unfortunate incidents that incited community distrust. Professor Henry Louis Gates (a Harvard professor) was arrested for disorderly conduct at his

residence after a neighbor called the police for someone breaking into a house. Eric Garner, Freddie Gray, Cindy Hahn, Justine Damond, and Tamir Rice are a few examples of men and women who were victims of what several communities and the media have described as the police's excessive use of force in encounters and in which these encounters sometimes resulted in loss of a citizen's life (US Legal, n.d.-a). The vast majority of these types of cases across the nation were investigated and resulted in the acquittals of the police officer. Michael Slager's shooting of Walter Scott, however, was deemed a murder, resulting in Slager, a police officer, being dismissed from the police force and sentenced to 20 years in jail (Campbell, 2015).

### **Law Enforcement Under Fire From Citizens**

Reports reveal that police officer slayings have increased and are at a record high for the United States (Zoroya, 2016). There were approximately 1,906 law enforcement officers killed from 2007 through 2016. The increase in police officers being killed in the line of duty rose in 2016 (143) as compared to a decrease in police officers being killed in 2014 (136) and 2015 (137; National Law Enforcement Memorial Fund, 2018; Zoroya, 2016). Table 1 identifies the number of law enforcement officers killed from 2007 through 2017 (National Law Enforcement Memorial Fund, 2018).

Police officers are finding themselves under attack as weapon technology advances. Baker (2012), Brunson (2007), and Fernandez (2016) stated that in an environment where some communities have mistrust for law enforcement or in an era of spontaneous terroristic incidents, police officers have been murdered while sitting in their vehicles, entering homes, or responding to emergency calls. Ferner and Wing (2016) stated that 2015 was the year of reckoning for police with continuous scrutiny of the use



Table 1

*Law Enforcement Officers Killed From 2007 to 2017*

Year	Officers killed
2007	202
2008	159
2009	135
2010	169
2011	178
2012	137
2013	116
2014	136
2015	137
2016	143
2017	394

*Note.* From *Year-by-Year Breakdown of Law Enforcement Deaths Throughout U.S. History*, by National Law Enforcement Memorial Fund, March 16, 2018 (<http://www.nleomf.org/facts/officer-fatalities-data/year.html>). This table represents the number of law enforcement officers killed from 2007-2017.

of deadly force by law enforcement. One gunman decided to seek revenge against Louisiana police officers by creating a disturbance that required their response. As the law officers approached the scene, he opened fire on the police officers, killing two. The gunman was later killed by the other police officers (Fernandez, 2016). In Dallas, Texas, a gunman attended a protest against police brutality and the OIS of unarmed Black men. The gunman later used a rifle to “marksmen-like” shoot and kill five Dallas police officers, and he wounded other agents. The gunman retreated into a parking garage where he was cornered and eventually killed by explosives used by the Dallas Police Department (Blinder & Williams, 2016).

Police officers also have been killed in the line of duty by perpetrators of crimes who may use different types of violence other than guns, such as using vehicles to run over them. Some officers were killed as they were issuing traffic citations, pursuing robbery suspects, handling prisoners, and working with citizens with mental illnesses

(FBI National Press Office, 2016). Many of these attacks were random, with several officers being ambushed. Police officers continue to put their lives on the line as they are subjected to many different situations while working in various communities (Zoroya, 2016). To improve officer safety, some police departments are using their law enforcement training to focus on the importance of effective communication and developing trust in communities where officers work (Lewicki & Wiethoff, 2000; McGill, 2016). According to Weisblat (2006) and Britt (2013), as police officers communicate with their community members, they can find ways to develop trust with the hope of improving the overall safety for citizens and themselves.

### **Examples of Police Officer-Involved Shooting Incidents Influencing Community Perceptions**

Police officers take an oath to serve and protect the communities they patrol and the citizens they ask to trust them. Often, the police presence is enough to cause someone to think twice about committing a crime (Contreras, 2011). Although most encounters with the police are due to a crime being committed, there have been some problems with officers abusing their authority. During the 1990s, there was a reduction in crime across America. However, since the year 2000 (up until the present), there have been unfortunate cases of men and women losing their lives or who were victims of excessive use of force at the hands of police officers during their initial encounter or when in custody (Goodman, 2015; Ward Room, 2015). Of the 1,000 people killed by law enforcement officers in 2017 until June 2018, 668 were White, 325 were Black, 247 were Hispanic, and 264 were of unknown race (Fatal Force, 2017). Since 2005, 13 law enforcement officers across the nation were convicted of murder or manslaughter in fatal

OIS incidents while they were on duty (Ferner & Wing, 2016). However, many of the fatal shooting incidents have added to the strain in the relationship between officers and the community, especially when officers are not convicted of a crime. There are many more cases to add to the list of unfortunate deaths of unarmed citizens, mostly male, that have led to distrust from some American communities against the police (Hays, 2011; Hutchinson, 2014).

The Eric Garner case in New York is an example of a person who died at the hands of police officers (Goodman, 2015). Other cases such as Freddie Gray's treatment and death, due to his arrest and the perception of rough handling by the Baltimore Police Department, have been incidents that led to strain in the relationship with the local police officers and their community. Professor Henry Louis Gates (a Harvard professor), Eric Garner, Freddie Gray, Cindy Hahn, Justine Damond, and Tamir Rice are a few examples of men and women who were victims of the police's excessive use of force, encounters which sometimes resulted in loss of a citizen's life. There are many more cases to add to the list of unfortunate deaths that have led to distrust from some American communities against the police (Hays, 2011; Hutchinson, 2014).

### **Policing Policy**

The idea of Stop and Frisk in New York was once used to deter crime (Kaplan-Lyman, 2012; Schwartz, 1967; Skolnick, 2007). The policy allowed officers to use this strategy for a person on parole. However, the law also had officers stopping individuals and questioning them as well as searching and frisking them—sometimes without probable cause (Florio, 2014). Many of the recipients of the policy were people of color (Kaplan-Lyman, 2012; Skolnick, 2007). Stop and Frisk caused the arrest of many Black

and Hispanic men for drug and/or parole violations. As the officers patrolled specific urban communities, they might state that there was reasonable suspicion to stop and question anyone they chose (Kaplan-Lyman, 2012; Schwartz, 1967; Skolnick, 2007). However, in 2009, of the 575,000 cases of individuals stopped and frisked in New York, 90% were innocent of committing a crime (Kaplan-Lyman, 2012). These kinds of incidents led to communities' mistrust of law enforcement and the practice being challenged in court. According to Florio (2014), Stop and Frisk was deemed unconstitutional by the U.S. District Court Judge Shira A. Scheindlin as she ruled in *Floyd v. City of New York*.

Again, the communities that may distrust law enforcement are not always African American or Hispanic. For example, Native Americans who live in majority Native American communities are more than three times as likely (55%) as those who live in nonmajority native areas (16%) to say they have been personally discriminated against because they are Native American when interacting with police ("Discrimination in America: Experiences and Views of Native Americans," 2017). Members of the African American community and other people of color often view officers' constant stops as a form of discrimination (Florio, 2014; Schwartz, 1967). That belief caused some people to view the officer's efforts as racially motivated and the community's perception of the police and trust to erode (Florio, 2014). Hispanic citizens of Nebraska expressed their concerns regarding perceived racial profiling and unequal police stops (Aldrete, 2002). Aldrete (2002), in her thesis regarding Latino perception of law enforcement, captured several concerns about how Hispanic citizens in Lincoln, Nebraska, were treated by police officers.

Several states including California enacted the three strikes law, which is still lawful (Beety, 2015; Jeffers, 2014; Kieso, 2004) in many areas of the United States. The three strikes law is still legal in 28 states in the Union with Arizona and California in the west, Virginia and Massachusetts in the east, Texas in the south, and Kansas in the Midwest. According to Kieso (2004), the law was designed to deter crime and incarcerate individuals who are repeat offenders of crime. Laws, such as the three strikes rule, mixed with the ability of officers to stop and interrogate citizens and contributed to the rise in tension among police and citizens (Taslitz, 2003). In 2012, the citizens of California voted in favor of Proposition 36, which modified the three strikes law with a mandatory 25-year sentencing for violent crimes (Shouse California Law Group, 2018). Many in the African American community believed the laws allowed for disrespect and a violation of their Fourth Amendment right (Taslitz, 2003). The Fourth Amendment rights protect people from unreasonable searches and seizures by the government (Florio, 2014). However, it is not a guarantee against all searches and seizures but only those that are deemed unreasonable under the law (Legal Information Institute, n.d.).

As communities continued to experience these problem-oriented policing (POP) type stops, trust from citizens toward the judicial system eroded. The perception of some members of the community was that the law did not work for them (Ariel et al., 2015). Recently, the police have been more scrutinized than ever before (Ariel et al., 2015). Though police officers have been videoed using tactics to detain citizens that would be considered excessive use of force, most of the officers have not, in some of the public's eye, received the appropriate punishment for their acts (Chaney & Davis, 2015). Therefore, a perception of several African American communities and other groups is

that they do not trust the law and are beginning to protest and seek revenge (Fernandez, 2016).

Over the past 3 years (Nix & Pickett, 2017), police officers have been in the media more than ever before. They have often been recorded or live streamed on Facebook during traffic stops where they have encounters with citizens (Flores & Shoichet, 2016). Some of these situations involving unarmed Black men have caused police departments to review their policies on traffic stops and the escalation of force (Gould, 2016). Chiefs of police in some communities have been changing their policies to help with improvement in the services provided to communities (Gould, 2016).

Chiefs of police have also been working with community leaders and city officials to establish policies that can help with trust and respect (Gould, 2016). In San Diego, California, the police department established the Big's in Blue youth mentoring program (Winkley & Figueroa, 2018). In Los Angeles, California, the police department established the gang task force to deter youth from joining gangs (Contreras, 2011), and in Cincinnati, Ohio, the police department established the Quality of Life Enhancement program to clean up low-income neighborhoods (Shaffer, 2015).

### **Additional Factors Affecting Police Perceptions of Their Roles**

This section focused on the 10 factors (age, cleanliness of the city, community programs, gangs, gender, income of households, interactions with police, mental health, police services, and race) that explain varying perceptions citizens have of their local police forces depending on the conditions and characteristics of these factors existing in communities (Cochran & Warren, 2011; Contreras, 2011; Gossett, 2009; Livingston et al., 2014; Nix & Pickett, 2017; Winesburg, 2011). There are many factors that affect

community members and their belief and trust in local law enforcement. In this section, the 10 factors that led to community perceptions about police officers have been discussed to address the impact on the citizens and their trust in law enforcement. As police officers work to improve their communication with their citizens, they must consider the 10 characteristics identified in this section (Britt, 2013; Carter, 2015; Cochran & Warren, 2011; Greene, 2016; Hartmann McNamara, Crawford, & Bruns, 2013).

**Age.** Age is the number of days, months, and years a person has been alive.

Throughout history, age has been a determining factor in the community's perception of police and their policies. Oftentimes, youth (teenagers, juvenile offenders, and children) encounters with law enforcement agencies will influence police policies and community programs (Dryfoos & Currie, 1995; Sanchez, 2002; Williams, 1998). In the book by Brian Williams (1998), *Citizen Perspectives on Community Policing*, the youth in Athens, Georgia, Nellie B, and East Athens communities stated that they did not know about community policing programs. Their knowledge of police officers was from their experiences, other community members, or word of mouth. The teenagers in Athens, Georgia, wanted better relations with the officers (Williams, 1998).

Officers must continue to assess the necessary policies they may consider modifying based on the changes in society. Teenagers and young adults often have encounters with police through traffic citations, noise disturbances, and protests (Dryfoos & Currie, 1995). It is during some of those encounters that their opinions about the police are formed. Additionally, social media is making it possible for people to witness live or recorded police interactions that were normally reported only on the news. From

the days of Woodstock to Black Lives Matter, young leaders have led protests that challenged law enforcement (Meyerson, 2017; Potter, 2013). The younger generations have been more spirited and vocal. They demand political and social changes that affect their lives (Dryfoos & Currie, 1995). Today's youth continue to impact the policies and practices of police officers (Dryfoos & Currie, 1995; Sanchez, 2002).

Older citizens have fewer encounters, view the police as a more favorable force, and often have more respect for their local law officers (Greene, 2016). They are less likely to commit crimes, which in turn, makes their arrests less likely. The elderly are also less likely to attend rallies and protests, which also minimizes their chances to interact with police. Nevertheless, there are times when the elderly rely on the police. Brian Williams (1998) stated during a town hall meeting that older citizens commented that police officers were respectful and caring. The elders in the community of Athens, Georgia, who attended the town hall meetings stated that a few years past, the officers would rarely come into the neighborhood. But as the new chief of police of the city established new policies, the older members of the community were seeing and appreciating the police officers' presence either during calls, vehicle patrols, and/or foot patrols (Williams, 1998). As a result, they consulted with police and other members of the neighborhood to form a Neighborhood Watch program.

**Cleanliness of the city.** As the homeless population grows, so does the amount of trash generated throughout the city. Though there is no direct link of homelessness to crime, the appearance of a dirty city leads to the mindset that the city has high crime (Herring, 2014). Police officers patrol the streets and often interact with the homeless population in their communities. Some police officers have offered the individuals an



opportunity to clean their area and relocate, provided food and drinks, and recommended services (Hartmann McNamara et al., 2013; Herring, 2014; Livingston et al., 2014; Simpson, 2015). As several city officials witnessed the failing conditions of their city, they have asked law enforcement to help clean their city. Officials listened to their concerned citizens and have attempted to make the requested changes to make the community cleaner and safer (Hartmann McNamara et al., 2013; Herring, 2014; Simpson, 2015). Simple changes such as reducing speed limits, installing speed bumps, adding street lights to dark areas, and removing buildings that are condemned can have an impact on community improvement and crime. The police department has played an important role in some cities across America in helping with improvement changes as law enforcement is often the city's representatives who hear the community's concerns about cleanliness during their patrol and their actions in these matters and this can be helpful in improving trust (Smith, 1997).

**Community programs.** Police community outreach programs are intended to improve communication and trust with citizens. Programs such as Thanksgiving turkey meals, school bag offerings, bicycle gifts, shoe donations, and toy giveaways have been used to provide a person or families some basic needs and resources while attempting to improve trust with local law enforcement (Holley & Fazalare, 2000; Slavin, 2016). These programs are also designed to improve a community member's situation and make him or her a little more comfortable. Other community-oriented programs include identifying services such as mental health, homelessness services, and American cultural integration programs that are made known through police meeting in the community.

In Scottsdale, Arizona, the police department partnered with the parks services and started the Partnering Law Enforcement and Youth (PLAY) program (Slavin, 2016). The officers in this program often exit their vehicles and walk among and talk to their citizens. Their efforts are meant to let the community know that they are there to assist and assure their safety, and the community is rewarded by having a uniformed officer walking around in their community as a deterrent to crime (Pavlik, 2006; White & Escobar, 2008).

**Gang control.** Across America, gangs have been a complicated and dangerous social phenomenon for police officers to address. Some departments continue to use POP to attempt to control gangs in their communities. As gang members repetitively congregate in selected areas of the city, police officers often increase patrol in those zones as a deterrent (Allan, 2004; Cameron & Skipper, 1997; Contreras, 2011).

Other cities, however, have turned to community policing for understanding and impacting the gangs in their areas. Community policing affects gangs by having the police officers work with and listen to their citizens about gang problems and routines in their communities (Cameron & Skipper, 1997; Williams, 1998). The officers meet with their community leaders, residences, and city officials to assess and create a plan to combat the gang problems (Allan, 2004; Cameron & Skipper, 1997; Muñiz, 2015). As the team devises its plan to fight gang congregation and recruitment, citizens gain confidence that their communities will be returned to them.

Residents in some cities lose their freedom to safely move about the city, yards, community parks, and other areas because of the graffiti, congregation, violence, and other gang-related activities. When gangs take over a city or a block, they cause the

community to shelter in place and feel as if the police are not effective. However, when the police enact the law and obtain court injunctions to help combat the gang problems, they begin to have a positive effect on gang activities and crime (Cameron & Skipper, 1997; Contreras, 2011; Williams, 1998). The impact of arresting gang members and curtailing their ability to congregate and recruit helps the community return to a civil society. It also gives community members more faith in local law enforcement (Contreras, 2011; Williams, 1998).

Some members of the community fear leaving their homes in gang-affected areas (Williams, 1998). They also fear communicating with the police officers because they do not want to be perceived as “a snitch” and suffer the repercussions from the gangs. Some community members view officers as people in uniform who have the authority to harass citizens they believe to have gang affiliations or who have committed a crime. Though the police are supposed to be nonbiased and treat everyone with the same respect under the law, some community members have also seen these law enforcement officers as gang-authorized oppressors (Allan, 2004; Armaline, Vera Sanchez, & Correia, 2014; Muñiz, 2015; Williams, 1998). Some communities view police as a gang, as they appear to discriminate and treat people of color different than those in the White community (Armaline et al., 2014).

**Gender.** Gender is another characteristic that may involve varying perceptions of the police and their policies. Research indicates that women view police more favorably than men do (Cochran & Warren, 2011). Cochran and Warren’s (2011) research also highlights the differences in perception of individuals based on their race and gender in relation to the race of the officer with whom they interact. Williams (1998) illustrated

that women were more likely than men to cooperate with the local police in their community service efforts. He developed his findings based on surveys and interviews with community members. The men often had negative opinions toward the police due to their experiences (Williams, 1998).

**Income of households.** The wealth of a community, neighborhood, and/or an individual's status is believed to have an impact on the perception and the need for community policing. There is limited research regarding wealthy citizens' perception of police. However, one researcher, Simian (2015) found that wealthy people have a more positive perception of the police because they have the financial resources to hold the police accountable. Unlike wealthy communities, there are many articles, dissertations, and reports that suggest that poor or low-income communities have a more negative perception of the police. People in poor communities, public housing, or predominantly minority communities have been found to have a more negative perception of the police than a person in similar socioeconomic communities who is Caucasian (Aldrete, 2002; Ammar et al., 2008; Baptiste, 2015; Brunson, 2007; Cochran & Warren, 2011; Greene, 2016; Liou & Savage, 1996; National Institute of Justice, 2014; Rice & Piquero, 2005; Stein & Griffith, 2015; Vidales, Day, & Powe, 2009).

**Media.** The media has taken on many different roles and various forms (social website, citizen live-streaming, news broadcast, etc.) over the past 2 decades in regard to reporting police interactions with the community (Nix & Pickett, 2017; Suttles, 2013; Ziembo-Vogl, 1998). Prior to cell phones with cameras, most people received their news information through their local television stations, newspapers, and magazines. However, today the news can be reported by anyone with a mobile recording device

through many different mediums (Adegbile, 2017; Campbell, 2015). An example of a social website live streaming is Facebook live. Rosa Flores (CNN reporter) captured the Philando Castile shooting (Flores & Shoichet, 2016). Castile's fiancé, Diamond Reynolds, used Facebook live to broadcast the altercation and fatal shooting of Mr. Castile as it was happening (Flores & Shoichet, 2016). Andy Campbell (2015), writer for the *Huffington Post*, stated that the altercation for Walter Scott was captured on video by a bystander on his cell phone.

Body cameras are another form of media having an impact on the methods by which information about police interactions is captured and shared with the public. Daniel Shaver of Granbury, Texas, was shot five times by Officer Philip "Mitch" Brailsford (Mesa, Arizona, police officer) and ultimately succumbed to his wounds (Lohr, 2017). Video released shows Shaver cooperating with Officer Brailsford, hands in the air, crying, and pleading for his life. The interaction was captured on Officer Brailsford's body camera. Officer Brailsford was charged with second degree murder and reckless manslaughter but was acquitted of the fatal shooting. No gun was found at the scene (Lohr, 2017).

Police interactions captured on video and reported are not always negative. An example of a positive interaction of police/citizen interaction is Officer White of Gainesville, Florida, arriving at the scene of a report of children playing basketball in the street (Inside Edition, 2016). Officer White asked the players to try to keep the volume down and watch for vehicles. He then shot basketballs with the players to show his support and helped to establish a relationship with the community members (Inside Edition, 2016). Police stories/interactions with the public are more visible today due to

social media and camera phones that are more prevalent throughout society (Suttles, 2013). The impact of cameras capturing officer-involved shooting incidents or other police actions is having an effect on the perception of different community members and media organizations regarding how they feel about law enforcement.

**Mental health.** Police officers are normally the first to encounter a situation with a mentally ill person. The most common cause of an interaction is the response to a 911 emergency call from a friend, neighbor, or a family member. Unfortunately, the mentally ill person is often not comfortable dealing with a police officer and often may respond with aggression. That action, according to Rodriguez (2016) and Lowery et al. (2015), can cause the officer to respond with returned aggression and/or deadly force.

According to the authors of *The Washington Post*, police officers are undertrained in the area of mental health (Lowery et al., 2015). Citizens suffering from mental health issues are encountered by the police on the streets as well as in their residences (Hatfield, 2014; Lowery et al., 2015; Rodriguez, 2016). There have been many documented cases of homeless persons becoming aggressive when they are confronted by the police. Those encounters often lead to arrests. However, there have also been cases when mentally ill citizens are not fortunate enough to be arrested and instead are killed by the police (Hatfield, 2014; Livingston et al., 2014; Simpson, 2015).

Though mental health is not a situation that the police can control or have a direct impact on, it has become one of the most discussed issues in regard to police officer training. The range of mental illnesses and the unpredictability of the encounter for the police officer complicate the officers' initial response as they come across the mentally ill individual. Police departments, to help prepare their police officers for interactions with

mentally ill persons, have been building and improving their training for their police recruits (Hatfield, 2014; Livingston et al., 2014; Rodriguez, 2016; Simpson, 2015). Rodriguez (2016) in his dissertation, *The Impact of Psychiatric Emergency Response Team (PERT) Training on Law Enforcement Officers on Time and Disposition Responding to Mental Health Related Emergencies in Urban, Suburban, and Rural Communities*, stated that 24 hours of training is sufficient to show significant differences in how law enforcement officers respond to mental health-related emergencies. Currently, most police departments have a Psychiatric Emergency Response Team (PERT) that responds to mental health crises. The police officers who are trained for PERT spend the required time to work with the mentally ill person and attempt to transport him/her to the appropriate service provider instead of transporting him/her to jail or allowing the situation to possibly escalate to a police officer shooting incident (Rodriguez, 2016).

Some people suffer from different mental crises that cause a family member to contact the police. Studies have shown that veterans have a high suicide rate due to PTSD (Bryan, 2011; Lowery et al., 2015). The authors of “Distraught People, Deadly Results” shared various cases where a veteran was killed by the police as a result of a police-assisted suicide (Lowery et al., 2015). Police-assisted suicide is when a person intentionally engages in life-threatening behavior to induce a police officer to shoot him/her. His/her goal is to provoke the law enforcement officer to a lethal response (US Legal, n.d.-b). Hatfield (2014) and Lowery et al. (2015) shared stories of people with a mental illness using the police to end their life when they did not have the courage to commit suicide on their own. Veterans and other citizens understand that police officers

often have to make a split-second decision and react to a person with a weapon. Unfortunately for police officers, the action of shooting a person armed with a weapon and who is mentally ill happens too frequently (Lowery et al., 2015).

**Race.** Skolnick (2007) stated that race has been an issue since slavery and the influence of Jim Crow South. He highlighted the history of police interactions with African Americans during some of the darkest days in America. The police would control, capture, and punish slaves who escaped or were defiant. Skolnick cited Gunner Myrdal (1944): “The Negro criminals, or suspects, or any Negro who shows signs of insubordination should be punished bodily, and that this is a device from preventing crime and for keeping the ‘Negro in his place’ generally” (p. 65).

Like African Americans, the Hispanic community also sometimes perceives that its members are treated unfairly by the judicial system. Aldrete (2002) studied the Hispanic community in Omaha, Nebraska, and found that the community members had respect for the police but also feared their interactions. In his thesis, *Latino Immigrant Perceptions about the U.S. Police: An Exploratory Study*, Aldrete found that Hispanics respect the police but worry about being questioned about their citizenship status. Many Hispanics worry about being arrested by the police and subsequently being deported to their home country (Aldrete, 2002). Aldrete, in his study, repeatedly reiterated the Hispanic community’s comparisons to the African American community in regard to the perceived mistreatment of their people in the judicial system. The Hispanic citizens in Aldrete’s study stated that they felt unrepresented by the legal system as there were few Hispanic police. Aldrete highlighted that the language barrier among Hispanics in the study was a major concern for contacting the police in the event of an emergency.



Race plays a major role in a community's perception and confidence in the police. Lee and Gibbs (2015) conducted a qualitative research study regarding several variables that affected a citizen's perception of the police. They found that African Americans viewed law officers more negatively than White Americans viewed police officers. Lee and Gibbs determined that race combined with social distance was paramount in developing attitudes toward the police. Social distance is a social perception or experience of distance from an individual or other people (Lee & Gibbs, 2015).

Trust is another factor that varies among different races. In Greene's (2016) study of race, class, and access to civil justice, 75% of White respondents spoke in favor of the legal system, while 22% of Black respondents replied favorably about police officers. Several White respondents spoke of specific cases in which they did not trust the courts or police. Author and interviewer, Sara Sternberg Greene, noted that White respondents typically did not trust the police when they, or a family member or friend, had a negative experience with the police. However, the Black respondents spoke generally about their distrust for the police. They often stated that they did not trust anyone other than themselves or a close family member (Greene, 2016). In conclusion, the 10 factors that influence the perception of citizens are gained through various means, which include their interactions with police.

**Interactions with police.** One of the most prevalent causes of an individual's perception of the police is his or her personal experiences, his or her family, or a friend's interaction with the police. A person's history or the history of someone he or she cares about will cause that person to adopt a positive or negative perception of law enforcement. Repeated stops, arrests, interrogations, and other negative interactions with

the police can lead a group of people to distrust the police. However, if someone has interactions that are positive, he or she will tend to have a positive perception of the police.

An example of a positive perception of the police is captured in the article “Police Reap Benefits of Positive Interaction with Community” by Deborah Highland (2015). Highland noted that Chief Hawkins of the Bowling Green (Kentucky) Police Department placed character as one of his highest preferred traits into the department’s hiring policy (Highland, 2015). Officers are personally interviewed and informed by the chief of police of their responsibilities and the expectations for attitudinal behaviors toward community members. Officers in the department are involved in the community both while they are on and off duty. The officers believe that by treating the community members with respect, the community members will respect and trust the officers. Highland stated that the police can reduce crime while building a partnership if the officers understand that getting to know community members and the community getting to know the officers is important. Positive interactions with police are possible when police officers remember the meaning of community service, according to Highland. As Officer Fields self-reflected and stated,

All of us as officers come into the job wanting to help people and make a difference. . . . And then somehow in the job we get lost in going from call to call and taking reports. We’re so busy that we lose that interaction in the community that we are here to help. This position focuses on the community policing aspect of the job. And that’s what I get to do. I get to go into the communities and talk to people. They get to voice their concerns to me, and I get to follow up and then

go back and they can deal with me directly. I have the time and flexibility to do that. (Highland, 2015, para. 30)

Community members must also be willing to work with police. Community members must trust that police officers will respond to their calls for assistance when requested as Inez White (citizen of Bowling Green, Kentucky; Highland, 2015) was quoted saying:

Whenever I've had to call, they're right on the money. . . . I had some children who wanted to fight in my front yard, and I told them they couldn't fight in my front yard. . . . I knew there wasn't no play fighting. Come to find out one of the boys pulled a knife. . . . They took care of the problem. (Highland, 2015, paras. 6-7)

As police officers also conduct their community service events, citizens can see them and interact with the officers on a more personal level instead of when there is a problem (Highland, 2015; Holley & Fazalare, 2000; Simpson, 2015; Slavin, 2016; Wyllie, 2017).

### **Characteristics of Selected Policing Services and Community Policing Tactics**

Law enforcement officials use various practices to deter crime and provide policing services to the community. Some of these practices including vehicle patrol, foot patrol, partnering with community organizations, and formal programs with youth and schools. They are described as follow, including those strategies that fall under the philosophy of community policing.

**Vehicle patrol.** One of the most commonly known policing practices is the officer riding around in his or her police vehicle in the community (Jeffers, 2014). Pavlik

(2006) reported in *Foot and/or Bicycle Patrols in Major Texas Metropolitan Police Departments* that those officers who rarely exit their vehicles or stop to talk to the citizens are limiting their community-oriented policing practices. Although the vehicle has sometimes been seen as a barrier, it allows officers the freedom to move quickly throughout the community (Inside Edition, 2016). Some police officers may periodically exit the vehicle to play a game with children, talk with someone on the street corner, or assist a person in need (Inside Edition, 2016).

**Foot patrol.** Patrolling in the past was by vehicle and reactive to crimes in progress (Adegbile, 2017; Barnett, 2011; Pavlik, 2006). Foot patrol allows officers the opportunity to meet and talk to members of the community (Pavlik, 2006). The officer can establish an effective line of communication with citizens, which helps develop trust and respect. Officers who walk their assigned neighborhoods get to know the inner workings of the community, and community members are more apt to assist with information to help minimize crime (Barnett, 2011; Gaylord, 2008).

**Police partnering with the community.** The ability of police departments to partner with others who impact the community is a strategy many departments have employed. Community leaders often immerse themselves into the lives of people in crisis, provide financial assistance, and address the need for food and clothing as well as have the capacity to identify community citizens who may be beginning a life of crime (Burke, 2010; Weisblat, 2006). As police officers communicate and partner with community leaders, they can learn about the stories in the community and begin to help make a difference (Bennett, 1995; Burke, 2010).

Police officers and community leaders sometimes partner together to help spread positive words about the police and their policies (Barnett, 2011; Batten, 2011; Boston University Metropolitan College, 2015; Coquilhat, 2008; Dagg, 2010; Gaylord, 2008; Gutierrez, 2002; Patterson, 1995; Pavlik, 2006; Stewart-Brown, 2001). Leaders such as clergymen, business owners, or other governmental agencies can work together to improve their communities. Clergymen are some of the most respected people in their neighborhoods. The police, through their outreach programs, can share their policies with various members of the neighborhood and can inquire about the perceived *needs* of the public (Barnett, 2011). Businessmen and women can help law enforcement understand the problems in the community, as they have a divested interest in crime prevention (Lord, Kuhns, & Friday, 2009).

**Police and community organizations.** Community organizations do sometimes partner with local law enforcement agencies to promote their organization while supporting the community policing philosophy (Richardson, 2007). Community organizations can be an asset to police departments that partner with them as these organizations can be more familiar with the problems and concerns of the community (Weisblat, 2006). Organizations such as the Boys and Girls Club, YMCA, and cultural organizations reach out to members in their society and spread their messages, promote their programs, and attempt to improve the lives of their constituents (Richardson, 2007). Governmental institutions, such as schools and after-school programs, partner with the police to help keep children safe (O'Brien, 2001). Some other governmental agencies can procure funding for police departments to help them purchase items to donate to people in need (Smith, 1997). Local police agencies can partner with community leaders

to have a positive impact in their neighborhoods and work to try to improve citizens' lives (Dryfoos & Currie, 1995; Smith, 1997). Local police agencies, through community policing, can capitalize on this captured audience, share their concerns, and learn from community members about the needs of their area (Effron, 2016; Richardson, 2007).

**School resource officer (SRO).** In some communities, police officers are assigned to schools as SROs to support school administration and help keep children safe (O'Brien, 2001; O'Murphy, 2013). SROs promote safe routes for the children to travel, read to students, and reinforce school and community safety (O'Brien, 2001; O'Murphy, 2013).

**Police for youth mentoring programs.** Mentorship programs are designed to work with children and provide guidance toward a better way of thinking (Dryfoos & Currie, 1995; Sanchez, 2002). Some police departments across America have established mentoring programs where police officers can adopt a school, an organization, or an individual to mentor (Sanchez, 2002). According to Dryfoos and Currie (1995), police officer and youth mentorship programs have been effective and are often instrumental in recommending that additional government funding be provided to expand these programs. Community policing allows SROs the latitude to identify a child in need and begin to create a relationship through mentoring (O'Brien, 2001). Effective mentoring programs can deter children from being recruited into gangs (Cameron & Skipper, 1997; Contreras, 2011; Sanchez, 2002).

### **Thriving Community Policing Communities in America**

Community policing programs have been implemented in communities and are designed to cater to the needs and desires of people affected in those neighborhoods.

Nationally, there have been many cities where community policing programs and practices have been implemented. Thriving programs are a part of large metropolitan cities such as Kansas City, Missouri; Midwest cities like Denver, Colorado; southeastern cities such as Atlanta, Georgia; and in California, larger cities such as Los Angeles (Fields, 2007). These cities embody both community policing, proactive policing, and POP practices, which enable their officers to have skills that help support the citizens of the communities in which they work.

As police officers and community members work together to form a partnership, the overarching impact of the teamwork can be beneficial. Some benefits, as a result of effective community policing, are the improvement of police-community relationships and community perceptions of police; an increase in community capacity to deal with issues; a change in police officers' attitudes and behaviors; an increase in perceptions of safety; and a reduction in crime, disorder, and antisocial behavior (Coquilhat, 2008). Some cities form specialized units that focus solely on community policing services. Barriers to community policing, however, are implementation challenges and support from police officers or organizations, the residents or community, police culture, and forming of specialized community policing units (Coquilhat, 2008). The benefits and barriers to community policing can be attributed to the needs of the community (Coquilhat, 2008). As citizens share their concerns regarding safety, crime, and perceived police misconduct (barriers), local law enforcement departments can make adjustments to their policies, responses, and styles of communication (benefits) to improve their neighborhoods and trust.

## **Concepts of Community Policing**

In the 21st century, community policing is described as a reformation of the police and police department and their approach to policing and crime (Dagg, 2010). The concept of personalizing officers' relationships with the communities they serve fosters trust and attempts to help thwart crime. Personalizing law enforcement officers' approaches to policing is aligned with the concept of proactive policing (Kelling et al., 1988). As a way to discover the impact of the program and learn how the police can have a positive influence, studies have suggested that citizens also need to engage with officers and share in policing and reporting responsibilities from within their communities (Aronowitz, 1997; Kelling et al., 1988; Stewart-Brown, 2001).

Community policing is also about encouraging the community to become involved with crime prevention through education and programs (Gaylord, 2008; Stewart-Brown, 2001). The belief is that when a community does not fear reporting a crime, the community becomes safer, and the officers are assisted with investigations, thus reducing criminal activity in the community (Gaylord, 2008; Gutierrez, 2002). When police departments implement programs to support and improve trust and communication with citizens, such as starting a community service division, trust can be enhanced through an officer's visibility (Gutierrez, 2002).

According to Radovanovic and Spasic (2018), one of the basic needs for the community is safety and security. Radovanovic and Spasic identified that citizens' needs will differ from one community to another as crime or the threat of crime also varies. The concept of citizens partnering with their local police departments to fight and deter



crime can strengthen the bond between the public and law enforcement and improve the citizen's quality of life (Radovanovic & Spasic, 2018).

### **Conceptual Framework—The New Community Policing: Developing a Partnership-Based Theoretical Foundation**

Research framework is a structure that provides direction for a researcher to fine-tune methods for measuring variables. According to Imenda (2014), a conceptual framework synthesizes multiple existing views concerning a given situation. A conceptual framework is normally limited in its scope and is carefully put together. A researcher employs a conceptual framework when he or she collects data through empirical and descriptive survey instruments, interviews, and observations (Imenda, 2014). A review of the literature by McKee and Lewis (2016) and research study consideration were supported through conceptual framework.

From an extensive review of the perceptions by McKee and Lewis (2016) of policing, history has proven community policing to be an effective philosophy for improving police/community relationships. McKee and Lewis discussed the eight pillars of the new community policing components including (a) developing partnerships, (b) problem solving, (c) procedural fairness, (d) identifying a proscribed scope, (e) protection, (f) professionalism, (g) purpose, and (h) principles. Of the eight pillars of community policing, partnerships are the core element, and officers must foster trust within their communities through the development of community partnerships (McKee & Lewis, 2016). McKee and Lewis expressed, "If voluntary compliance can be gained without resorting to force, then fewer officers will be injured in the line of duty, fewer

citizens will be harmed, and fewer ‘use of force’ complaints and lawsuits will be filed” (p. 16).

McKee and Lewis (2016) commented that officers should be rewarded for their problem solving in communities and not for the issuance of citations or the number of arrests. Procedural fairness is the concept of police carrying out policies that reflect their community values and not creating additional laws to enforce (McKee & Lewis, 2016). Proscribed scope is the commitment to programs where police officers are used to promote safety and security under the community policing umbrella while attempting to refrain from acting in an enforcement capacity (McKee & Lewis, 2016). Protection is noted as the amount of force used by police after de-escalation has failed (McKee & Lewis, 2016). Protection in community policing is reflective in the support for crime prevention through the relationships developed between the police and their citizens.

The sixth pillar of the new community policing idea is professionalism. Professionalism in the police profession, according to McKee and Lewis (2016), means that police officers should be better trained and educated throughout their career. McKee and Lewis suggested that police officers have a college education prior to their hiring, learn a second language that is represented in their community, and embody the ethics of the oath to which they swore. Police officers work tirelessly through unforgiving hours and witness many different situations throughout their duties. For police officers to preserve their career, they must continue to understand their purpose and avoid burnout (McKee & Lewis, 2016). Purpose is the seventh of the eight pillars of new community policing. McKee and Lewis ended their eight pillars with principles. They expressed that principles in the police force should be ethical and transparent (McKee & Lewis,

2016). Police organizations, as suggested by McKee and Lewis, should continue to reduce the lack of racial and gender diversity in their profession. McKee and Lewis said that “the underlying logic is that trust develops when community members understand the purpose of police policies, procedures, and actions, and judge them to be legitimate” (p. 25).

Similar to McKee and Lewis (2016), Somerville (2008) believed that community members and police organizations should establish clear lines of communication to combat crime and make their communities safer. Somerville emphasized the need for police organizations to conduct forums, town hall meetings, or symposiums to listen to the citizens’ concerns regarding crime in their community, including concerns about police misuse of force. Upon acting on the findings, police officers should share their ideas for corrective actions with the community (Somerville, 2008).

### **Examples of How Community Policing Interacts with the Community**

The creation of community policing services in various cities such as Los Angeles, California; Cincinnati, Ohio; and Santa Cruz, California, were devised to help bridge the gap of communication between the police and their citizens (Friend & Martinez, 2010; Meares, 2013). Some of the principles embodied in the eight pillars are utilized by several cities across the nation and in some California cities. For example, in Santa Cruz, California, community police officers and their community partners collectively discuss the crime in their communities and the perceptions of the police. Second, they review the economic status of most of the people committing crimes versus the types of crimes committed. Overwhelmingly, it was noted that the city of Santa Cruz,

California, needed to do more to help improve the economic structure in its city to help those who were living in poverty (Friend & Martinez, 2010).

Police departments are implementing various tactics, programs, and policies to aid their police officers in getting to know their community members (Bennett, 1995; Birzer, 1999; White & Escobar, 2008). Police departments in Los Angeles, California; Cincinnati, Ohio; and Dallas, Texas, are engaging their communities through more diplomatic efforts by getting to know and working with their citizens and having their citizens get to know the officers (Thalji, 2010). The three police departments implemented outreach and training programs reflective of some of the eight pillars of community policing to interact with their citizens. The Los Angeles Police Department (n.d.), through its mission statement, promotes partnering, protecting, and improving trust and communication with its citizens. According to Farmer (2015), the Cincinnati (Ohio) Police Department implemented changes to impact its law enforcement officers' mentality and training in support of new community policing philosophy. The chief of police demanded professionalism and accountability, problem solving, partnership, proscribed scope, principles, and a clear purpose for the precinct's new citizen outreach programs (Farmer, 2015). Farmer stated that police officers who chose to not comply with the change in policing philosophy from the chief of police either retired or left the department, and those who stayed received additional training. Similar to the Los Angeles Police Department, the Dallas Police Department implemented changes in its interactions with its citizens by requiring changes in its public outreach. According to Haugh (2016), Chief David Brown increased department transparency, promoted partnership, improved professionalism, and held police officers accountable. Chief

Brown's efforts since 2006 decreased reported crime, tickets, and complaints against police officers (Haugh, 2016).

Some police departments have established residential programs (i.e., Neighborhood Watch) that encourage their citizens to get involved in their communities. As part of the training, police officers teach their citizens how to file police reports, how to solve problems without the assistance of the police, and what actions or conditions to look for in their neighborhoods that could lead to a crime (Britt, 2013). Another community outreach program is the coordination of meetings with companies reflective of proscribed scope that can supply needed resources to support and improve the lives of community members (i.e., jobs, housing, morale-improving events, etc.). Officers know that the community is the first line of defense against crime. Aronowitz (1997) believed that through a working relationship with the police, the communities can reestablish a sense of safety and trust.

### **Types of Community Policing Services**

Community policing services include but are not limited to citizen training, community outreach programs, community/police review boards, SROs, and town hall meetings. The training is an effort to increase visibility throughout the neighborhood to help deter crime in the absence of a police officer (Batten, 2011). Community outreach programs are created by police who partner with members of the community to improve relationships and communication with various (typically less fortunate) members of their neighborhoods (Gaylord, 2008; Holley & Fazalare, 2000; Wyllie, 2017). Police and community review boards are another service designed to review complaints from the public against the police (City of Salem, 2017). The review boards differ in the number

of members, how the members are appointed, access for the public to voice their concerns directly to the board, and who the board members report to (City of Salem, 2017).

**Citizen training.** Several police departments are training their community members in recognizing illegal activity in their neighborhoods and the reporting process for assistance. Donna Batten (2010) shared the importance and the three requirements for effective Neighborhood Watch programs. She stated that the first step is to plan strategies that address the problems in the area. The second step is building a relationship of cooperation between law enforcement officers and residents. The third step is to assess the neighborhood needs, then select and train volunteers (Batten, 2010). The training of citizens creates a dialog between the officers and community members, which can improve the trust between the two. In addition to training, community outreach programs are a philosophical tool used by the police to partner with the community to build trust and improve communication (Bennett, 1995; Holley & Fazalare, 2000; McCarty, 2015; Slavin, 2016).

**Community outreach programs.** Community outreach programs are created by the police to partner with members of the community to improve relationships and communication with various (typically less fortunate) members of their neighborhoods (Holley & Fazalare, 2000). Police departments believe that, through their outreach programs, they can help deter and reduce crime (Holley & Fazalare, 2000; Wyllie, 2017). Holley and Fazalare (2000) reported that the Federal Bureau of Investigations (FBI) established some community outreach programs to try to strengthen the bonds that keep communities safe while changing the public's perception of law enforcement as being

aloof and secretive (Holley & Fazalare, 2000). They identified some of the programs established by the FBI as the School Violence Program, Finish First in the Race Against Drugs, Right Choice Program, and Drug-Free America (Holley & Fazalare, 2000).

Wyllie (2017) reported that San Diego Police Chief Shelley Zimmerman has worked with her team to establish some local community outreach programs to help improve the police–citizen relationship. Some San Diego Police Department community outreach programs identified by Wyllie (2017) are Big in Blue mentoring, Police Athletic League, Girl League, Man Up, and Making Changes. In addition to the community outreach programs, some police departments partner with their communities to establish police review boards.

**Community/police review boards.** Community review boards are designed to review complaints from civilians and the public against the police (Community Review Board, 2018). The City of San Diego website provides information about its review board, members, how members are appointed, and the governing charter. The City of Salem, Oregon, has a community police review board that is made up of seven sitting members and two alternates. Each member can serve a term of 2 years before he or she will have to be reappointed. Board members report their findings of police reports or citizens’ complaints against police officers to the city manager. The City of Salem website provides an overview for membership requirements, agendas and meetings, rules and bylaws, and advisory board members information for the public to view (Community Review Board, 2018). National City in California has a Community and Police Relations Commission that is comprised of eight members: seven voting and one nonvoting (California National City, n.d.). Board members are appointed by the mayor with the

approval of the city council. Each board member can serve a term of 3 years before he or she has to be reappointed.

Unlike the San Diego and Salem boards, the National City board has a member of the City Police Officers' Association who is the nonvoting member. The board serves as an independent, unbiased, and impartial commission that provides a forum for citizens to express their concerns about the police, police conduct, police policies, and practices (California National City, n.d.). Though San Diego, Salem, and National City have different titles for their review boards, they share the same purpose, which is used by the city to help improve communication between city members and the police (California National City, n.d.; City of Salem, 2017).

**School resource officer.** SROs are local police officers who are assigned to work with school administrators, teachers, school counselors, and students. Police departments are also responsible for protecting the staff and students of school campuses in their communities. Since the 1980s, schools have been patrolled and supported by SROs as a response to the growing violence in schools (O'Murphy, 2013). O'Murphy (2013) highlighted the many roles an SRO will play in the school system. Though not all schools will have an SRO that works full time in the school system, they will have a local law enforcement officer assigned to them who is in the vicinity of the school during school hours. O'Murphy expressed that the change in federal, state, and local political thinking for schools is to provide services that will protect students throughout the school year and day, after the Sandy Hook shooting in Connecticut. The major conflict for having SROs in schools is the idea of having a weapon around the students. However, the benefit is the immediate response to a threat, authoritative support for administrative



response to bullying, fighting, harassment, and the ability for the students to get to know the police officers on a more personal level instead of just in response to an emergency.

**Town hall meetings.** Town hall meetings are scheduled events for political officials to present information to residents of their communities and hear the citizens' concerns and opinions ("Town Hall," n.d.). The meetings are typically a forum that is open to the public. During the town hall meetings, the public can express their concerns about local issues, policies, or other governmental matters to their political or law enforcement leaders. As a response to the police shooting of unarmed citizens, several media companies conducted town hall meetings with some of the nation's most powerful leaders. ABC News hosted a town hall meeting that was led by President Obama. The purpose of the meeting was to discuss the current atmosphere in America regarding the shooting of unarmed Americans by police officers (Effron, 2016). CNN news reporter Don Lemon hosted a town hall meeting between the police, citizens, and some family members of police shooting victims. The focus of the meeting was to air some grievances and begin a dialog on how to commence the healing process for both the police and the families (Hanna, 2016). Local police departments also conduct town hall meetings so the law officers can listen to the concerns of their citizens and share their investigative efforts with their community members. Community outreach programs from the police department vary based on their community needs and concerns and are not limited to the services listed in this section. These are all examples of outreach programs that some communities use in an effort to strengthen community-type policing services.

## **Description of La Mesa and Its Police Department**

The La Mesa Police Department has 69 sworn officers and 31 civilian employees who support its 59,948 citizens. The La Mesa Police Department patrols an area of 9.1 square miles (Neighborhood Scout, 2018b). The officers patrol La Mesa neighborhoods in vehicles and on foot. The department is involved in 22 community service projects and others (Appendix B) such as Neighborhood Watch, Retired Senior Volunteer Patrol (RSVP), and vacation security checks throughout the year. In 2016, the national safety rating for crime in La Mesa, California, was 17%. Though the safety rating is low for La Mesa compared to other cities of similar size, demographics, and ethnic diversity, the types of crimes reported are mostly nonviolent and property related. However, violent crimes in La Mesa including murder, rape, robbery, and assault as well as property crimes such as burglary and theft do exist. In La Mesa, a person in 2016, per 1,000 people, had a 3.3% chance of being a victim of a violent crime and a 28.2% chance of being a victim of a property crime (Neighborhood Scout, 2018b). La Mesa is less than 20 miles north of Tijuana, Mexico, and the U.S. border. As the police officers patrol their districts, they often encounter illegal immigrants and transients. Since Governor Jerry Brown declared California as a “sanctuary state” (Steinmetz, 2017), the police department focus on crime and not on immigration issues that may affect other border cities across the nation.

## **Demographic Description of La Mesa, California**

The population of La Mesa, California, is 55.8% White, 25.7% Hispanic, 25.7% African American, and includes a smaller percentage of other races (Neighborhood Scout, 2018b). La Mesa has a population of 59,948. The socioeconomic average income

is \$56,693, which is below the national average of \$57,617 according to U. S. Census Bureau (Guzman, 2017; see Table 2 and Figure 1).

### **Description of National City and Its Police Department**

The National City Police Department employs nearly 100 officers and supports more than 60,000 citizens (Neighborhood Scouts, 2018c). Law enforcement patrols the city in vehicles and on foot. The police department is involved in 43 community service projects (Appendix C) such as Safe Route to School, Low Rider events, and school visits throughout the year. In 2009, National City was ranked safer than 16% of other major cities in the United States (Neighborhood Scout, 2018c); however, in 2016, its national safety rating improved to 20%. Though the national safety rating is low for National City

Table 2

*Demographics of La Mesa, California: Demographic Requirements of Study*

Item	Demographics	Percentage
Population 2016	59,948	
Demographics percentage	White	55.8
	Hispanic	25.7
	African American	7.5
	Asian	5.4
	Two or more races	2.0
	Hawaiian or other Pacific Islander	0.5
	American Indian or Alaska native	0.4
	Other race	4.7
Average income 2016	\$56,693	
National safety rating percentage		17.0
Community policing service division	Yes	

*Note.* From *Crime Rates for La Mesa, CA*, Neighborhood Scout, 2018b (<http://www.neighborhoodscout.com/ca/la-mesa/crime/>); La Mesa’s economic stats of \$56,693 is below the national poverty level.

Figure 2.1: La Mesa Demographics by Percentages

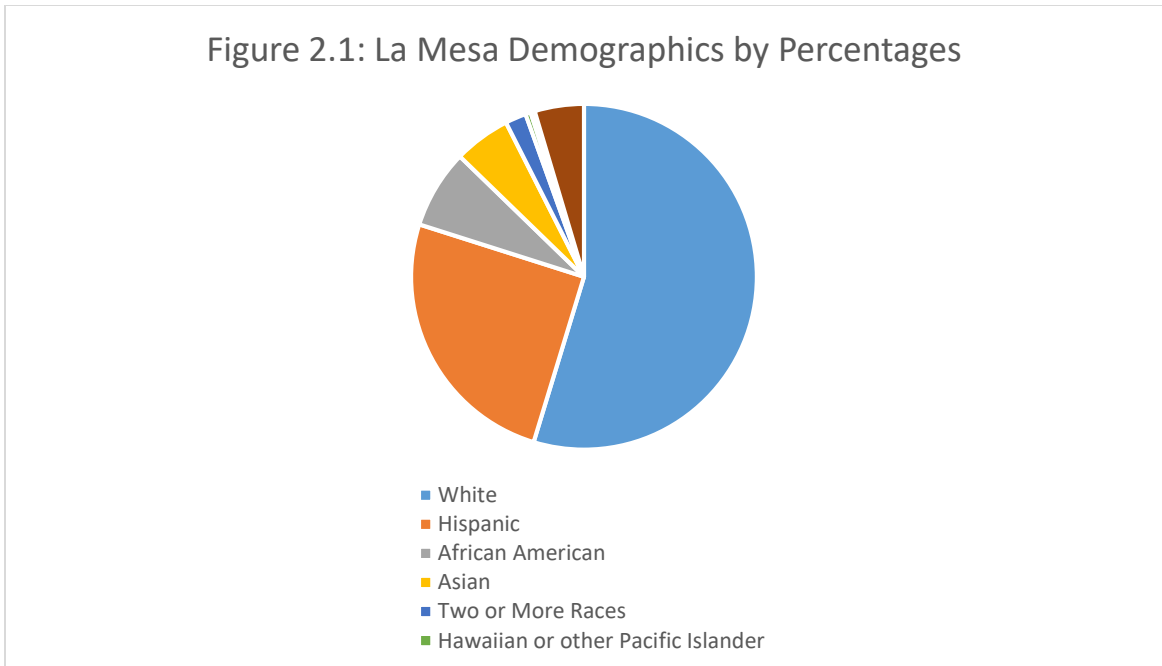


Figure 1. La Mesa ethnicities by percentage. From *Crime Rates for La Mesa, CA*, Neighborhood Scout, 2018b (<http://www.neighborhoodscout.com/ca/la-mesa/crime/>).

compared to other cities of similar size, demographics, and ethnic diversity, the types of crimes reported are mostly nonviolent and property related. However, violent crimes in National City include murder, rape, robbery, and assault. Property crimes consist of burglary and theft. In National City, a person in 2016, per 1,000 people, had a 4.4% chance of being a victim of a violent crime and a 22.8% chance of being a victim of a property crime (Neighborhood Scout, 2018c).

National City is eight miles north of the U.S. and Tijuana, Mexico, border (Heyman, 2008). As the police officers patrol their districts, they often encounter illegal immigrants and transients. Since Governor Jerry Brown declared California as a “sanctuary state,” the National City Police Department focuses on crime and not on immigration issues that may affect other border cities across the nation. National City Police Department employees are a reflection of the multicultural demographics of the city as 70% are Hispanic or of diverse ethnicities. The reported crime statistics, types,

and data are compiled and posted from all cities in San Diego County in the Automated Regional Justice Information System (ARJIS), including La Mesa’s and National City’s.

### **Demographic Description of National City, California**

The city’s population is 65.8% Hispanic, 19.2% Asian, and 9.3% White, with a smaller percentage of other races who are citizens of the city (Neighborhood Scout, 2018c). The socioeconomic average income is \$44,901, which is below the national average of \$57,617 according to U.S. Census Bureau (Guzman, 2017). Table 3 reflects the demographic data for the cities or communities in this study, which includes National City.

Table 3

*Demographics of National City, California*

Subject	National City	Percentage
Population 2016	60,343	
Demographics percentage	Hispanic	65.8
	Asian	9.2
	White	9.8
	Black	4.3
	Two or more races	1.4
	Hawaiian/Pacific Islander	0.3
	Native American	0.1
	Other Race	0.03
Average income 2016	\$44,901	
National safety rating percentage	20	
Community policing service division	Yes	

*Note.* National City’s economic stats of \$44,901 are below the national poverty level. From *Crime Rates for National City, CA*, Neighborhood Scout. (2018c (<http://www.neighborhoodscout.com/ca/national-city/crime/>)).

Figure 2.2: National City Demographics by Percentages

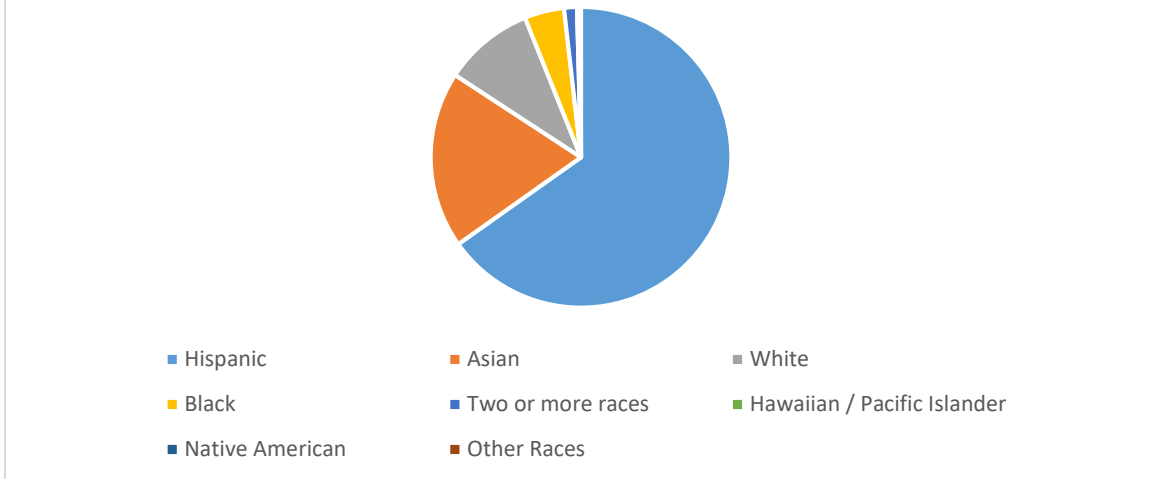


Figure 2. National City ethnicities by percentage. From *Crime Rates for National City, CA*, Neighborhood Scout. (2018c (<http://www.neighborhoodscout.com/ca/national-city/crime/>))

Across America, crime is reported as violent and property related and measured in percentages as per 1,000 residents. Violent crimes, such as murder 0.05%, rape 0.40%, robbery 1.03%, and property crimes, such as burglary 4.69%, theft 17.45%, and motor vehicle theft 2.37%, were recorded for the United States in 2016 (Neighborhood Scout, 2018c). In La Mesa, California, in 2016, the violent crime rates were murder 0.00%, rape 0.35%, robbery 0.93%, and property crimes such as burglary 5.62%, theft 18.75%, and motor vehicle theft 3.79% (Neighborhood Scout, 2018b). In National City, California, in 2016, the violent crime rates were murder 0.05%, rape 0.21%, robbery 1.77%, and property crimes such as burglary 2.99%, theft 12.27%, and motor vehicle theft 7.56% (Neighborhood Scout, 2018c). Crimes and their percentages are reported to the FBI each year for data analysis and comparison.

In these selected, ethnically diverse, low-income communities, community policing services and programs are operational. The San Diego County Office Law Enforcement Agencies reported that there are 11 law enforcement agencies in San Diego

County (n.d.). Of the 11 agencies, nine are police departments. The nine police departments are responsible for patrolling, serving, and protecting 124 communities. Police departments are assisted in their patrol by the California Highway Patrol and the San Diego County Sheriff's Department (City of San Diego, 2017) and some community policing departments in San Diego County. The San Diego Police Department participates in various community policing events throughout a calendar year with several organizations. San Diego police are responsible for citizens within 47.1 square miles with nearly 1 million citizens. Community policing programs in San Diego, California, such as school resource officer (SRO), Neighborhood Watch, quality-of-life teams, safety patrol, and approximately 13 town hall meetings a month, are accomplished by two community resource officers and two juvenile service teams (Patton, 2015). However, several cities within the county also have their own community policing programs, and these include La Mesa, National City, and Chula Vista, California.

### **Summary**

Policing in America has been around since the 1800s. It has evolved from a peace-keeping force to a proactive crime-detering organization. The profession is not perfect, as it has had its problems with gaining community trust, especially in some predominantly ethnic, low-socioeconomic communities across America. Police incidents of OIS of unarmed citizens have been a factor in influencing trust issues. Citizens' perception of police officers differs based on the 10 characteristics discussed in this chapter. Community policing programs have been implemented in some communities to improve law enforcement services and to offer additional services based on the community's need. Across the nation, the purpose of community policing is determined

by the neighborhoods they patrol and serve. An additional purpose aims to develop and build trust with their community members (Lewicki & Wiethoff, 2000). In several urban communities, the police have taken a proactive, hands-on approach to policing and implemented community policing programs (Kaplan-Lyman, 2012; Schwartz, 1967; Swope, 1999). Chapter III explains the research design and the methodology of this study, including the study population and sampling procedures for data gathering and analysis.



## CHAPTER III: METHODOLOGY

### **Overview**

This chapter describes the methods and procedures used to conduct this study. It includes the purpose of the study, research questions, research design and methodology, a description of the population and sample, the development and description of the instrument, field testing, a description of the data collection procedures, explanation of the statistical data analysis, and limitations of the study.

### **Purpose of the Study**

The purpose of this qualitative phenomenological study was to describe citizen perceptions of the impact of community policing in two selected, ethnically diverse, low-income communities that have national safety ratings between 0% and 25%.

### **Research Questions**

This study was guided by one central question and six subquestions.

#### **Central Question**

What is the impact of community policing services, as perceived by citizens in cities that are ethnically diverse with national safety ratings between 0% and 25% and with an average income at or below the poverty level?

#### **Subquestions**

1. How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?
2. How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?

3. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?
4. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?
5. What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?
6. What is the relationship citizens perceive exists between community members and the police department in National City, California?

### **Research Design**

This study was a qualitative phenomenological study that focused on community policing services in communities that are ethnically diverse with average incomes below the poverty level and with a safety rating between 0% and 25%. The study sought to understand the community's perception of the impact of the community policing programs in their community as well as the perceptions citizens had about the police department services overall. According to Patton (2015), selecting qualitative research is appropriate as that qualitative research attempts to define "how people interpret their experience, construct their world, and what meaning they attribute to their experiences" (p. 14). To describe the experience of interactions with community policing representatives, citizens were interviewed and asked questions about their perceptions and experiences with community police as well as their local police department representatives. According to Patton, these types of questions have been aligned with a qualitative phenomenological approach to research.

## **Phenomenological Research**

Roberts (2010) advised that phenomenological research is best defined as a study in which the researcher “focuses on people’s lived experiences from their perspective” (p. 143). A phenomenological qualitative approach was selected as the methodology for this research study for several reasons. First, according to Patton (2015), a “phenomenology aims at gaining deeper understanding of the nature or meaning of our everyday experiences” (p. 115). McMillan and Schumacher (2010) confirmed that a phenomenological study aims at transforming lived experiences into a description of its “essence” (p. 24), allowing for reflection and analysis. McMillan and Schumacher proposed that the researcher conduct long interviews with the informants to understand their perspectives of their everyday lived experiences. The perception of citizens represents a single unit of analysis as part of the topic of community policing as a whole. This phenomenological research study intended to capture the lived experiences of individuals, organizations, businesses, clergy, and academic personnel in response to local community policing and police department practices in their cities.

## **Population**

A population has been defined by Creswell and Plano Clark (2011) as “a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study” (p. 142). For the purpose of this research, the population was composed of citizens who lived in ethnically diverse cities with incomes on average at or below the national poverty level. These cities also had safety ratings between 0% and 25% and had community policing programs in their communities.

## **Target Population**

Target population contains members of a group that a researcher is interested in studying. According to McMillan and Schumacher (2010), “A target population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research” (p. 129). The target population for this study was La Mesa and National City, California, as each city met the requirements of the study regarding income level and ethnic diversity. Low-income communities in America are communities or households at or below 80% of the statewide median income of \$61,818 or with household incomes at or below the threshold designated as low income of \$49,454 by the Department of Housing and Community Development State Income Limits (California Air Resources Board, 2017). As of 2016, the average household income across America was approximately \$57,617, according to U.S. Census Bureau (Guzman, 2017). California’s average income for a family of four was \$55,322 (Neighborhood Scout, 2018a). The average income for a family of four in La Mesa, California, was \$56,693 and in National City, California, was \$44,901 (Schiller, 2016). La Mesa and National City, California, were chosen for research as their income levels were approximately at, close to or below the national average.

Of the 3,141 counties across America, the percentage of people living at or below the poverty level was 50% (Gann, Bowers, Mouser, & Taciak, 2017). According to Guzman (2017), the preliminary estimate of weighted average poverty threshold for a family of four was \$25,086. According to “Fact Sheet: Boosting California’s Minimum Wage to \$15/Hour” (2017), the poverty line in California was \$24,300 for a family of four. When California’s housing cost is factored into income level, nearly one in five

California citizens lives in poverty (Chiland, 2018). Chiland (2018) stated that California residents' poverty rate is the highest in the nation; the Census Bureau reported it at 20.4% in 2016. La Mesa, California, had 12% of its citizens living at or below the national poverty level (Neighborhood Scout, 2018b). National City, California, had 24.1% of its citizens living at or below the national poverty level (Neighborhood Scout, 2018c). The target population was selected from citizens in La Mesa and National City whose communities had poverty ratings above 10% and whose cities had safety ratings between 0% and 25%. In each of these cities, community policing programs were operational.

### **Sample**

McMillan and Schumacher (2010) defined a sample frame as “the list of elements from which the sample is actually selected” (p. 129). From this target population having identified characteristics above, the sample was elicited from the cities of La Mesa and National City. Both cities are incorporated and have mayors. There were several sampling methods the researcher used to collect samples for this research.

### **Purposeful Sampling**

Purposeful sampling was used to identify participants who met the criteria. Purposeful sampling employs a variety of strategies in which the list of participants is assembled. Purposeful sampling involves the researcher directly selecting members of the target population who represent the criteria defined in the study (Patton, 2015). The researcher depends on their independent judgement to select individuals to participate in the study; therefore, they do not leave the selection of the individuals to random chance (Patton, 2015). Patton (2015) indicated that through purposeful sampling, researchers “purposefully select individuals who offer useful manifestations of the phenomenon of

interest” (p. 46). Selecting these individuals can be done using any of several methods. The purposeful criteria for this study included identifying participants for the research who fulfilled the following:

1. They had been citizens of either La Mesa or National City for a minimum of 3 years.
2. They were involved in a community organization, or were a school official, Neighborhood Watch community member, clergy, or business owner in La Mesa or National City who had interacted with local community policing personnel law enforcement representatives.
3. In addition, the researcher also identified citizens (not formally involved in a community organization) who, along with the above criteria, personally experienced or had a family member who interacted with local police agencies.

### **Snowball Sampling**

The researcher also used snowball and convenience sampling techniques to identify research participants with the identified criteria. Snowball sampling is the process of asking a number of people about other people who may be willing to participate in the study (Patton, 2015). As explained by Patton (2015), snowball sampling is an approach that uses key informants to help locate other participants. As one participant leads to another, the “snowball” of additional study participants expands. Creswell and Plano Clark (2011) stated that snowball sampling allows a researcher to select the best people for the study, particularly when they are unfamiliar with the topic or complexity of the phenomena. The snowball strategy used to obtain this sample allowed the researcher to identify a sufficient number of study participants by asking other individuals to suggest names of potential study contributors.

Using snowball sampling strategies, selection of the sample participants started with the researcher contacting local police departments and community policing department personnel in each community, La Mesa and National City, and requesting a list of community organizations and potential participants who matched the criteria. Both La Mesa and National City Police Departments provided the researcher with a community policing partner's contact information. Appendix C lists partnerships with the National City Police Department and Appendix B lists partnerships with the La Mesa Police Department.

All potential interviewees who responded to the researcher were provided with an overview of the study. Each identified participant who volunteered to be in the study was provided with a written explanation (Appendix D) that he or she would be requested to be involved in an interview and to sign a voluntary participant form to participate in the study. As potential additional participants developed, follow-up e-mails were sent using the same protocol as the original list of contacts.

### **Convenience Sampling**

According to Patton (2015), "Convenience sampling is defined as a sample in which research participants are selected based on their ease of availability" (p. 309). The researcher interviewed participants who were accessible for face-to-face interviews. Through face-to-face interviews, the researcher was also able to conduct direct observations (Patton, 2015). Direct observations allowed the researcher the chance to observe body language, eye movement, and other nonverbal communications not available during remote contact (Patton, 2015). Community members of organizational entities in La Mesa and National City, California, were selected by the researcher to

collect data for this study because the researcher used convenience sampling in order to conduct, as much as possible, face-to-face interviews and observations of participants who met the criteria through the interview process.

### **Sample Size**

Snowball sampling led to the selection of 12 participants who were included in the study. Stake (2006) suggested that two or three cases (subjects) are not sufficient for interactivity between programs, but 15 to 30 cases (subjects) provide more uniqueness for interactivity than researchers can understand (Patton, 2015). However, other qualitative researchers have conveyed that it is not necessarily the number of participants that defines validity, but the quality of the information collected, thereby meriting smaller sample sizes in qualitative research. Although a particular phenomenon may appear only once throughout the data collection, it is enough to be considered in the overall examination of the study (Ritchie, 2003). Qualitative research primarily focuses on relatively small samples. As Patton (2015) noted, “Exercising care not to overgeneralize from purposeful samples, while maximizing to the fullest the advantage of in-depth, purposeful sampling will do much to alleviate concerns about small sample sizes” (p. 329).

At the conclusion of 12 interviews, it is likely that the phenomenon will begin to repeat itself and data saturation is achieved (Guest, Bunce, & Johnson, 2006). At this point of diminishing return, it is likely that increasing the sample size lends little to no new information that is pertinent to the results (DiCicco-Bloom & Crabtree, 2006). Therefore, the sample size for this phenomenological qualitative study consisted of 12 participants. The researcher also evenly divided the identified participants among La



Mesa and National City. La Mesa and National City each had six participants who met the criteria and agreed to participate in the interviews for this study. Again, some of these participants from each city were involved in organizations that had contact with community policing services, and some were private citizens with no formal organizational affiliation. These private citizens from each city who were not formally involved with organizations volunteered to participate and were selected for the study by the researcher because they had interacted with the police or had a family member who had interacted with law enforcement.

## **Instrumentation**

### **Researcher as an Instrument of the Study**

Qualitative inquiry includes collecting quotes from people, verifying them, and contemplating what they mean (Patton, 2015). Patton (2015) stated, “In qualitative inquiry, the researcher is the instrument” (p. 14). For this study, the researcher was the instrument of the research in that the researcher directly asked the predetermined questions (Appendix E) of each interviewee. The questions (Appendix E) and responses were recorded on an electronic voice recorder by the researcher and transcribed by a confidential transcriptionist.

Patton (2015) believed that “qualitative data tells a story” (p. 54). This type of data is based on in-depth, open-ended interviews, direct observations, and written communications (Patton, 2015). Qualitative data can be in the form of excerpts, quotations, or entire passages from organizational, clinical, or program records; memoranda and correspondence; social media postings; official publications and reports, personal diaries; and open-ended written responses to questionnaires and surveys (Patton,

2015). For this study, planned and semistructured interviews, observations, and collection of artifacts were the primary types of data that were elicited to describe the lived experiences of community members regarding their perceived impact of community policing programs and police interactions.

## **Interviews**

Structured questions allow the respondent to select an answer from several choices (McMillan & Schumacher, 2010). Semistructured questions allow the respondent to answer open-ended questions that are geared toward a specific intent (McMillan & Schumacher, 2010). Unstructured questions allow the interviewer the ability to ask questions randomly (McMillan & Schumacher, 2010). The phenomenological criteria for this research required the interviewer to ask open-ended, semistructured questions that would allow the subject to answer in his or her own words and elaborate about versions of his or her experience (McMillan & Schumacher, 2010). McMillan and Schumacher (2010) identified semistructured interviews as having the following characteristics:

- No choices from which the respondent selects an answer
- The question is phrased to allow for individual responses
- An open-ended question is fairly specific in its intent.

In order to gather data on the six research subquestions, the interviewer constructed a list of semistructured interview questions that were reviewed through a pilot field test. These semistructured questions included prompting questions. Prompting the person interviewed encouraged the interviewees to elaborate upon their responses to the questions as well as for them to contribute to the depth of responses about their

experiences with community policing agencies and the police department. Each interview participant was asked consistent, preplanned questions developed by the researcher.

An audio recording from a portable electronic recording device was downloaded, and then a transcriber provided the researcher with confidential transcripts of each of the interviews. These data received from the face-to-face interviews were provided to the researcher in professionally transcribed information from an approved transcriptionist through Brandman University. Notes were also taken throughout each interview by the researcher. These notes included observations of body language, facial expressions, and any other nonverbal behaviors demonstrated during the interview.

### **Content Validity**

The researcher developed the content of the interview questions by aligning it with the research questions with a focus on the eight pillars described in the conceptual framework for community policing practices for this study. This conceptual framework for community policing practices is described in Chapter II. McKee and Lewis (2016) identified eight pillars that are characteristic of effective community policing and include partnerships, problem solving, procedural fairness, proscribed scope, protection, professionalism, purpose, and principles. The researcher asked about citizen perceptions related to these pillars as the participants responded to questions about their city's community policing programs.

### **Expert Panel**

In 2002, Patton (2015) established that the meaningfulness, insights gleaned, and validity of qualitative inquiry have more of a correlation with the information richness of

the selected cases and the analytical capabilities of the researcher as opposed to the sample size itself. Patton explained that in order to determine the content validity of a measure, the researcher must make judgments on the appropriateness of its contents. For this study, an expert in the field of law enforcement reviewed the interview questions (Appendix D). More specifically, the expert earned a doctorate from Brandman University. The expert is also currently serving as an adjunct professor at National University.

The expert helped to attest to the validity of the measure by determining the cohesion and relevance between the interview questions and the research questions as well as whether the questions elicited responses pertaining to the eight pillars. In addition, the expert screened the questions to ensure that they were composed in a manner that elicited common and shared meanings among participants in accordance with Patten's (2014) advisement. Following the expert's review of the interview questions, the researcher received feedback on the interview questions from the expert, the researcher revised the interview instrument based on the feedback received.

### **Field Testing/Pilot Interview Questions**

A pilot of the interview used the procedures that were identical to those that were implemented in the study (McMillan & Schumacher, 2010). To prepare for the interviews and ensure consistency in the interview process, a pilot interview was conducted with a citizen in National City who had interactions with the community policing agency in his or her community, was a member of an organization in the community, and met the study's demographic criteria. The data from this field test pilot interview were not used in this study.

According to Patton (2015), “The researcher’s background, experience, training, skills, interpersonal competence, and how the researcher engages in the fieldwork and analysis undergird the credibility of the findings” (p. 3). During this study, the researcher was employed as a military instructor requiring a secret security clearance. Based on the researcher’s personal background and experience as a military service member in the security field, there was potential for researcher bias during the interview process. To reduce researcher bias that may have been projected from body language or added verbal comments, the researcher engaged in a field test with an observer who was a Brandman alumnus. She observed the pilot interview process that the researcher conducted with a referred citizen from one of the community organizations and the alumnus provided feedback to the interviewer on the process and the researchers’ behavior to determine if any aspect of the interview could suggest bias in the process. The researcher also discussed the process of the interview with this observer in order to identify any biases observed in the researcher’s protocol as the researcher conducted the pilot interview. The interview responses used in the pilot interview were not included as a part of this research study’s data analysis. The researcher used the feedback to adapt his protocol to limit bias and maintain consistency in the interview protocol when he conducted the actual interviews with the 12 participants in this study (Appendices L and M).

### **Human Subject Considerations**

The researcher obtained authorization from the Brandman University Institutional Review Board (BUIRB) through the university’s detailed review process. The BUIRB reviews all research projects that involve humans, approving only the research that maintains professional standards. Upon completion of the introduction, research purpose,

research questions, and methodology, the research was then sent through the BUIRB process for quality review and to ensure compliance of all laws, regulations, and ethical principles. The BUIRB was the final step of the approval process prior to data collection. This study was declared a minimum risk by BUIRB as the researcher ensured that the data collection was strictly limited to professional consenting adults.

The researcher completed the required training and has earned the National Institute of Health (NIH) certification (Appendix E). Before interviews were conducted, an application was submitted to the BUIRB requesting approval to collect data through the interview process. Before the collection of any data, the qualitative research design and interview strategies were approved by the BUIRB to ensure the rights and confidentiality of the subjects in the study (McMillan & Schumacher, 2010; see Appendix F). Next, a formal invitation letter (Appendix G) was sent to the 12 subjects who had been selected based on their qualifying criteria for the study and who agreed to be interviewed for this study. This invitation included a detailed description of the study intended purpose of the research. Participants were informed the interview would take approximately 60 to 90 minutes. Once participants received their invitation, each participant was e-mailed an electronic copy of the Brandman University Research Participant's Bill of Rights. The final step included providing the participants with the following:

1. An informed consent that included the title and purpose of the research study.  
(Appendix H)
2. A description of the study's procedure, risks, and benefits (Appendix H).
3. Permission to use an audio recorder for all the questions (Appendix I).

4. Option for the participant to review the transcription before it was used for data analysis and to provide any corrections to the researcher so the researcher could amend the information.

Once these steps were completed, a copy of all the documents was provided to the participant, and the original forms were then stored in a secure and safe file location belonging to the researcher. This ensured confidentiality and the safety of the subjects' information (McMillan & Schumacher, 2010). When interviews began, the interview of the identified participants was comprised of three phases. In the first phase, the researcher offered a brief overview of the purpose of the research study. In the second phase, the researcher explained the participant's consent forms and how confidentiality was going to be maintained. The researcher explained the Participant's Bill of Rights and provided the interviewee with another copy of this document (Appendix J). Each participant was told that if at any time he or she wished to interrupt or stop the interview he or she could do that. The researcher then asked the interview participant if he could record the interview. For the third phase of this process, the interviewer turned on the recorder and began the interview, starting with demographic-type questions followed by questions related to this research study. The questions for the interview are provided in Appendix K.

### **Validity**

Validity is an important factor in the quality of the instrument used. A description of the process used to establish both validity and reliability is described in this chapter. Validity is the "degree to which your instrument truly measures what it purports to measure" (Roberts, 2010, p. 151). The instrument must be appropriate for the population

and reliable for the study (Kimberlin & Winterstein, 2008). Triangulation allowed the researcher to strengthen the validity of the data collected.

Prior to testing the validity of the interview, the researcher had an expert panel of one review the content of the questions to determine if they were valid. The researcher also assessed the content validity of the interview questions by having the participants review the transcripts and amend them after their interviews, if necessary. After each interview was completed and transcribed, each study participant was asked to review the transcripts for content accuracy prior to the researcher analyzing the data and identifying themes from the collected data. Each recorded interview was sent to a confidential transcriber, and the transcribed interview was forwarded to the study participant for review. Study participants were asked to review the transcribed data and return the transcription to the researcher with recommendations for corrections if necessary. The corrected transcriptions and transcripts not requiring changes were then analyzed and coded for themes.

### **Internal Validity of Data**

To aid in validating the data for consistency, the researcher used triangulation methods. Patton (2015) stated, “A common misconception about triangulation involves thinking that the purpose is to demonstrate that different data sources or inquiry approaches yield essentially the same result” (p. 661). Triangulation provides diverse ways of looking at the same phenomenon but adding to credibility by strengthening confidence in whatever conclusions are drawn (Patton, 2015). In addition to interviews, the researcher conducted observations of community policing forums with the community and collected artifacts such as community policing event schedules, event



fliers, and organizational brochures, which offered archival data about community policing programs that responded to the research questions in this study. The researcher also collected crime statistics for each city as part of the artifacts. This study used triangulation to confirm participant statements, or as evidence of statements provided by the participants.

### **Reliability**

Reliability is the “degree to which your instrument consistently measures something from one time to another” (Roberts, 2010, p. 151). For reliability to be considered, the results should be the same measurement taken at different times, concluding in the same results (Kimberlin & Winterstein, 2008). Though a test may have high reliability results, it can still show low validity results. The researcher ensured that consistent protocols were in place for each interviewee by asking the same interview questions of each participant in the same manner and in the same order. To establish that the interview protocol was in place, the researcher consulted a Brandman University doctoral alumnus who observed the pilot test interview and provided feedback to the researcher regarding the interview processes and protocols prior to the 12 formal interviews taking place.

### **Data Collection**

Qualitative data collection was based on Patton’s (2015) idea that “we interview people to find out from them those things we cannot directly observe and to understand what we’ve observed” (p. 426). The triangulation of the data collection enabled the researcher to learn about the perceptions through interviews, artifacts, and observations about the lived experiences of members of organizations, school administrators, business

owners, or clergy. All data collected were through participants' experiences that interacted with the community policing services.

The researcher conducted observations of community policing events or forums in order to gather real-time insight into perceptions about how community policing interacts with community members. Observations were conducted of study participants' behaviors during public meetings; field notes were taken of researcher's perceptions of participants' verbal, nonverbal, and tacit knowledge as related to the eight pillars of community policing. Field notes on tacit knowledge were maintained based on participants' actions or artifacts produced (McMillan & Schumacher, 2010).

Additionally, the researcher gathered community policing event schedules, event fliers, and crime statistics over time in each community, and organizational brochures, which aided in the description of the lived experiences of participants the community policing agency provides for citizens.

### **Observations**

Direct observations allow a researcher to see firsthand the behaviors the study participants attempt to convey throughout an interview process; these serve as an additional method of data collection to the interview to support the triangulation of research data and increase the validity of the study. Observational data "describe in depth and in detail the setting that was observed, the activities that took place in the setting, the people who participated in those activities, and the meanings of what was observed from the perspectives of those observed" (Patton, 2015, p. 332). A strength of observational fieldwork is the researcher's ability to witness and observe behaviors of the study participants as an event takes place. Observations allow the researcher to align the

observed behaviors in the participants' natural setting with other collected data (Patton, 2015).

### **Artifacts**

McMillan and Schumacher (2010) stated that "artifacts are tangible manifestations that describe people's experiences, knowledge, actions, and values" (p. 361). Artifacts were collected firsthand from the study participants and through the researcher's investigation of artifacts located on each organization's information board, website, or as provided by a participant. Similar to the use of observations, analysis of content in artifacts allowed the researcher to triangulate research data and increase the validity of the study (Patton, 2015).

### **Data Analysis**

Data analysis is making sense of the data and interpreting the information appropriately so as to not mislead readers (Roberts, 2010). The researcher chose interviews, observations of interview participants, as well as community forums such as town hall meetings, and review of artifacts as the most appropriate methods for data collection. These methods allowed the researcher to describe life experiences, witness police/citizen interactions, and review programs, policies, and perceptions.

1. Upon receipt of each transcribed interview, the data were reviewed by the researcher and the study participant to ensure that the recording was accurately transcribed by a third-party transcriptionist. If the study participant amended the transcription, the researcher made the appropriate revisions.

2. Each interview transcript was reviewed a second time by the researcher to gain an impression of the wording used by each study participant and to begin recognizing potential themes derived from each study participant's response.
3. Interview transcripts were then uploaded to NVivo, a web-based software program, for computer-assisted analysis of the data collected during the 12 interviews.
4. The development of common themes and patterns emerged from the researcher's analysis of interviews, which provided computer-assisted analysis of data.

Themes were coded using NVivo software to reveal patterns and sort these patterns into categories. In this study, coding produced internally similar themes related to the perception of community policing. After the coding process was completed, frequencies of each theme were collected and analyzed for the strength of each theme identified. Data analysis using the codes, themes, patterns, and frequencies of codes allowed the researcher to understand the perceptions of community policing from a community member's perspective.

### **Interrater Reliability**

Patton (2015) acknowledged that "interrater reliability" may be acceptable when "everyone is asked the same question in the same way; yet what constitutes coherent passages for coding is more problematic and depends on the analyst's interpretive framework" (p. 667). Considering that in qualitative research, the researcher is the instrument, the researcher needs to attempt to eliminate the possibility of coding errors due to researcher bias. Straus and Corbin's 1998 analysis was the interplay between researchers and data; so what grounded theory offers as a framework is a set of "coding procedures" to "help provide some standardization and rigor" to the analytical process (as

cited in Patton, 2015, p. 110). All information gathered should be able to be reproduced by the second coder, and the information should be understandable. To attempt to eliminate the reliability of coding errors when the researcher was analyzing the data, a second researcher who had a doctorate from Brandman was consulted.

Researchers and transcribers can reach the conclusion and accuracy of the data through intercoder reliability. This process ensures code consistency in the research (Lombard et al., 2010). The process in this research to attain interrater reliability consisted of collaboration with a Brandman University Doctor of Education alumnus who was familiar with the study:

1. The researcher established a process to code the data from the interviews.
2. The researcher then made notes as to possible themes that emerged during the interviews after reviewing the final transcriptions. This began as data segments, which is one idea, a piece of important information, it is “usually one to three sentences long” (McMillan & Schumacher, 2010, p. 371).
3. The researcher identified potential meaning behind the themes that related to the interview questions. The segments were then turned into codes: “A code is a name or phrase that is used to provide meaning to the segment” (McMillan & Schumacher, 2010, p. 371).
4. The qualitative data were then analyzed using the software NVivo to code the interview questions. According to McMillan and Schumacher (2010), it is important to let the codes emerge on their own. Typically, qualitative data has “30-50 initial codes” (McMillan & Schumacher, 2010, p. 371).

5. The researcher then collaborated with the Brandman alumni doctoral student who had completed her dissertation in order to verify that the codes were consistent and accurate as compared with the codes for the themes the researcher identified. Appropriate corrections were made if inconsistencies were found.
6. The researcher then finalized the agreed-upon themes with the Brandman doctoral colleague with the primary goal of 80% agreement. A comparison of 90% was reached between the interrater and researcher (Kimberlin & Winterstein, 2008).

### **Limitations**

According to Roberts (2010), “Limitations are particular features of your study that you know may negatively affect the results of your ability to generalize and are usually areas over which you have no control” (p. 162). However, for this qualitative phenomenological study, the intent was to avoid generalization of the results and to understand the shared experiences of those sampled (McMillan & Schumacher, 2010). The limitations for this study included study participants’ unique dynamics, time, and individual citizen needs. This qualitative phenomenological study was limited to members of organizational staff, business owners, clergymen, and school administrators from two San Diego County cities as well as selected citizens who volunteered because they or a family member had interactions with law enforcement. Given the different cultures, social dynamics, national safety ratings, and local citizens’ needs, the responses may be interpreted differently from one city or organization to another.

Another limitation of this study was that the data were collected from two cities in San Diego County, namely La Mesa and National City. Each city is unique, and responses by these participants found in this study cannot be generalized to the

perceptions of citizens in any other city. For this reason, some of the perceptions reported may have different contexts, interpretations, implied contexts, or meanings. Many of the organizations' staff perceptions of their community policing programs can be based on various interactions, both personal and professional, thus allowing for varying outcomes. Finally, this study focused on low-income populations with ethnic diversity. Cities with different demographics have responded differently to the research questions.

### **Summary**

The intent of this study was to respond to the challenges in citizen perceptions about local law enforcement, mainly police departments in American society at the time of this study. The researcher attempted to identify members of organizations', business owners', school administrators', and/or clergymen or clergy women's—as well as citizens'—perceptions of community policing policies and programs in communities where the citizenry on average have incomes at or below the poverty line and live in cities that have a national safety rating of between 0% and 25%. The researcher used interviews of citizens, observations, and collected artifacts of community policing practices in La Mesa and National City to elicit these perceptions about the impact of community policing and police department services. The researcher also reviewed McKee and Lewis's (2016) eight pillars of effective community policing and compared these to the data collected from La Mesa and National City. Chapter IV provides the results of the research findings and the analysis of the data, and Chapter V summarizes these findings, research conclusions, implications for action, and recommendations for additional research.

## CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Chapter IV begins with a reiteration of the purpose of the study, research questions, research method, data collection, population, study samples, demographic data, and presentation and analysis of data for each research question. For this qualitative study, a comprehensive analysis of the qualitative data collected from 12 interviews with citizens who partnered or participated in community policing programs is presented and analyzed per participant. Each participant's data were analyzed based on the study's research questions and their connection to the study's conceptual framework of "The New Community Policing: Developing a Partnership-Based Theoretical Foundation" by McKee and Lewis (2016). The data were then collectively analyzed to identify common themes. The data are presented using narrative descriptions followed by tables and figures. Finally, this chapter concludes with a summary.

### **Purpose of the Study**

The purpose of this qualitative phenomenological study was to describe citizen perceptions of the impact of community policing in two selected, ethnically diverse, low-income communities that have national safety ratings between 0% and 25%.

### **Research Questions**

This study was guided by one central question and six subquestions.

#### **Central Question**

What is the impact of community policing services, as perceived by citizens in cities that are ethnically diverse with national safety ratings between 0% and 25% and with an average income at or below the poverty level?



## **Subquestions**

1. How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?
2. How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?
3. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?
4. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?
5. What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?
6. What is the relationship citizens perceive exists between community members and the police department in National City, California?

## **Research Design**

This study was a qualitative phenomenological study that focused on community policing services in communities that are ethnically diverse with average incomes below the poverty level and with a safety rating between 0% and 25%. The study sought to understand the community's perception of community policing programs in their community as well as the perceptions citizens had about the police department services overall. According to Patton (2015), selecting qualitative research is appropriate as qualitative research attempts to define "how people interpret their experience, construct their world, and what meaning they attribute to their experiences" (p. 14). To describe the experiences of interactions with community policing representatives, citizens were

interviewed and asked questions about their perceptions and experiences with community police as well as their local police department representatives. According to Patton, these types of questions have been aligned with a qualitative phenomenological approach to research.

### **Phenomenological Research**

Roberts (2010) advised that phenomenological research is best defined as a study in which the researcher “focuses on people’s lived experiences from their perspective” (p. 143). A phenomenological qualitative approach was selected as the methodology for this research study for several reasons. First, according to Patton, a “phenomenology aims at gaining deeper understanding of the nature or meaning of our everyday experiences” (p. 115). McMillan and Schumacher (2010) confirmed that a phenomenological study aims at transforming lived experiences into a description of their “essence” (p. 24), allowing for reflection and analysis. McMillan and Schumacher proposed that the researcher conduct long interviews with the informants to understand their perspectives of their everyday lived experiences. The perception of citizens represents a single unit of analysis as part of the topic of community policing as a whole. This phenomenological research study intended to capture the lived experiences of individuals, organizations, businesses, clergy, and academic personnel in response to local community policing and police department practices in two cities: La Mesa and National City, California.

### **Population**

A population has been defined by Creswell and Plano Clark (2011) as “a group of individuals (or a group of organizations) with some common defining characteristic that

the researcher can identify and study” (p. 142). For the purpose of this research, the population was composed of citizens who lived in ethnically diverse cities with incomes on average at or below the national poverty level. These cities also had safety ratings between 0% and 25% and had community policing programs in their communities.

### **Target Population**

A target population contains members of a group that a researcher is interested in studying. According to McMillan and Schumacher (2010), “A target population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research” (p. 129). The target population for this study was La Mesa and National City, California, as each city met the requirements of the study regarding income level and ethnic diversity. Low-income communities in America are communities or households at or below 80% of the statewide median income of \$61,818 or with household incomes at or below the threshold designated as low income of \$49,454 by the Department of Housing and Community Development State Income Limits (California Air Resources Board, 2017). The average income for a family of four in La Mesa, California, was \$56,693 and in National City, California, was \$44,901 (Schiller, 2016). La Mesa and National City, California, were chosen for research as their income levels were approximately near or below the national average.

The target population was selected from citizens in La Mesa and National City whose communities had income ratings at, near, or below the poverty level and whose cities had safety ratings between 0% and 25%. In each of these cities, community policing programs were operational.

## **Sample**

McMillan and Schumacher (2010) defined a sample frame as “the list of elements from which the sample is actually selected” (p. 129). For the sample population in this study, 12 volunteer citizens were identified to be interviewed, six from La Mesa and six from National City. In order to participate in this study, the 12 volunteers met the following characteristics:

1. They had been citizens of either La Mesa or National City for a minimum of 3 years.
2. They were involved in a community organization, or were a school official, Neighborhood Watch community member, clergy, or business owner in La Mesa or National City who had interacted with local community policing personnel law enforcement representatives.
3. In addition, the researcher also identified citizens (not formally involved in a community organization) who, along with the above criteria, personally experienced or had a family member who interacted with local police agencies.

## **Sampling Methods**

There were several sampling methods the researcher used to identify individuals with the characteristics in the sample for this research. The researcher used a combination of purposeful, snowball, and convenience sampling to identify the interview participants.

Purposeful sampling was used to identify the participants who met the criteria. Purposeful sampling employs a variety of strategies in which the list of participants is assembled. Purposeful sampling involves the researcher directly selecting members of the target population who represent the criteria defined in the study (Patton, 2015). The

researcher depends on his or her independent judgement to select individuals to participate in the study; therefore, he or she does not leave the selection of the individuals to random chance (Patton, 2015). The 12 participants in this study met the criteria as follows:

1. They had been citizens of either La Mesa or National City for a minimum of 3 years.
2. They were involved in a community organization, or were a school official, Neighborhood Watch community member, clergy or business owner in La Mesa or National City who had interacted with local community policing personnel law enforcement representatives.
3. In addition, the researcher also identified citizens (not formally involved in a community organization) who, along with the above criteria, personally experienced or had a family member who interacted with local police agencies.

### **Snowball Sampling**

The researcher also used snowball and convenience sampling techniques to identify the research participants with the identified criteria. Snowball sampling is the process of asking several people about other people who may be willing to participate in the study (Patton, 2015). As explained by Patton (2015), snowball sampling is an approach that uses key informants to help locate other participants. As one participant leads to another, the “snowball” of additional study participants expands. Creswell and Plano Clark (2011) stated that snowball sampling allows a researcher to select the best people for the study, particularly when they are unfamiliar with the topic or complexity of the phenomena. The snowball strategy allowed the researcher to identify a sufficient

number of study participants by asking other individuals to suggest names of potential study contributors.

Using snowball sampling strategies, selection of the sample participants started with the researcher contacting local police departments and the community policing department personnel in each community, La Mesa and National City, and requesting a list of community organizations and potential participants who matched the criteria. Both La Mesa and National City Police Departments provided the researcher with potential participants' contact information. Through snowball sampling, the researcher was referred to 19 individuals who met several or all of the criteria for the study. From this list, the researcher contacted all persons he was referred to and ultimately 12 participants met the criteria and agreed to voluntarily participate in the study. According to Patton (2015), snowball sampling can be liable to various forms of bias, "With care in selection (you do not have to use every referral) and avoiding personal bias, snowball sampling can still be a useful method, particularly if you have no other way of reaching the target population" (Changing Minds, 2013, "Discussion," para. 5). The researcher took possible bias into consideration since the two cities' police departments provided a majority of the referrals in the snowball sampling process.

All potential interviewees who responded were provided with an overview of the study. Each identified participant who volunteered to be in the study was provided with a written explanation (Appendix D) that he or she would be requested to be involved in an interview and to sign a voluntary participant form to participate in the study. As potential additional participants developed, follow-up e-mails were sent using the same protocol as the original list of contacts.

## **Convenience Sampling**

According to Patton (2015), “Convenience sampling is defined as a sample in which research participants are selected based on their ease of availability” (p. 309). The researcher interviewed participants who were accessible for face-to-face interviews. Through face-to-face interviews, the researcher was also able to conduct direct observations (Patton, 2015). Direct observations allowed the researcher the chance to observe body language, eye movements, and other nonverbal communications not available during remote contact (Patton, 2015). The researcher also observed various community organizational meetings and collected artifacts. The community organizational meetings were referred to the researcher by either the La Mesa or National City police or community policing organizations.

## **Demographic Data**

The 12 citizens interviewed for the study consisted of seven women and five men who came from a diverse background of professions that ranged from a business owner, community support programs representative, customer service representative, school administrator, to military members. The purpose of having study participants with diverse professional backgrounds was motivated in two parts. One was to show a wide perspective of community and local policing perceptions based on their interactions with the police and community policing organizations in their respective communities. Secondly, diversity was important for the researcher to identify the experiences and perceptions of citizens in the two different cities based on variations in race, gender, and socioeconomic level.

The reasons why these 12 study participants had interactions with police officers varied based on the circumstances. The unique experiences and interactions were based on study participants' race, age, and in some cases, their profession. The main focus of the study was to gather data based on each citizen's perception of community policing. Each study participant's interview was unique and held valuable data that reflected the experiences and interactions with community police representatives and/or local law enforcement.

Table 4 captures each participant's gender, race/ethnicity, professional affiliation, age, years in his or her respective community, and years of interactions with community policing representatives. Each research study participant in the table is identified by LM and a participant number for citizens living in La Mesa or NC and a participant number for citizens living in National City.

Table 4

*La Mesa and National City Participants Demographics*

Participant	Gender	Race /ethnicity	Organization, business, citizen	Age	Years in community	Years involved with community policing
LM1	F	White	Retired	55-65	20	7
LM2	F	White	Organization	55	5.5	5
LM3	F	Hispanic	Military	32	7	5
LM4	F	Hispanic	Business	40	21	9
LM5	M	Hispanic	Business	56	41	11
LM6	F	White	Organization	39	39	11
NC1	M	Hispanic	Business owner	38	10	0
NC2	M	Hispanic	Military	30	9	7
NC3	F	African American	Military	32	11	4
NC4	F	Hispanic	Education	50	15	11
NC5	F	Hispanic	Law enforcement	21	21	7
NC6	F	Hispanic	Medical	51	29	13



## **Reliability**

The presentation of the data and their analysis consisted of 12 verbal interviews with citizens who met the criteria in the sample selection. The data collection began in February 2019 and concluded in March 2019. A brief discussion regarding the purpose and motivation for the study occurred prior to the interview with each participant to provide a background to the interviewee for the research. The interviews were approximately 30 minutes long. In order to ensure that the data elicited in the interview were reliable, once the interviews were recorded, completed, and transcribed, the researcher sent the interview transcript back to the participant to make certain that the participant agreed with what was transcribed. The researcher changed any transcripts where the participant noted an error. The researcher then uploaded into NVivo software the 12 interview transcripts. The researcher used NVivo to identify 22 themes in the 12 participant responses to the interview questions. Based on the researcher's familiarity with the interview data and NVivo analysis, initial themes were identified, and codes assigned to emerging themes.

## **Intercoder Reliability**

To achieve intercoder reliability with the themes elicited from the data, there were several steps taken to ensure proper coding and that findings from the study were accurate. The researcher utilized the assistance of a former graduate student who was well-versed in interviews and identifying themes. To carry out this effort, the researcher presented a qualitative researcher colleague with a hard copy of 10% of the transcribed interviews to review themes the researcher and NVivo found. After careful review, the colleague and this researcher came to a consensus in 90% of the themes that were found.

Lombard et al. (2004) established intercoder reliability as “coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices” (p. 3). The peer researcher independently coded 10% of the generated data (all coded frequencies from the 12 interviews) and there was 94% agreement of the themes identified that matched the researcher’s identified themes.

### **Data Analysis by Participant: La Mesa**

#### **Study Participant LM1**

**Research Question 1.** *How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

LM1 was a Caucasian (female) citizen who resided in the city throughout her life (more than 60 years). She was a retired nurse of more than 30 years at a local hospital. At the time of this study, she participated in many of La Mesa’s police department community policing programs to help improve the safety in her community. LM1 is an active member and leader of the Neighborhood Watch program, which has helped improve the local baseball field that was converted into a park for local children to play.

Study Participant LM1’s responses identified with seven of 10 themes related to Research Question 1. LM1 expressed that her overall perception of community policing in La Mesa was positive as she has witnessed the growth in the program. LM1 made 11 references to “makes me feel safe.” Particularly, she described how her participation in community policing programs (Neighborhood Watch) and working with the La Mesa Police Department helped her feel safe in her community. She stated,

I would say the Neighborhood Watch where they've actually seen people, they're breaking into their cars or breaking into houses. We called right away. And they've been able to apprehend the suspects.

During the interview, LM1 made six references to the theme of "improve communication with citizens." She stated that she decided to participate in the Neighborhood Watch program when she noticed a change in some of the neighbors transporting what she believed to be drugs from their residence. In addition, she noticed that an establishment was advertising information that she had concerns about. After attending several meetings with the police, she felt confident that she could discuss her concerns about the business with the chief of police. LM1 stated,

I noticed there was a problem at a certain business. Actually, I brought it up to the chief. I don't think this company is advertising appropriately. And, so, I don't know if it's legal advertisement or if it's not legal. But he actually went and spoke to the business himself. And, so he actually went there and took care of the problem. So, he's very responsive to people.

Regarding the impact of community policing, LM1 made four references to "helps reduce crime." She expressed that the local police community policing programs are visible, and they engage with the public to improve the interaction with citizens. LM1 described how the community policing partnership is helping reduce crime in the city (see Figure 3).

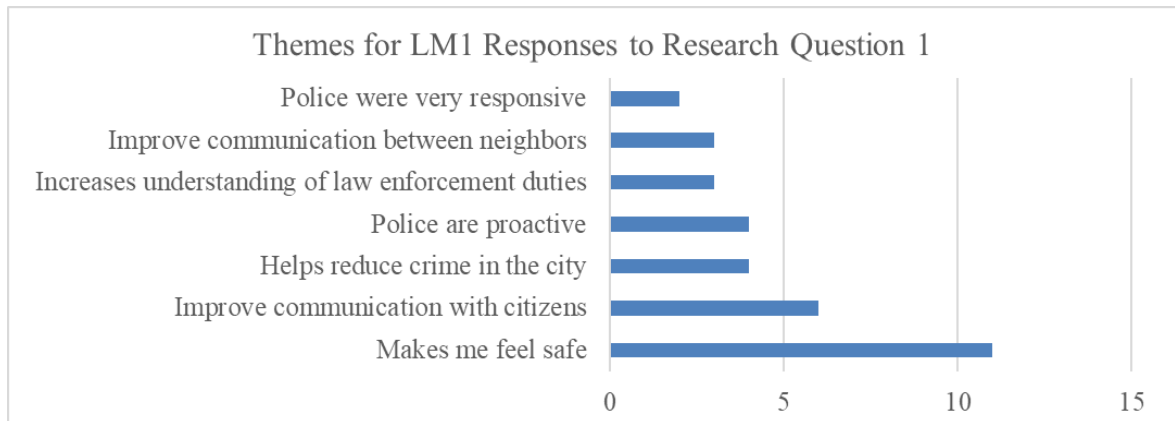


Figure 3. LM1: Themes in response to Research Question 1. Sources for frequency of responses for LM1 includes interviews and observation.

**Research Question 3.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

LM1’s responses identified with four of the 10 themes related to Research Question 3. Table 5 presents LM1’s responses as themes for Research Question 3. LM1 made 17 references regarding community policing programs. Of the 18 themes, three references were for “Newsletter.” She shared that the newsletter is sent out monthly and is informative about the community events. She expressed how the newsletter informs the community of programs and dates for meetings with the La Mesa Police Department. She said,

You know they’re constantly out there with their newsletters, telling people, “Don’t leave stuff in your car, don’t leave it unlocked,” on and on and on. So, I think that to lessen the crime rate around here a lot of that outreach [is good].

LM1 finished her recollection of community policing programs referenced for Research Question 3. Of the 16 programs and frequency of responses referenced one

time each were Citizen’s Academy, Coffee with a Cop, Meet and Greet, Ride A-long, and Safe Night by LM1.

Table 5

*LM1: Themes in Responses to Research Question 3*

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior Volunteer Program	- Makes me feel safe	3
Meet and Greet	- Improves communication with citizens - Police are efficient in building trust	4 1
Neighborhood Watch	- Makes the neighborhood feel safe - Helps discourage loiters and transients - Improves communication with citizens	12 1 3
Citizen’s Academy	- Improves communication with citizens - Makes me feel safe - Improves understanding of law enforcement duties	15 15 13
Next door	- Makes me feel safe - Police are efficient at building trust	14 14

*Note.* Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks. Sources for frequency of responses for LM1 include interviews and observation.

**Research Question 5.** *What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

LM1’s responses identified with nine of the 10 themes related to Research Question 5. Figure 4 presents LM1’s responses as themes for Research Question 5.

LM1 made 13 positive references to “relationship citizens perceive exists between community members and the La Mesa Police Department.” She discussed her perception of her experience with the La Mesa Police Department. She also shared her perception of the factors that she believes influence other people’s perceptions of law enforcement. Of

the 13 references to Research Question 5, LM1’s most frequent (3 references) response was about the following theme, “media has impact on perception.” She said,

Well, the bad news gets out there on social media so fast and so it’s like. Even though it’s a very small comment they have to be careful how and what they say and how they’re being perceived.

LM1 shared the success that proactive policing can have on a community.



Figure 4. LM1: Themes in response to Research Question 5. Sources for frequency of responses for LM1 include interviews and observation.

### Study Participant LM2

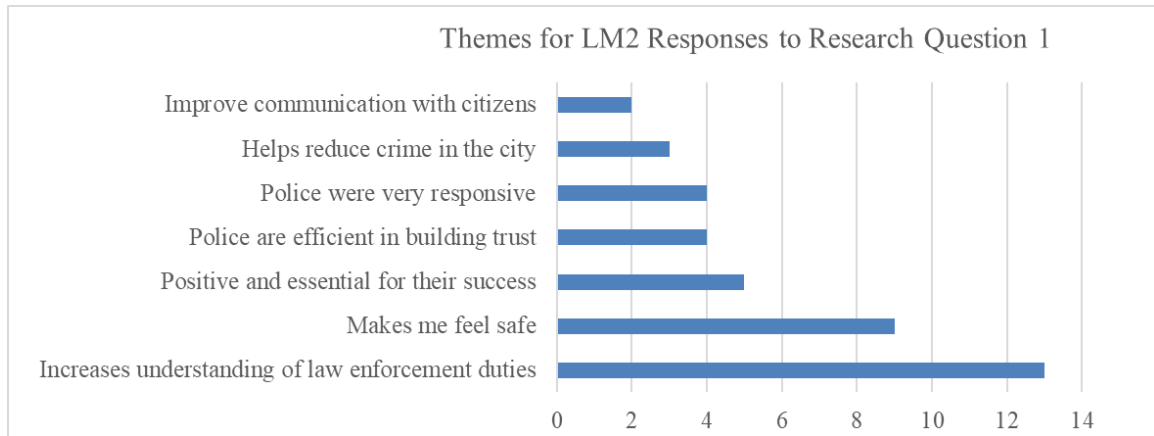
**Research Question 1.** *How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

LM2 was a Caucasian (female) citizen who had worked in the city for more than 5 years. She was a supervisor of more than 5 years at an organization that works within the city to improve lives and ensure the safety and welfare of community members. At the time of this study, she participated in many of La Mesa’s police department’s community policing programs to help improve the safety in her community. LM2

participated in La Mesa Police Department Citizen's Academy program, which gives personnel attending the training an insight into the encounters local police officers face on their job. She recommends and affords her employees time to attend Citizen's Academy, which allows them to meet and understand the police detectives who will respond to a call for support. She has acknowledged that the partnership with her organization and the community policing division and detectives keep herself and her employees safe as they interact with citizens required due to their profession.

LM2's responses identified with five of 10 themes related to Research Question 1. Figure 5 presents LM2's responses as themes for Research Question 1. LM2 expressed that her overall perception of community policing in La Mesa was positive as she has benefitted from the training and support of the La Mesa Police Department. She described how her participation in community policing programs (Citizen's Academy) and working with the La Mesa Police Department helped her feel safe in her community as she and her team performed their jobs in their city. She made 13 references to "increases understanding of law enforcement duties." LM2 stated,

Also, I went through the Citizen's Academy and it is pretty cool seeing their equipment. You know, that whole the Bear Cat and seeing that big tank and they're like, I mean also having a huge respect for. They let us put, on they have like training gear, like the belts and stuff putting those on and not realizing before doing that how much weight they carry on them. Then they have to run and chase people and do all kinds of crazy things. So, I'm having a whole new respect for what they are going through at the academy.



*Figure 5.* LM2: Themes in response to Research Question 1. Sources for frequency of responses for LM2 include interviews and observation.

During the interview, LM2 made three references to theme of “improves communication with citizens.” Communicating with the public (citizens of La Mesa) and the concern for the safety of herself and employees were critical for her decision to participate in the Citizen’s Academy program. She stated that she felt a strong need to participate in the Citizen’s Academy program when she considered the hazards of her position and the welfare of her team members. She stated that her team members constantly travel to different areas and sometimes face dangers in the community. She focused her conversation on the importance of having a good partnership with the La Mesa police detectives. She stated that her perception of the La Mesa Police Department was positive and essential for their success:

The clients we see for the most part, and the neighbors in this building that when we arrive with the police their perception is mostly positive. I think the perception is for the most part positive with our clients when we go out with the detectives, for the most part it’s positive.



**Research Question 3.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

LM2’s responses identified with eight of the 10 themes related to Research Question 3. Table 6 presents LM2’s responses as themes for Research Question 3.

Table 6

*LM2: Themes in Responses to Research Question 3*

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior Volunteer Program	- Makes me feel safe	3
Meet and Greet	- Improves communication with citizens - Police are efficient in building trust	4 1
Neighborhood Watch	- Makes the neighborhood feel safe - Helps discourage loiters and transients - Improves communication with citizens	12 1 3
Citizen’s Academy	- Improves communication with citizens - Makes me feel safe - Improves understanding of law enforcement duties	15 15 13
Next door	- Makes me feel safe - Police are efficient at building trust	14 14

*Note.* Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks. Sources for frequency of responses for LM2 include interviews and observation.

LM2 made nine references to “volunteers.” She talked about opportunities available for members of La Mesa to volunteer in various programs that are designed to improve the city and the safety of their neighbors. She shared that the Retired Senior Volunteer Program (RSVP) program is coordinated through the La Mesa Police Department and is comprised of seniors in from the city who volunteer their time to

support the citizens of La Mesa. The seniors conduct welfare checks, patrol neighborhoods in marked volunteer units, and act as a liaison for nonpunitive encounters.

Table 6 illustrates the theme, “Makes me feel safe,” referenced by LM2. LM2 stated,

I know about their RSVP program that goes out and helps seniors or disabled adults and does check ins on them. They do their welfare checks so they’re available to more vulnerable populations in the community.

LM2 made six references to Coffee with a Cop. She talked about the opportunities available for members of La Mesa to communicate with their local police officers in an open forum. She shared that the Coffee with a Cop program is a public meeting where the public can discuss concerns for their neighborhood, provide recommendations for future events, or discuss and seek answers regarding the current climate in America. The Coffee with a Cop program acts as a question-and-answer session where citizens can learn about the local police laws and their reaction to various situations. LM2 stated,

I love the fact that, because I see it not just in one case but other jurisdictions where they’re doing the coffee with a cop. I think that will continue to improve relationships especially in these like crazy times; especially when you’re here in law enforcement and in the news all the time. It’s very different when you’re talking about somebody and you go to coffee with a cop and you see “John Smith.” You have a problem with Officer John Smith and all of a sudden, it’s Officer John Smith that you’re in front of and now he has coffee with you. That can help form a different relationship.

LM2 finished her recollection of community policing programs referenced for Research Question 3. She referenced Life on the Beat, Meet and Greet, and School Resource Officer four times each. The three programs referenced four times each serve different purposes for improving the community. She also made three references for Fair, Safe Night, and Welfare Checks programs each. LM2 made two references to Meetings and one reference to Neighborhood Watch and Ride A-longs each.

**Research Question 5.** *What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

LM2's responses identified with eight of the 12 themes related to Research Question 5. Figure 6 presents LM2's responses as themes for Research Question 5.

LM2 made three references to "media has an impact on perception." She discussed her perception of her experience with the La Mesa Police Department. She also shared her perception of the factors that she believes influence other people's perceptions of law enforcement. LM2 made three references theme, "Media has an impact on perception." She recalled and discussed how the media impacts a person's perception of police officers and their actions:

They had the recent incident within the last year, but I think that from what I read in the media about it, they felt like they did a real good job of addressing it pretty quickly. However, the students in the school conducted a march to the police department in response to the incident. Perception belongs to that person who has their belief about the police.

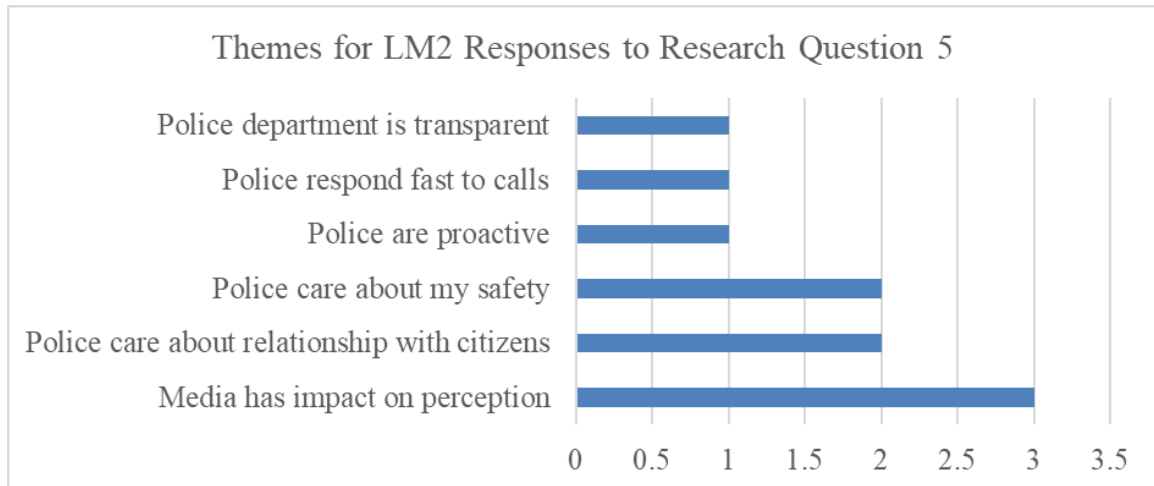


Figure 6. LM2: Themes in response to Research Question 5. Sources for frequency of responses for LM2 include interviews and observation.

LM2 made two references to “police care about relationship with citizens.” She discussed the interaction she had with the La Mesa Chief of Police and the results regarding a concern for the safety and welfare for her colleagues. LM2 shared that she reflected on the success that proactive policing can have on her team:

One detective would stop by or he would also you know just show up unannounced which was completely fine. He would be always willing to come to our unit meetings, which is really positive for us. It was really helpful. It made him very accessible. Everybody here really liked him. We’ve liked all the detectives. I know that my office trusts the police here because they are very responsive and helpful to us.

### Study Participant LM3

**Research Question 1.** *How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

LM3 was a Hispanic (female) citizen who had lived in La Mesa for 9 years. At the time of this study, she was an active duty military member, married to an active duty military member, and they had two sons. Her major concern was the safety and welfare of her family when she was out-to-sea or deployed overseas.

LM3's responses identified with four of 10 themes related to Research Question 1. Figure 7 presents LM3's responses as themes for Research Question 1. LM3 expressed that her overall perception of community policing in La Mesa was positive as she has benefitted from the support of the La Mesa Police Department and the volunteers. LM3 made 21 references to "makes me feel safe." She stated,

So, we had that they have that program that's listed that if I travel or I'm underway because I'm a military member, they can stop by my house or volunteers at work with the cop can stop on my house and check on it while I'm gone.

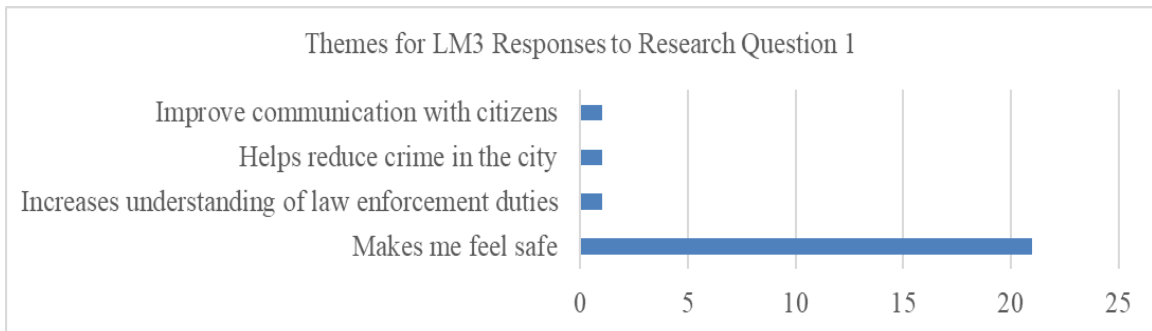


Figure 7. LM3: Themes in response to Research Question 1. Sources for frequency of responses for LM3 includes interviews and observation.

During the interview, LM3 made three references to theme of "increases understanding of law enforcement duties." LM3 stated that she is a member of the security force for her command in the U.S. Navy. She compared her security training and

equipment to the La Mesa Police Department and was amazed at the similarities between the two programs. She shared her experience at the police department with her children and husband as the police officers were discussing safety for children in the neighborhood:

We get to see the police station and we get to interact with them one on one and help us feel more comfortable and they teach the children how to look out for strangers and show us what they go through in the community when they have to go out and patrol the areas.

Regarding the impact of community policing, LM3 made one reference to “improves communication with citizens.” She expressed that the local police department had a website that provided her with information regarding community events that is focused on problem solving. LM3 described how the information regarding policing community events is accessible to citizens:

I think that when the police are in the community and is being visible being out there, they are trying to reach out to the community trying to include the community. During one event, one police officer told us about a series of recent home break-ins. My family was more aware, and we told neighbors.

**Research Question 3.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

LM3’s responses identified with two of the 10 themes related to Research Question 3. Table 7 presents LM3’s responses as themes for Research Question 3.

Table 7

*LM3: Themes in Response to Research Question 3*

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior Volunteer Program	- Makes me feel safe	3
Meet and Greet	- Improves communication with citizens	4
	- Police are efficient in building trust	1
Neighborhood Watch	- Makes the neighborhood feel safe	12
	- Helps discourage loiters and transients	1
	- Improves communication with citizens	3
Citizen’s Academy	- Improves Communication with Citizens	15
	- Makes me feel safe	15
	- Improves understanding of law enforcement duties	13
Next Door	- Makes me feel safe	14
	- Police are efficient at building trust	14

*Note.* Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks. Sources for frequency of responses for LM3 include interviews and observation.

LM3 made 12 references to “makes me feel safe.” She shared a personal recollection of the impact the Neighborhood Watch had on herself and her family. During the discussion regarding her comfort for leaving her family home while she is deployed overseas for 6 to 9 months, LM3 shared that the Neighborhood Watch program gives her comfort knowing that her family and property are being monitored:

And also, by the programs that we have established in our community, such as the Neighborhood Watch program, give us a sense of more security in our area by having them let us participate in their program to see what they have to go through and how our neighbors can look out for one another.

LM3 made five references to “make me feel safe” in connection with the Next-Door and Senior Volunteer program. She talked about the opportunities available for

members of La Mesa to volunteer in various programs that are designed to improve the city and the safety of their neighbors. She shared that seniors who volunteer with the La Mesa Police Department are seen in her neighborhood as part of the Next-Door program patrolling the area. Table 9 reflects LM3's five references to the theme "makes me feel safe" regarding the Next Door program. Figure 12 captured the programs and their frequency of responses contained in the interview of LM3. LM3 stated,

The senior can go to people's houses and check on the house when people are on vacation. I think that is a good program because it gives our senior population something to do that is valuable to the community. Additionally, they can be additional eyes and ears for the police. I think the police is short and the seniors are helping and I trust that they are there.

**Research Question 5.** *What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

LM3's responses identified with eight of the 10 themes related to Research Question 5. Figure 8 presents LM3's responses as themes for Research Question 5.

LM3 made three references to "police care about relationship with citizens." She discussed her interactions with the La Mesa Police Department. She also shared her perception of the factors that she believes influence other people's perceptions of law enforcement. Of the 10 references to Research Question 5, LM3's most frequent (3 references) comment was about the theme, "Police care about relationship with citizens":

I think the perception that the community has is that they're there for us because we see them out in the streets especially when we have the open market. We see them patrolling the areas.



LM3 made two references to “police department is transparent.” LM3 shared her meeting with several police officers of La Mesa Police Department. She explained that during a meet and greet, one police officer answered her question about street parking and what rights she has if someone walked onto her property:

I talked to the police about a transient walking through my yard. He told me what I should do when that happens again. I think they are great at responding to calls and getting back to us. I think that shows us that they want a great and positive relationship.

LM3 made one reference to community outreach, one reference to negative interactions, one reference positive interactions, one reference to race, one reference to transparency, and one reference to trust. LM3 said, “I know that my office trusts the police here because they are very responsive and helpful to us.”

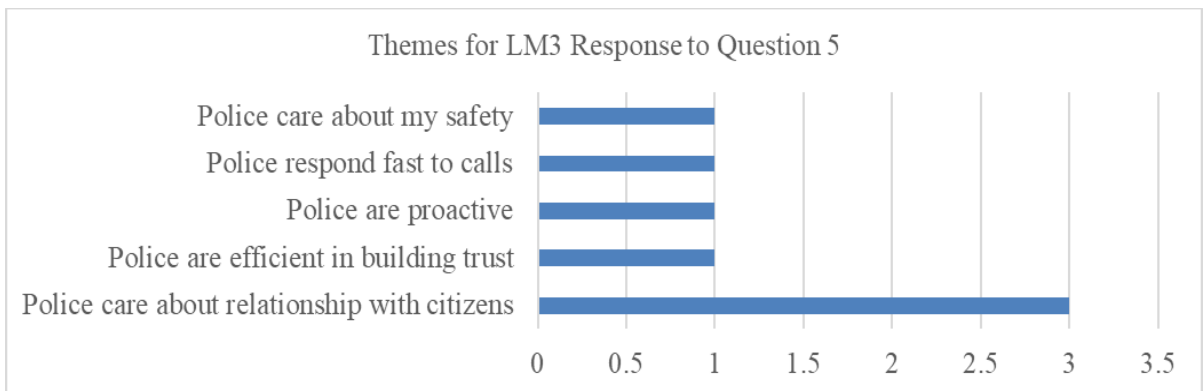


Figure 8. LM3: Themes in response to Research Question 5. Sources for frequency of responses for LM4 include interviews and observation.

### Study Participant LM4

**Research Question 1.** *How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

LM4 was a Hispanic (female) citizen who worked in the city for more than 20 years. She was a supervisor of more than 12 years at a restaurant that is frequented by many members of the community and police officers. At the time of this study, LM4 had a staff of approximately 45 and the majority of her team were minorities (Hispanics). She did not actively participate in La Mesa's police department community policing program. However, LM4 is a mother of four children and her children have had interactions with La Mesa School Resource Officers. She recommends to her children that they listen to the police officers as they read to them and discuss safety in their schools.

LM4's responses identified with three of 10 themes related to Research Question 1. Figure 9 presents LM4's responses as themes for Research Question 1. LM4 expressed that her overall perception of community policing in La Mesa was positive as she has benefitted from the training and support of the La Mesa Police Department. LM4 made 20 references to "impact of community policing." Particularly, she described how she is grateful for the school resource officers' interaction with her children. She made 15 references to "makes me feel safe" as it applies to her children:

My son is graduated from high school and he says that he thinks he want to work in law enforcement. He was excited to see the police when they go to his school. It's nice to know that there are police officers at the school, because you never know now days with the shootings and stuff.

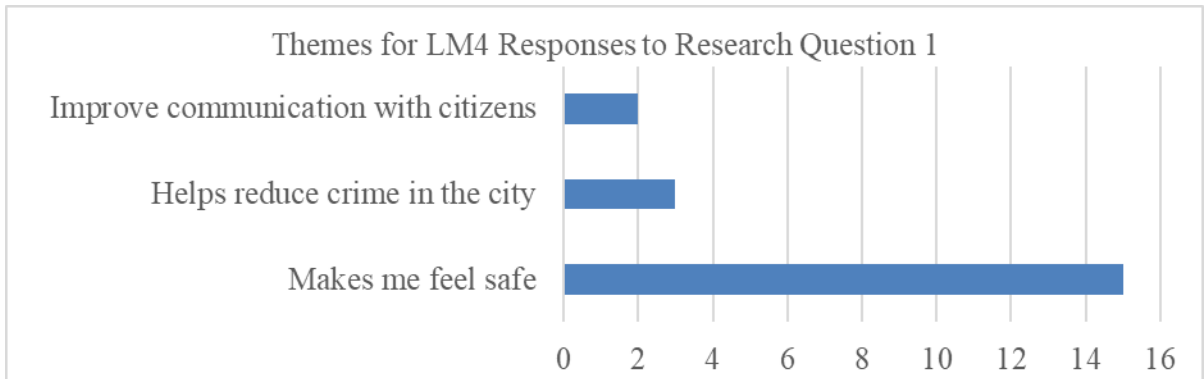


Figure 9. LM4: Themes in response to Research Question 1. Sources for frequency of responses for LM4 include interviews and observation.

During the interview, LM4 made three references to theme of “helps reduce crime.” The interview took place at her job. During the interview, two police officers walked in to have a late dinner. Her staff greeted the police officers as they took their orders. One police officer knew the manager by name and walked over to greet her and ask how she was doing. The manager explained that the police officers intentionally eat there due to the crimes that were taking place in the neighborhood. She shared that with the change in the marijuana law and the presence of the police officers, there has been a reduction in crimes in her area:

When police come to my job, they are greeted as others. Their presence makes some of the people nervous and some people feel safe, but I believe most feel better that they’re here.

**Research Question 3.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

LM4’s responses identified with two of the 10 programs related to Research Question 3. Table 8 presents LM4’s responses for theme, “Makes me feel safe,” for Research Question 3.

LM4 made 12 references to “makes me feel safe.” She shared that her children are safe in school because of the police officers. LM4 was excited to talk about the professionalism of the school resource officers and the impact their presence had on her oldest child:

My children always tell me that they see the police in their school. The police read to them and they see them after school too.

Table 8

*LM4: Themes in Response to Research Question 3*

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior Volunteer Program	- Makes me feel safe	3
Meet and Greet	- Improves communication with citizens	4
	- Police are efficient in building trust	1
Neighborhood Watch	- Makes the neighborhood feel safe	12
	- Helps discourage loitering and transients	1
	- Improves communication with citizens	3
Citizens Academy	- Improves communication with citizens	15
	- Makes me feel safe	15
	- Improves understanding of law enforcement duties	13
Next door	- Makes me feel safe	14
	- Police are efficient at building trust	14

*Note.* Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks. Sources for frequency of responses for LM4 include interviews and observation.

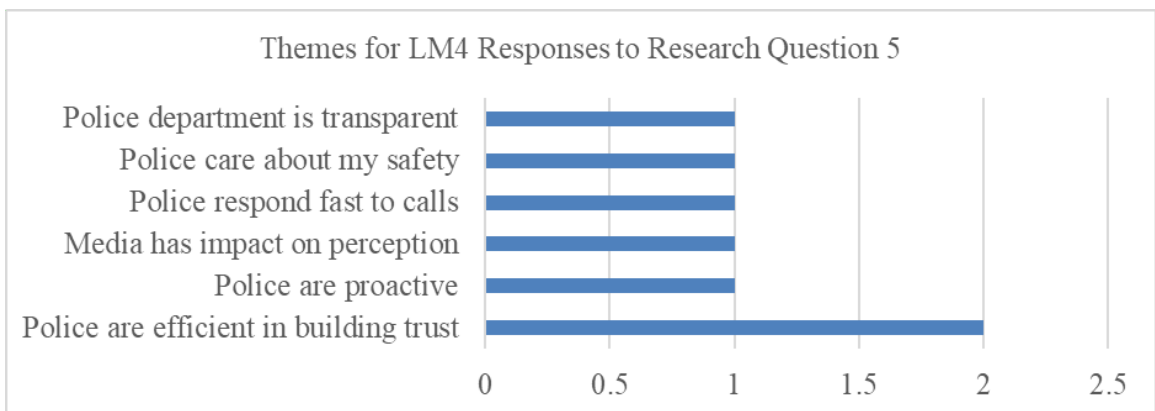
LM4 made nine references to “police can be trusted.” She talked about the employees who often are concerned about their citizenship status when they see the

police officers. She mentioned that several of her employees hesitate to interact with the police officers when they walk into her restaurant. LM4 has taken a college law class and often informs her staff that La Mesa is a sanctuary city and the police officers are not looking for them but fighting crime. She expressed that she has faith and trust in the police department and encourages her team to trust the police officers as well. Figure 14 illustrates LM4’s theme for “police can be trusted.” LM4 stated,

I took a law class in college. Their being here supposed to help with people trusting the police. My workers are Hispanic, and they worry about ICE. They are not sure if the police are there to deport them or question their papers. But the police come in here and do not ask those questions. They come to eat and that’s good because of the neighborhood.

**Research Question 5.** *What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

LM4’s responses identified with seven of the 10 themes related to Research Question 5. Figure 10 presents LM4’s responses as themes for Research Question 5.



*Figure 10.* LM4: Themes in response to Research Question 5. Sources for frequency of responses for LM4 include interviews and observation.

LM4 made three references to “race is not a concern.” She discussed that she feels safe knowing that the La Mesa Police Department is not profiling the Hispanics in the community. Of the 10 references to Research Question 5, LM4 made three references to the theme, “Race is not a concern.” LM4 stated,

I have not had a person in my restaurant to be arrested or asked for their papers. I don’t know, well, I know these people work hard and the police do not ask them anything, but what is good to eat tonight.

### **Study Participant LM5**

**Research Question 1.** *How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

LM5 was a Hispanic (male) naturalized citizen who had been in America for more than 40 years and had worked in the city for more than 20 years. At the time of this study, he was a server at a restaurant that is often visited by police officers, low-income families, and partiers desiring a meal late at night. He and his wife have five children between the ages of 15 and 32. He does not participate in any of La Mesa’s police department community policing programs. LM5’s children have had interactions with La Mesa School Resource Officers. During the interview, he expressed that he still gets nervous in the presence of police officers and therefore he does not donate his time to anything other than his work and family. LM5 shared that his neighborhood is predominantly Hispanic and they look out for each other.

LM5’s responses identified with four of 10 themes related to Research Question 1. Figure 11 presents LM5’s responses as themes for Research Question 1. LM5 discussed the experiences his children had with the school resource officers. He stated

that he is always nervous when his children who are American go to school because of the comments they have heard from other students. He shared a story about his son that aligned 7 times with theme, “Makes me feel safe”:

To help me feel safe I think when I first come to here, people no like that I a Mexican and walking the street. Some would say to me, “Go back to Mexico.” Now not so much. I think the people mind change and they now respect us more. I think it safe to walk and work night to earn money for my family.

During the interview, LM5 made six references to theme of “helps reduce crime.” He talked about the concerns in his neighborhood, which is largely Hispanic. LM5 informed the interviewer that he often talks to his neighbors to advise them about conduct in the presence of police officers.

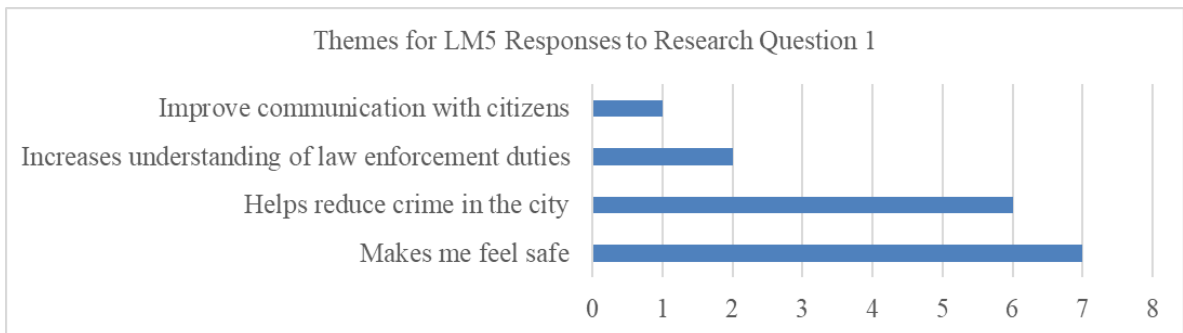


Figure 11. LM5: Themes in response to Research Question 1. Sources for frequency of responses for LM5 include interviews and observation.

**Research Question 3.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

LM5's responses identified with two of the 10 programs related to Research Question 3. Table 9 presents LM5's responses to the theme, "Make me feel safe," for Research Question 3.

Table 9

*LM5: Themes in Responses to Research Question 3*

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior Volunteer Program	- Makes me feel safe	3
Meet and Greet	- Improves communication with citizens	4
	- Police are efficient in building trust	1
Neighborhood Watch	- Makes the neighborhood feel safe	12
	- Helps discourage loitering and transients	1
	- Improves communication with citizens	3
Citizens Academy	- Improves communication with citizens	15
	- Makes me feel safe	15
	- Improves understanding of law enforcement duties	13
Next door	- Makes me feel safe	14
	- Police are efficient at building trust	14
Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks		

*Note.* Sources for frequency of responses for LM5 include interviews and observation.

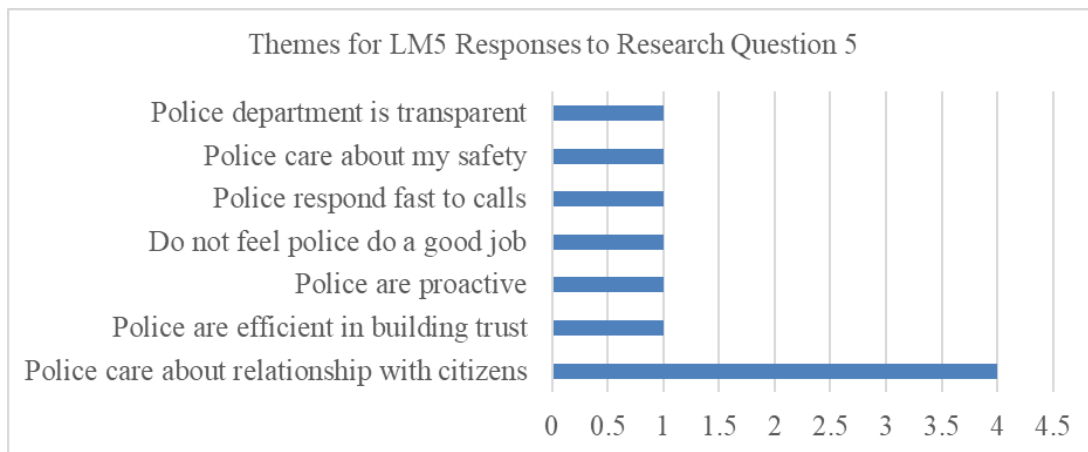
LM5 made four references to "makes me feel safe" in response to the program meetings with the police. He attests his conversations with the local police officers when they visit the restaurant as meetings. During the interview, he iterated the comfort he has with the police officers with whom he is familiar and the nature of their conversations. He was elated to share that the police officers always ask him about his children by name. He said that makes him feel as if the police officers care about him and his family. LM5 also shared an encounter he had with a local police officer:



One day, I drive to work. I running late. I did not stop at stop sign and police see me. I get pulled over and given ticket. I was scared, but the police was good. He tell me a lot of people speed off of highway and causing accidents. Same cop that night eat here. I apologize to him. He talk to me about being safe. Maybe I get hit by oncoming car and not live, then who will take care of my family. Because of me “meeting” with him, he makes me feel safe. Made me think.

**Research Question 5.** *What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

LM5’s responses identified with eight of the 10 themes related to the Research Question 5. Figure 12 presents LM5’s responses as themes for Research Question 5.



*Figure 12.* LM5: Themes in response to Research Question 5. Sources for frequency of responses for LM5 include interviews and observation.

LM5 made four references to “police care about relationship with citizens.” He provided to the interview his perception and interaction with the La Mesa Police Department. Of the 10 references to Research Question 5, LM5’s most frequent (four

responses) comment was about the theme, “Police care about relationship with citizens.” He said,

I know service is to help people. I think La Mesa police is good people. Some of my neighbors no like police. When I first come to America, I get in trouble for being Mexican. I am citizen now and I have no trouble. But my neighbors they scare of profile and deportation, but they legal here. But, no one get arrested for here. I have friend who work here with papers. He talk to police a lot at work. They are good to him.

LM5 made one reference to community outreach, one reference to negative interactions, one reference positive interactions, one reference to race, one reference to transparency, and one reference to trust.

### **Study Participant LM6**

**Research Question 1.** *How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

LM6 was a Caucasian (female) citizen who at the time of this study had been serving in the U.S. Navy for 14 years. She worked in an organization that required her to regularly go out into the community and check the welfare of elderly and children. She had been employed by the organization for more than 3 years and lived in the community for more than 5 years. LM6 attended the city’s fair, and regularly participated in meetings with the La Mesa Police Department.

LM6’s responses identified with six of 10 themes related to Research Question 1. Figure 13 presents LM6’s responses as themes for Research Question 1. LM6 expressed that her overall perception of community policing in La Mesa was positive as she has

benefitted from the training and support of the La Mesa Police Department. LM6 made 32 references to “impact of community policing.” Particularly, she described how her participation in community policing programs (Citizen’s Academy) and working with

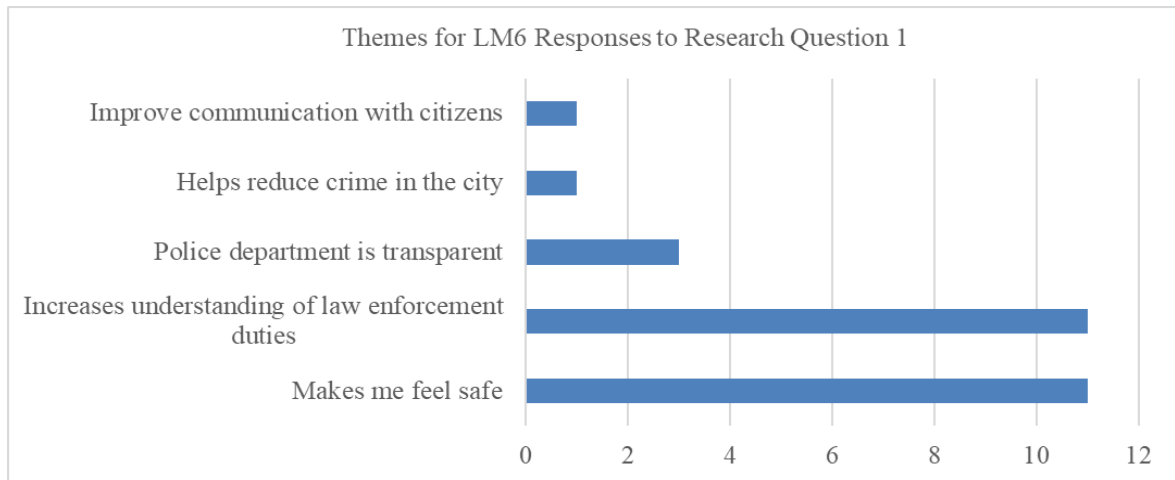


Figure 13. LM6: Themes in response to Research Question 1. Sources for frequency of responses for LM6 include interviews and observation.

the La Mesa Police Department helped her feel safe in her community as she and her team performed their jobs in their city. LM6 made 11 references to theme, “Makes me feel safe.” LM6 stated,

Yes, so in my job we interact a lot with the police. And whenever we go out to potentially dangerous situation, I’ve always been able to call them up either deputy or specifically the detectives that we work with and they’re always willing to make themselves available to preserve the peace or just to make us feel more safe. And that’s very assuring for me.

Regarding the impact of community policing, LM6 made four references to “police can be trusted.” She expressed that the local police department is always available when she has needed them to maintain the peace when she is working. LM6

described how she and her colleagues have benefitted from the community police partnership:

I've definitely benefited from community policing. And like I said just to help with keeping the peace in our job. That is a huge help and they keep us safe. And I guess other people in my organization too when we're here in La Mesa and we need to call somebody when we're going into a potentially dangerous situation.

**Research Question 3.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

LM6's responses identified with three of the 10 themes related to Research Question 3. Table 10 presents LM6's responses as themes for Research Question 3.

LM6 made four references to the Citizens Academy program. She shared her perception of the impact the Citizens Academy had on her. During the discussion regarding her interaction with the police, LM6 emphatically expressed her support for the Citizens Academy program. LM6 made four references to theme "improves understanding of law enforcement duties":

I love their citizens academy. I think it's a good way for citizens to get insight into what actually happens within the police department. So, they would get a better understanding of how the police department works and why, for example, if they have a complaint about a certain problem and it doesn't get addressed right away maybe they have a better insight as to why that is not able to be addressed right away.

Table 10

LM6: Themes in Responses to Question 3

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior volunteer program	- Makes me feel safe	3
Meet and greet	- Improves communication with citizens	4
	- Police are efficient in building trust	1
Neighborhood Watch	- Makes the neighborhood feel safe	12
	- Helps discourage loiters and transients	1
	- Improves communication with citizens	3
Citizens academy	- Improves communication with citizens	15
	- Makes me feel safe	15
	- Improves understanding of law enforcement duties	13
Next door	- Makes me feel safe	14
	- Police are efficient at building trust	14

*Note.* Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks. Sources for frequency of responses for LM6 include interviews and observation.

LM6 made four references to the Meet and Greet program as she discussed the fair. She talked about the opportunities available for members of La Mesa to meet their law enforcement officers and the chief of police in a public setting. She elaborated that the random meetings can improve the community’s relationship with their police department. LM6 made three references to theme, “Improves communication with citizens”:

They are always present at the fairs that we have here. I think they do a lot of like community outreach and programs where you actually get to meet and talk to either detectives or deputies, I think that is really important so that the community gets a better idea of what they do. And also, just putting a name to a face. I think

that makes the police department a lot more personable and therefore a lot more their services are a lot more attainable.

**Research Question 5.** *What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

LM6’s responses identified with eight of the 10 themes related to Research Question 5. Figure 14 presents LM6’s responses as themes for Research Question 5.



Figure 14. LM6: Themes in response to Research Question 5. Sources for frequency of responses for LM6 include interviews and observation.

LM6 made three references to “media.” She discussed her perception of her experience with the La Mesa Police Department. She also shared her perception of the factors that she believes influence other people perceptions of law enforcement. Of the 10 references to Research Question 5, LM6 made six references to theme “police care about my safety”:

We go out to potentially dangerous situations whether there’s gang activity or drug use in the home. And when we feel that it’s not safe for us to go out alone,

we would call law enforcement to preserve the peace just to make sure that nothing happens. And most of the time everything's fine they're just kind of standing around and making sure everything's OK and just being a presence there.

LM6 made four references to "police respond to calls fast." She discussed the interaction she had with the La Mesa Chief of Police and the results regarding a concern for the safety and welfare of her clients. LM6 shared the reflected on an experience and her perception of proactive policing:

I mentioned before that we often call out detectives or deputies to assist with just being a presence there in case anything were to happen in potentially dangerous situations. I have always felt that they're always very professional. They never really ridicule the reason why we call them out.

### **Data Analysis by Participant: National City**

National City participants provided some responses that produced different themes than La Mesa participants. The tables and narrative in the following section illustrate some of the distinct differences between National City perceptions of community policing and police officers. Of the six National City participants, three citizens discussed race and profiling.

#### **Study Participant NC1**

**Research Question 2.** *How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

NC1 was a Hispanic (male) citizen who had lived in National City for 17 years. At the time of this study, he was a private business owner, which allowed him to interact

with people of all ages and ethnicities. He was a naturalized citizen and had lived in California for over 28 years. He stated that he often talks to young Hispanic men about their interactions and other occurrences that take place in National City.

NC1's responses identified with two of eight themes related to Research Question 2. Figure 15 presents NC1's responses as themes for Research Question 2. NC1 expressed that her overall perception of community policing in National City was indifferent as she has heard from customers about some of the food, bikes, and school resource officer partnership with the high school. NC1 discussed that students partner with police officers to create a traffic accident scene with a human casualty embedded in the vehicle (Every 15 Minutes). He said that he sees the patrol officers in his neighborhood a lot and that makes him comfortable knowing they are patrolling the area. He stated that when he has interactions with police officers, they make him nervous because he does not know what to expect. However, he discussed his personal experience of leaving his shop to go home. NC1 made two references to "police makes me feel unsafe":

One night I leave work. I walk out to my car, you know. I see police and he park his car directly behind me so I can't leave. I think he wanted something. He ask me if I had papers. He ask me if I had tattoos and did I get them in prison. I answer to him, no. He ask me for my license. I give to him. He run my name and find nothing. He then leaves. It's scary when he do that because it's dark and you never know now. Scary times.



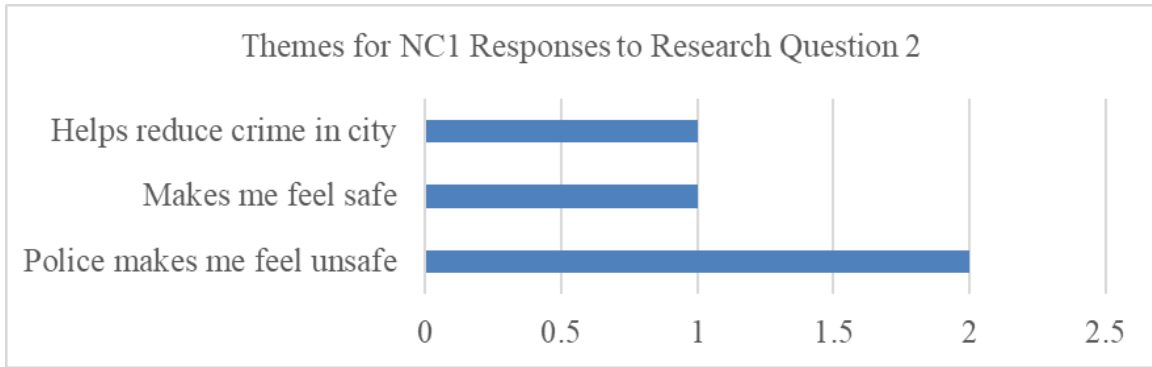


Figure 15. NC1: Themes in response to Research Question 2. Sources for frequency of responses for NC1 include interviews and observation.

**Research Question 4.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

NC1’s responses identified with one of the four themes related to Research Question 4. Table 11 presents NC1’s response to programs and themes for Research Question 4.

NC1 made one reference to the program Every 15 Minutes. He shared that one of his clients was preparing for a school play and needed to improve his/her grooming. During the discussion with the young man, NC1 learned of the program and mentioned that he had heard more about it through the years. NC1 made one reference to the theme, “Makes me feel safe,” in response to learning about the program. The student stated that because of the impact of Every 15 Minutes, he was not going to drive to his prom but instead take an Uber. NC1 was limited in his knowledge of community policing programs in his city. He stated,

My customer come to me 2 years ago. He tell me he is in play at school. He will be a person finding friend in crashed car. He tell me, the police and ambulance

will be there. It sounds real. He tell me that it is to tell them about drunk driving.  
 He tell me he no want to drive and drink, just drive.

Table 11

*NC1: Themes in Responses to Research Question 4*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe	4
	- Police department is transparent	2
Explorer	- Makes me feel safe	2
	- Improves understanding of law enforcement duties	8
School Resource Officer	- Makes me feel safe	4
	- Police department is transparent	2
Use of Force workshop	- Improves understanding of law enforcement duties	4

*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for frequency of responses for NC1 include interviews and observation.

**Research Question 6.** *What is the relationship citizens perceive exists between community members and the police department in National City, California?*

NC1’s responses identified with one of the 11 themes related to Research Question 6. Figure 16 presents NC1’s responses as themes for Research Question 6. NC1 made two references to “police makes me feel unsafe.” He discussed his perception of the National City Police Department based on his lived experience. He also shared his concern for the safety of pedestrians at a crosswalk close to his business. Of the 11 references to Research Question 6, NC1’s most frequent (2 responses) comment was about the theme, “Police makes me feel unsafe:” He said,

I see the police drive by here all time. People no stop at this stop sign. Children walk to school and people no stop all the time. Police need to sit there and give tickets. And I think they have some bad people with badge.

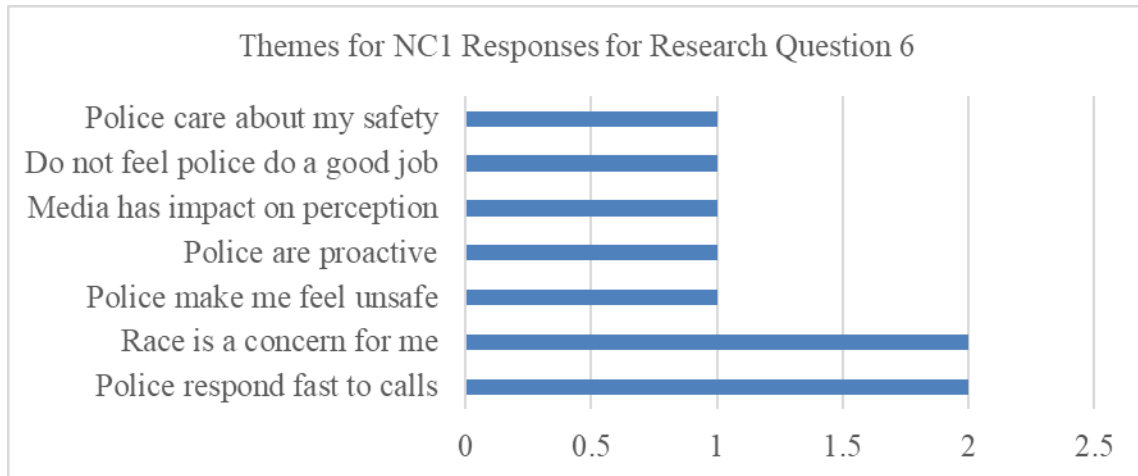


Figure 16. NC1: Themes in response to Research Question 2. Sources for frequency of responses for NC1 include interviews and observation.

## Study Participant NC2

**Research Question 2.** *How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

NC2 was a Hispanic (male) citizen who had lived in National City for 9 years. At the time of this study, he was an active duty military member of 12 years, married to a lady who is a native from National City. He is from Puerto Rico but had lived in the United States for 27 years. His family settled in Las Vegas and that is where he joined the U.S. Navy. As a military member, he is a supervisor for 13 sailors onboard his command. Prior to the ship duty station, he served three tours in Afghanistan and one tour in Iraq as a member of a security team. He was a member of the low rider community and an active participant of National City community policing program, but

as a result of his schedule, he has ceased his participation. However, he is aware of some of their events and recommends that his sailors take advantage of the services.

NC2's responses identified with five of eight themes related to Research Question 2. Figure 17 presents NC2's responses as themes for Research Question 2.

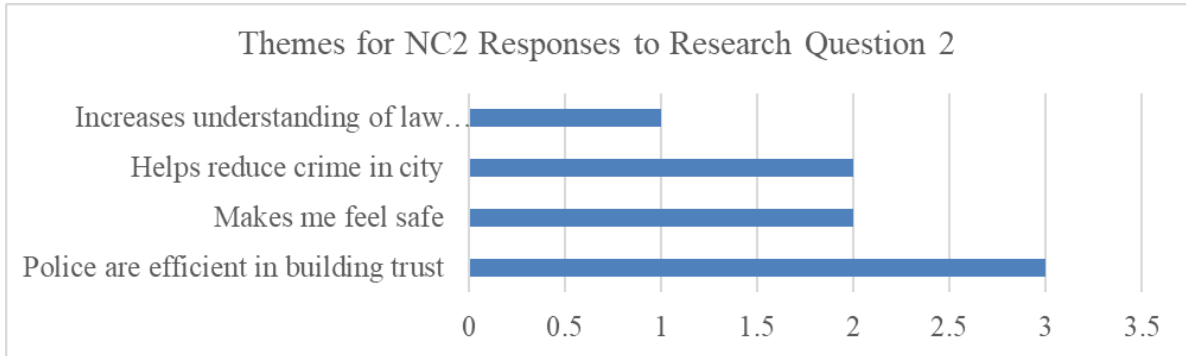


Figure 17. NC2: Themes in response to Research Question 2. Sources for frequency of responses for NC2 include interviews and observation.

NC2 made three references to theme, “Police can be trusted.” NC2 expressed that his overall perception of community policing in National City was positive as he knows that his sailors have benefitted from the support of the National City Police Department community service program. NC2 made eight references to “impact of community policing.” Particularly, he described how one of his sailors received services from the community policing “car seat installation” and how it helped her feel confident that her child was safe when sitting her in the car seat. He stated that his sailor told him that she feels like she could talk to the police representative about many things because he was so nice and professional. NC2 stated,

But I do have a sailor of mine that had a newborn baby and she saw online that they were the police department was having like this thing about like car seats.

And, so she didn't know anything about that and she wanted just to go on a field

trip to get her mind off work. So, she went there and they showed her how to put her car seat in the car. And, you know how to sit her newborn baby in a car seat and you know how to put it together so that all that. She came back, and you know to our division and told us about it.

During the interview, NC2 made two references to the theme, “Makes me feel safe.”

He discussed the problems he noticed in his neighborhood. After communicating his concerns with the police, they stepped up patrols in that community. NC2 said,

I feel like the police officers have been more engaged. And having more face time with the locals. I feel like if they're out patrolling, they not just in cop cars. I have seen the police around the schools more and in the neighborhood. It's definitely feeling safer here. I just feel like they are trying to be around the neighborhood more and trying to know the people. Most people in my neighborhood know most police as this community is full of retired people.

**Research Question 4.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

NC2's responses identified with one of the four themes related to Research Question 4. Table 12 presents NC2's responses to programs and themes for Research Question 4. NC2 made three references to Every 15 Minutes. He shared that he has mentored young men from the high school, who participated on a sports team, regarding their safety. He expressed the importance of their smart decision making and risk assessment regarding drinking and driving:

I volunteer my time to help with sports. I tell my team to be smart about life decisions. I want them to be safe and graduate. The biggest problem we have is the young people drinking and vaping. I feel like they are growing up too fast and they do not realize what their future could be. But the Every 15 Minute program is effective in scaring them that they could be that person in that car.

Table 12

*NC2: Themes in Responses to Research Question 4*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe	4
	- Police department is transparent	2
Explorer	- Makes me feel safe	2
	- Improves understanding of law enforcement duties	8
School Resource Officer	- Makes me feel safe	4
	- Police department is transparent	2
Use of Force workshop	- Improves understanding of law enforcement duties	4

*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for frequency of responses for NC2 include interviews and observation.

**Research Question 6.** *What is the relationship citizens perceive exists between community members and the police department in National City, California?*

NC2’s responses identified with nine of the 11 themes related to the Research Question 6. Figure 18 presents NC2’s responses as themes for Research Question 6. NC2 made five references to “feel that the police are proactive.” He discussed the response and presence of the National City patrolling officer’s presence in his community. He conversed that he is seeing more patrol and is feeling better about the

city as they continue to close some establishments and bring in new business into the city. He said,

They also took down the trophy lounge after someone got murdered there. They have taken things off that don't help and they have eliminated things that do not help the city. So that helps a lot.

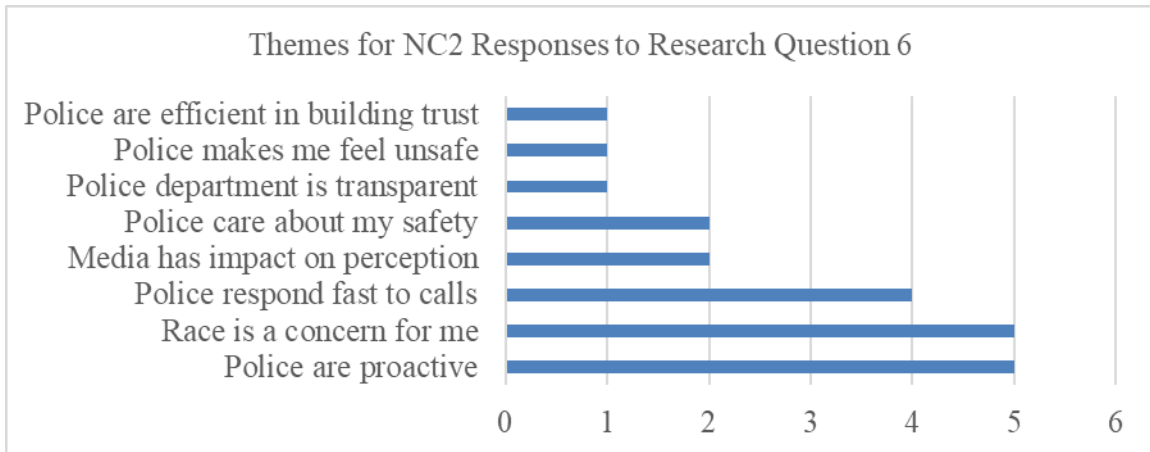


Figure 18. NC2: Themes in response to Research Question 6. Sources for frequency of responses for NC2 includes interviews and observation.

Of the nine references to Research Question 6, NC2's second most frequent (5 references) comment was about the theme "race is a concern for me." Table 14 illustrates the theme, "Race is a concern for me," for the first time. NC2 expressed his personal encounter with a National City police officer and how he felt he was profiled during a traffic stop.

Being eight miles away from the border is kind of hard not to be profiled. I'm Puerto Rican. A lot of times I get questioned if I have documentation when you know I'm a Hispanic. We're kind of used to it from back in the day dealing with like, you know the not trusting the police because of like what's happened in the past.

### **Study Participant NC3**

**Research Question 2.** *How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

NC3 was an African American (female) citizen who has lived in National City for 9 years. At the time of this study, she was an active duty military member who had a son who was a freshman in college and a daughter who was 13. Her major concern was the safety and welfare of her family when she is out-to-sea or deployed overseas. She and her husband participated in the Neighborhood Watch program, which permitted neighbors to communicate concerns in their community. However, she had a negative perception of the National City Police Department and their programs resulting from an incident with a local police officer.

NC3's responses identified with three of eight themes related to Research Question 2. Figure 19 presents NC3's responses as themes for Research Question 2. NC3 expressed that her overall perception of community policing in National City was negative as she had felt profiled from National City Police Department. NC3 made eight references to "impact of community policing." Particularly, she described how her community did not feel safe and the neighborhood program was ineffective. She made seven references to the theme "police makes me feel unsafe." Her major concern was that the neighborhood program was established but the participation within the community was minimum and the police presence in the neighborhood was low. NC3 stated.

In my community we have a Neighborhood Watch program, but people don't talk to each other. I do know of several, not even several, maybe one other



community that does have a Neighborhood Watch program. And in that community, it works pretty well. But we don't see the police officers a lot either.

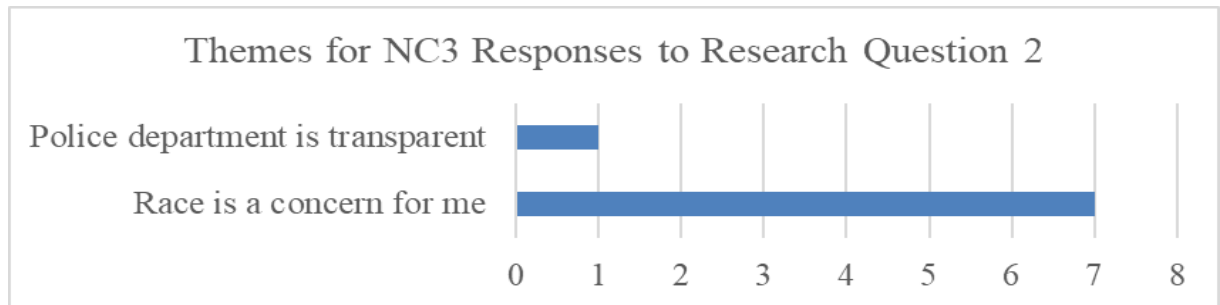


Figure 19. NC3: Themes in response to Research Question 2. Sources for frequency of responses for NC3 includes interviews and observation.

During the interview, NC3 made one reference to the theme, “Police is transparent and available.” She discussed her encounter with a patrol officer that resulted in a positive outcome:

One day I was walking my dog in the neighborhood and a patrol officer pulled up to me. I was nervous but he said to me . . .” nice dog.” He then told me that he was on patrol and that if I needed anything to give him a call. He said that he wanted to see more people out in the streets and having fun. I thought he was cool, but what took his attitude so long?

**Research Question 4.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

NC3’s responses identified with three of the four themes related to Research Question 4. Table 13 presents NC3’s responses as themes for Research Question 4.

Table 13

*NC3: Themes in Responses to Research Question 4*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe	4
	- Police department is transparent	2
Explorer	- Makes me feel safe	2
	- Improves understanding of law enforcement duties	8
School Resource Officer	- Makes me feel safe	4
	- Police department is transparent	2
Use of Force Workshop	- Improves understanding of law enforcement duties	4

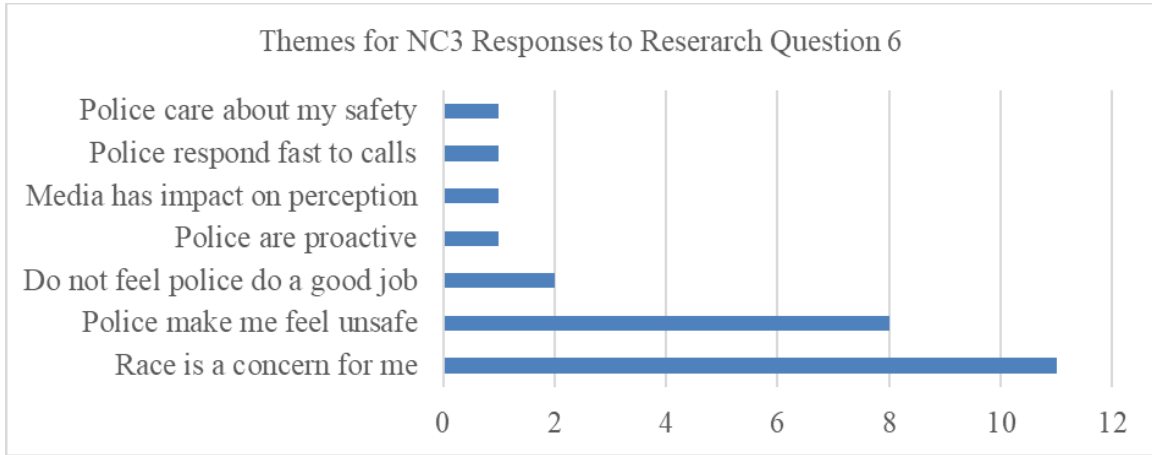
*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for frequency of responses for NC3 include interviews and observation.

NC3 made two references to Neighborhood Watch. She shared a personal recollection of the ineffectiveness of the Neighborhood Watch program. During the interview, she was visibly annoyed when discussing the perceived failures in her community. She compared her community to a neighborhood that participates in the Neighborhood Watch program. She shared that the program at the school (Every 15 Minutes) was effective as her son said that he would never drink and drive. NC3 made one reference to “makes me feel safe” as a result of the program. NC3 said,

And in that community, it works pretty well. But they don’t see the police officers a lot either. I go over to my friend’s house and her neighbors come over all the time. They, I know that the people living there at barbecues and talk about the community.

**Research Question 6.** *What is the relationship citizens perceive exists between community members and the police department in National City, California?*

NC3’s responses identified with seven of the 12 themes related to Research Question 6. Figure 20 presents NC3’s responses as themes for Research Question 6.



*Figure 20.* NC3: Themes in response to Research Question 6. Sources for frequency of responses for NC3 include interviews and observation.

NC3 made 11 references to “race concerns me.” She discussed her perception of her experience with the National City Police Department. She also shared an incident she and her husband experienced with the local police department:

The only events that has happened in my life where I encountered police was being pulled over, me and with my husband driving. We have a pretty nice car and we felt that it was a bit of racial profiling going on because it was a nice car. We were doing the speed limit. We hadn’t disobeyed any rules or regulations; however, we were pulled over and when that happened, we were scared. The racial profiling, the things as I spoke about earlier it definitely had us on edge to be pulled over. And when the police officer, a Caucasian police officer pulled us over, he asked did we own the vehicle. And with that being said, for him to ask us if we own the vehicle, it made my heart skip a beat.

NC3 made eight references to “police makes me feel unsafe.” She discussed that though the city is improving its infrastructure, it is failing to eliminate problems with prostitution. NC3 reflected on the closing down of establishments; she said,

Prostitution is one problem that I believe they can get rid of. Again, with cleaning up the neighborhoods and having different events, this city can be better. But they have to stop these women walking the streets barely wearing anything.

NC3 made four references to “police cannot be trusted.” She spoke about the lack of presence of the police patrol in her neighborhood. She was also very concerned regarding the perception of policing in America based on gathered information from the media.

I can’t speak for everyone in the community, but I can speak for myself. It’s not that I distrust, but it’s not that I trust them.

#### **Study Participant NC4**

**Research Question 2.** *How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

NC4 was a Hispanic (female) citizen who had lived in La Mesa for 15 years. At the time of this study, she was an assistant principal at a public school and had served in the education field in National City for almost 20 years. Her major concern was the safety and welfare of her faculty and students when they were on campus and in their homes. She and the staff partnered with the National City community policing division for an annual event. NC4 stated that she thinks community policing is having a positive impact on the students; however, it can do more.

NC4's responses identified with six of eight themes related to Research Question

2. Figure 21 presents NC4's responses as themes for Research Question 2.



Figure 21. NC4: Themes in response to Research Question 2. Sources for frequency of responses for NC4 include interviews and observation.

NC4 expressed that her overall perception of community policing in National City was positive as she had benefitted from the support of the National City Police Department community service division. NC4 made 26 references to the “impact of community policing.” Particularly, she described how her participation in community policing program Every 15 Minutes had improved her colleagues and the students’ safety awareness regarding drunk driving. NC4 made six references to theme “makes me feel safe.” She stated,

And it’s connecting with the students because a lot of the times we see again, instead of the students driving themselves, we see parents dropping them off and then they have a date. They go around wherever prom is. And then they come back and pick them up, which is perfect, which is exactly what we want or Uber or whatever. It’s something that we do we don’t want them to be drinking and driving.

I do think it's a great partnership that the police department has and I think they also have a vested interest into this program because they're also the ones that are calling and making sure that this is happening and they're the ones that are just organizing the event as well as well with the school.

During the interview, NC4 made six references to theme of "police are transparent and visible." She talked about her communication and partnership with the National City Police Department Community Service Division and the police officers' professionalism. She stated that she and her staff often talk to the police officers when they visit the school. The police officers attend meetings, respond to calls for assistance, and make themselves visible in the morning and afternoon to ensure transients are not loitering near or entering into the schools. NC4 stated that the transients would sometimes enter into the school to use the restroom or get a drink of water. The police would respond immediately to remove the individual with minimum disruption of the school routine:

We have had transients enjoy our school and try to go to their bathrooms here, etc. And so, we try to do proactive policing and just let them, you know, we sometimes we see the police. Also, when I'm coming in the morning on the side of the school where they're not even inside but they're trying to kind of deal with the transient population.

NC4 made five references to theme of "helps reduce crime." She confessed that she was not fully aware of any crimes that had been reduced as a result of community policing:

I would want to look at that data first before actually saying what scope should be a part of the community policing because if it's usually like young people who are making you know doing these crimes or you know between the ages of 16 and 24 then maybe they should be targeting or doing more community policing and in all of the schools, right?

**Research Question 4.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

NC4's responses identified with two of the four themes related to Research Question 4. Table 14 presents NC4's responses as themes for Research Question 4.

Table 14

*NC4: Themes in Response to Research Question 4*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe	4
	- Police department is transparent	2
Explorer	- Makes me feel safe	2
	- Improves understanding of law enforcement duties	8
School Resource Officer	- Makes me feel safe	4
	- Police department is transparent	2
Use of Force workshop	- Improves understanding of law enforcement duties	4

*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for frequency of responses for NC4 include interviews and observation.

NC4 made eight references to the Citizens Academy:

I don't know if the Citizens Academy is considered part of community policing services, but to me now is really helpful. Like when I get new staff members

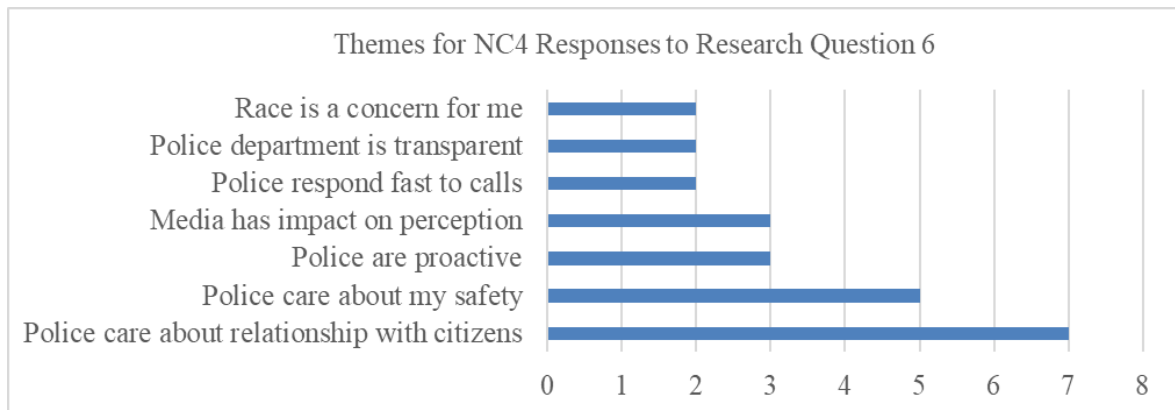
here, I always offer for them to go to that you know within a of their work. You know, I will flex their hours so that they can go, and they don't have to take their own time because I think it's valuable to understand what the police go through.

**Research Question 6.** *What is the relationship citizens perceive exists between community members and the police department in National City, California?*

NC4 responses identified with seven of the 11 themes related to Research Question 6. Figure 22 presents NC4's responses as themes for Research Question 6.

NC4 made seven references to "police care about relationship with citizens." She discussed her perception of her experience with National City Police Department. She shared an experience she had with the community service officer:

Well he was a patrolling officer, but he used to be a school resource officer. So, he knows how to talk to kids as well. And so, one of the first things that they say is like, look I'm here, I want to help you. I just I want to make sure I don't make things worse. So, what do you want me to do?



*Figure 22.* NC4: Themes in response to Research Question 6. Sources for frequency of responses for NC4 include interviews and observation.



NC4 made five references to “police care about my safety.” She discussed an interaction a student had with a school resource officer when the student was feeling harassed. NC4 stated that she worked with school resource officers to talk with a student who skipped school and her mother in a local park. The student was cut on her hand from an unknown student, but neither she nor her mother would tell the school resource officer who the assailant was. They were concerned about making the situation worse. The mother was worried about getting deported if she filed a police report. NC4 said,

And so that person, that student, felt really confident and he said, “No I want you to intervene and I want you to talk to the other student.”

### **Study Participant NC5**

**Research Question 2.** *How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

NC5 was a Hispanic (female) citizen who had lived in National City for 21 years. At the time of this study, she was an active member of National City Service Division, she took low priority reports and worked at the greeting station. She was a product of the National City community outreach program, Explorers. The program is designed for children ages 14 to 20, who are willing to volunteer their time and learn about policing, discipline, and structure. She admitted that when she first entered the program, she was shy, introverted, lacked confidence, and had difficulty speaking before people. She credited her growth to the police officers and the lessons she learned during the Explorer program. She hoped to attend the police academy and return to National City as a police officer so she could assist others like her who can use guidance.

NC5’s responses identified with six of eight themes related to Research Question 2. Figure 23 presents NC5’s responses as themes for Research Question 2. NC5 expressed that her overall perception of community policing in National City was positive as she had benefitted from the support of the National City Police Department and the volunteers. NC5 made 21 references to “impact of community policing.” She stated that there are children in the city who dropped out of school who she believed would have benefitted from the structure and discipline. Particularly, she described her participation in the community policing program, Explorer, and how that helped her feel comfortable with herself and her abilities. She said,

Secondly, we do a lot of things with the community services with them like we do like special events and give them assistance on what they need so that we can build that positive relationship between both the community and the police department. That relationship is important because the more people we help, the more people report situations that could lead to crimes. That helps citizens, so that they feel comfortable to reach out to the police department not be afraid to ask for help from us as well.

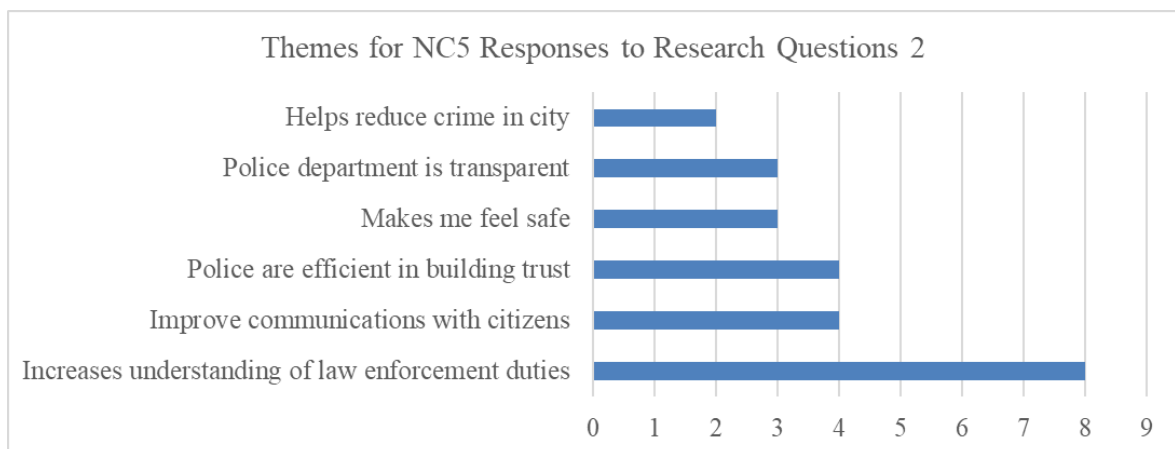


Figure 23. NC5: Themes in response to Research Question 2. Sources for frequency of responses for NC5 include interviews and observation.

**Research Question 4.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

NC4's responses identified with three of the four themes related to Research Question 4. Table 15 presents NC5's responses as themes for Research Question 4.

Table 15

*NC5: Themes in Responses to Research Question 4*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe	4
	- Police department is transparent	2
Explorer	- Makes me feel safe	2
	- Improves understanding of law enforcement duties	8
	- Helps me grow	2
School Resource Officer	- Makes me feel safe	4
	- Police department is transparent	2
Use of Force workshop	- Improves understanding of law enforcement duties	4

*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for frequency of responses for NC5 include interviews and observation.

NC5 made 11 references to Explorers. She explained the impact the program had on her personal growth and the hopes she has for helping others in her city:

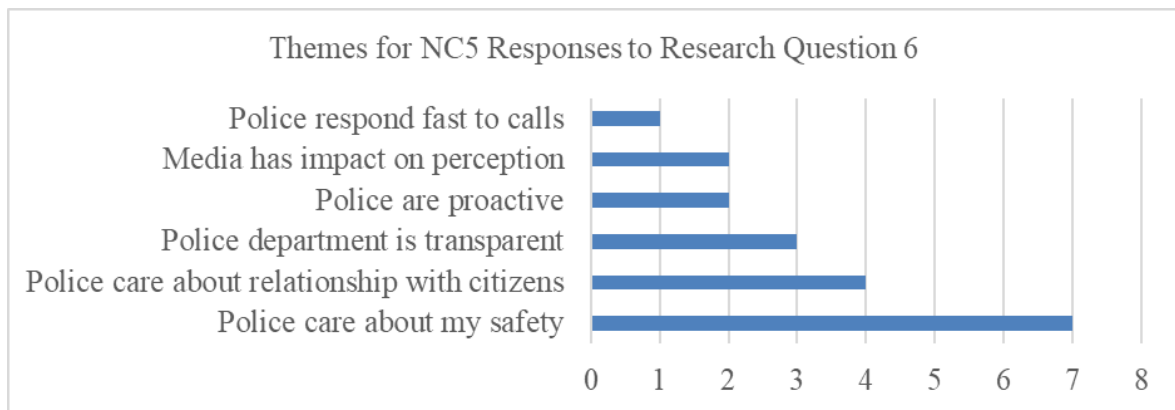
I joined the Explorer program as a youth around the age of 18. It allows the youth in our community to get a perspective on law enforcement. Usually people that join it it's their interest in law enforcement to see what the ins and outs and indeed they do. This helped me develop my own character. I was a really shy person when I first started the program. It was difficult for me to do presentations in

front of a lot of people. It broke me out of my shell. Eventually I developed a lot of leadership skills [so] that I was able to communicate with others very efficiently and develop those leadership skills and help mentor others as well within the program.

NC5 also made five references to the program School Resource Officer. She discussed how the police officers influenced her decision to participate in other programs that helped her growth. Table 17 illustrates the School Resource Officer program themes and their frequencies that NC5 made in response to Research Question 4. NC5 made additional references to programs involved in National City community policing.

**Research Question 6.** *What is the relationship citizens perceive exists between community members and the police department in National City, California?*

NC5’s responses identified with six of the 11 themes related to the Research Question 6. Figure 24 presents NC5’s responses as themes for Research Question 6.



*Figure 24.* NC5: Themes in response to Research Question 6. Sources for frequency of responses for NC5 include interviews and observation.

NC5 made three references to “police care about my safety.” She discussed her perception of her experience with the National City Police Department. She also shared

her perception of the factors that she believed influence other people's perceptions of law enforcement. Of the 11 references to Research Question 6, NC5's most frequent (3 references) comment was about the theme, "police care about my safety." She said,

Our primary job as police are the police department here is to assist the community and serve their safety and that they're safe in the city so that they know that we're protecting them day and night.

### **Study Participant NC6**

**Research Question 2.** *How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

NC6 was a Hispanic (female) citizen who had lived in National City for 29 years. At the time of this study, she was a retired military member, married to a retired military member, and their daughter was serving in the U.S. Navy. She was employed in the medical field but donated her off hours to improving the health and safety of her community. She had volunteered in community events since her time in the U.S. Navy. She participated in her Neighborhood Watch program. NC6 also communicated with her neighbors regarding health questions and concerns. She advised her community members about vaccinations, medication, and precautionary measures when taking certain medications. She was compelled to admit that that she appreciated the efforts of National City Police Officers. NC6 shared that periodically during her time in the U.S. Navy, she participated in security programs and was aware of the dangers police officers face daily.

NC6's responses identified with five of eight themes related to Research Question 2. Figure 25 presents NC6's responses as themes for Research Question 2. NC6

expressed that her overall perception of community policing in National City was positive as she had benefitted from the support of the National City Police Department Community Service Division. NC6 made 21 references to “impact of community policing.” Particularly, she described how she was aware of the changes community policing can have on a neighborhood. NC6 made 16 references to the theme, “improve understanding of law enforcement duties.” She said,

Two years ago, my friend participated in a workshop hosted by the police department. It was a Community Outreach Program where the police inform the participants [about] the use of force they use when they answer calls such as domestic violence and other crimes. The cool thing is that they came back and told us about the scenarios and the discussions and what we should look for in our community. The participants also had the opportunity to role play and experience how they would react in a scenario. I think this is good because by being educated, the public becomes more familiar with the policies and laws.

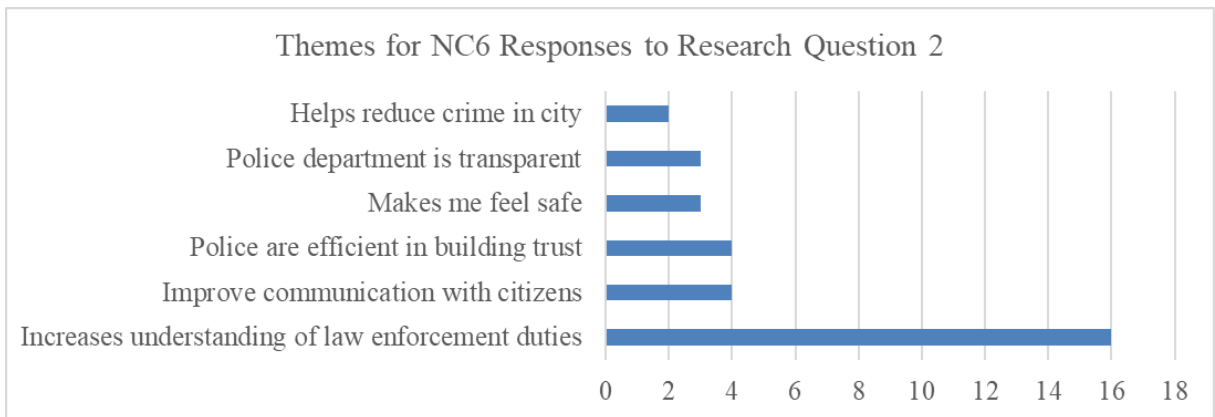


Figure 25. NC6: Themes in response to Research Question 2. Sources for frequency of responses for NC6 include interviews and observation.

**Research Question 4.** *What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

NC6’s responses identified with one of the 4 themes related to Research Question 4. Table 16 presents NC6’s responses as themes for Research Question 4. NC6 made five references to the Use of Force workshop. She shared that a friend of hers attended the Use of Force workshop and was excited about her experience. She said that she informed her that the program was very informative and insightful:

I picked up my friend from the Use of Force workshop on that Saturday and she was excited. She said that she did not realize the weight of the equipment, the reaction time officers have to make a decision to either shoot or not shoot. She said that anyone who has the slightest concerns about policing should attend the workshop.

Table 16

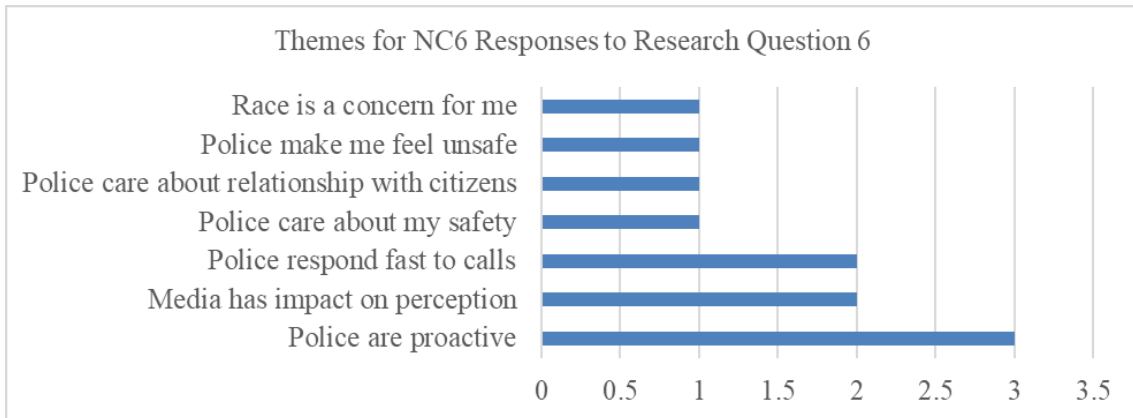
*NC6: Themes in Responses to Research Question 4*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe	4
	- Police department is transparent	2
Explorer	- Makes me feel safe	2
	- Improves understanding of law enforcement duties	8
	- Helps me grow	2
School Resource Officer	- Makes me feel safe	4
	- Police department is transparent	2
Use of Force workshop	- Improves understanding of law enforcement duties	4

*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for frequency of responses for NC6 include interviews and observation.

**Research Question 6.** *What is the relationship citizens perceive exists between community members and the police department in National City, California?*

NC6’s responses identified with five of the 11 themes related to the Research Question 6. Figure 26 presents NC6’s responses as themes for Research Question 6.



*Figure 26.* NC6: Themes in response to Research Question 6. Sources for frequency of responses for NC6 include interviews and observation.

NC6 made three references to “feel police are proactive.” She discussed her perception of her experience with the National City Police Department. She also shared her perception of the factors that she believes influence other people’s perceptions of law enforcement. NC6 participates in Neighborhood Watch program and partners with the community policing officer and the chief of police during the meetings to discuss the problems in their community. Of the 11 references to Research Question 6, NC6’s most frequent (3 references) comment was about theme, “feel police are proactive.” NC6 made one reference each for “race is a concern” and “police makes me feel unsafe” in response to the current political call for ICE to continue to deport Hispanics. Though she is a retired Navy Veteran and naturalized citizen, she stated that she gets nervous when she sees patrol officers. She said,



I know that there was a time when a lot of shootings and drug gathering were taking place in a nearby area of where I live (unfortunately, young people lost their lives to these crimes), but the police have been more present and active patrolling this area.

Something else that comes to my mind in regard to police interaction is that a couple of times my house alarm went off and the police responded so quickly and were so thorough and helpful in making sure I was okay and ensuring that I indeed was the person who lived in that house. It was comforting and I felt safe.

### **Data Analysis by Common Themes**

Each participant's data were analyzed based on the three research questions (1, 3, and 5) for La Mesa, California, and (2, 4, and 6) for National City, California, and their connection to the study's conceptual framework (McKee & Lewis, 2016) identified in Chapter II. The researcher identified themes based on McKee and Lewis's eight pillars of the new community policing components including (a) developing partnerships, (b) problem solving, (c) procedural fairness, (d) identifying a proscribed scope, (e) protection, (f) professionalism, (g) purpose, and (h) principles. Based on the researcher's familiarity with the data, initial themes were identified, and codes were assigned to emerging themes. Of the themes identified, the researcher found 22 themes and 689 frequencies.

A criterion for theme identification was that a response had to be mentioned four or more times. Of the 12 citizens interviewed, 11 identified five themes in common in their responses related to Research Questions 1 and 2, one theme in common in their

responses related to Research Questions 3 and 4, and eight themes in common in their responses related to Research Questions 5 and 6. After reviewing codes, then grouping and eliminating redundant codes, an analysis and an interpretation of the findings were conducted based on the frequency count of each code. The use of an excel spreadsheet helped the researcher to further organize themes and frequencies.

**Major Theme Results by Research Questions 1 and 2:**

*How do the citizens of [La Mesa] and [National City], California, perceive that community policing services have impacted crime in their city?*

The four predominant themes that emerged in responses to Research Question 1 and Research Question 2 from the lived experiences and perceptions of citizens who participated with community policing in their cities are summed up in Table 17.

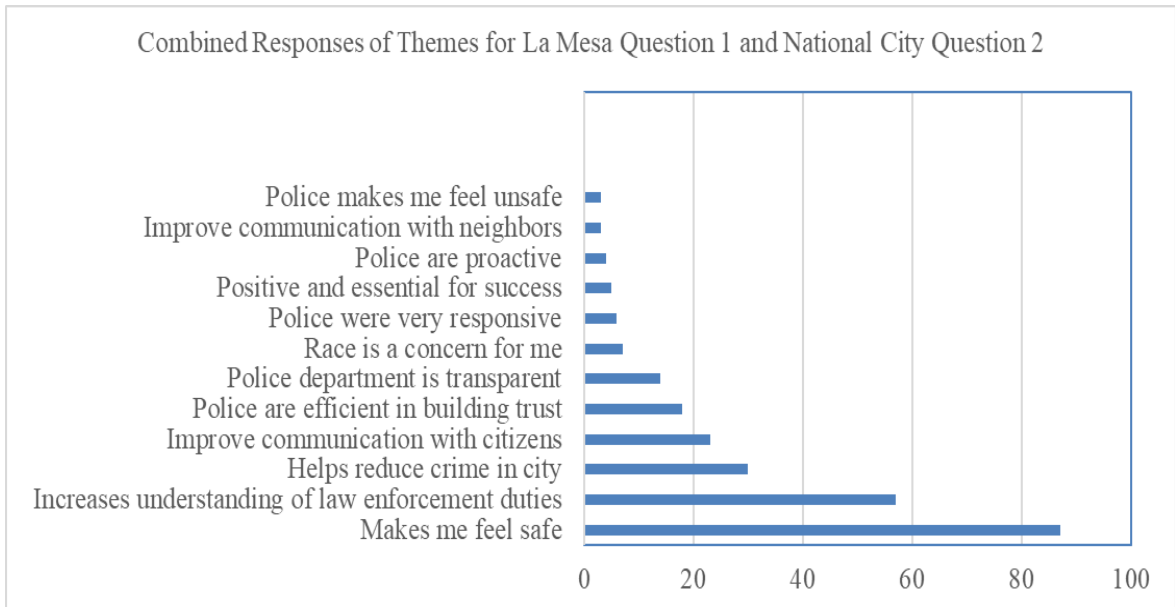
Table 17

*Combined Predominant Themes for Research Question 1: La Mesa and Research Question 2: National City*

Themes	Frequency of response	Number of participants out of 12
Makes me feel safe	87	10
Increases understanding of law enforcement duties	57	9
Helps reduce crime	30	11
Improves communication with citizens	23	9

*Note.* Sources for combined frequency of responses for LM and NC include interviews and observation.

Figure 27 also illustrates all themes and frequencies that emerged for La Mesa and National City participants in response to Research Questions 1 and 2.



*Figure 27. Combined responses of themes for La Mesa Research Question 1 and National City Research Question 2. Sources for combined frequency of responses for LM and NC include interviews and observation.*

**Major Theme Results by Research Questions 3 and 4:**

*What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in [La Mesa] and [National City], California?*

The predominant themes that emerged from the lived experiences and perceptions of citizens who participated with community policing in their cities can be summed up in the separate tables for La Mesa and National City (see Tables 18 and 19).

Table 18

*Themes in Responses to Research Question 3 for La Mesa Citizens*

Community policing programs	Themes	Frequency of responses
Newsletter	- Improves communication between neighbors	3
Senior Volunteer Program	- Makes me feel safe	3
Meet and Greet	- Improves communication with citizens - Police are efficient in building trust	4 1
Neighborhood Watch	- Makes the neighborhood feel safe - Helps discourage loiters and transients - Improves communication with citizens	12 1 3
Citizens Academy	- Improves communication with citizens - Makes me feel safe - Improves understanding of law enforcement duties	15 15 13
Next door	- Makes me feel safe - Police are efficient at building trust	14 14

*Note.* Ride A-long, Life on the Beat, Meetings, SAFE Night, School Resource Officer, Training, Welfare Checks. Sources for the frequency of responses for LM include interviews and observation.

Table 19

*Themes in Responses to Research Question 4 for National City Citizens*

Community policing program	Themes	Frequency of responses
Every 15 Minutes	- Makes me feel safe - Police are transparent	4 2
Explorer	- Makes me feel safe - Improves understanding of law enforcement duties - Helps me grow	2 8 2
School Resource Officer	- Makes me feel safe - Police department is transparent	4 2
Use of Force workshop	- Improves understanding of law enforcement duties	4

*Note.* Other community policing programs mentioned were Car Seat Installation, Community Review Board, Face to Face, Neighborhood Watch, and Stranger Danger. Sources for the frequency of responses for NC include interviews and observation.

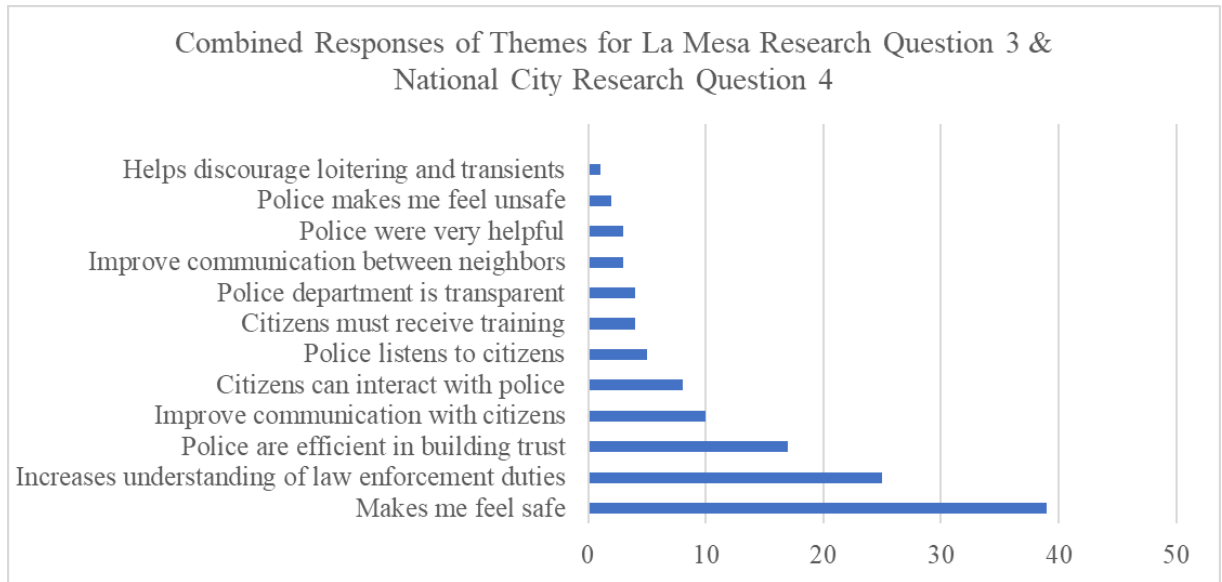


Figure 28. Combined responses of themes for Research Question 3: La Mesa and Research Question 4: National City. Note. Sources for combined frequency of responses for LM and NC include interviews and observation.

### Major Theme Results by Research Questions 5 and 6

*What is the relationship citizens perceive exists between community members and the police department in [La Mesa] and [National City], California?*

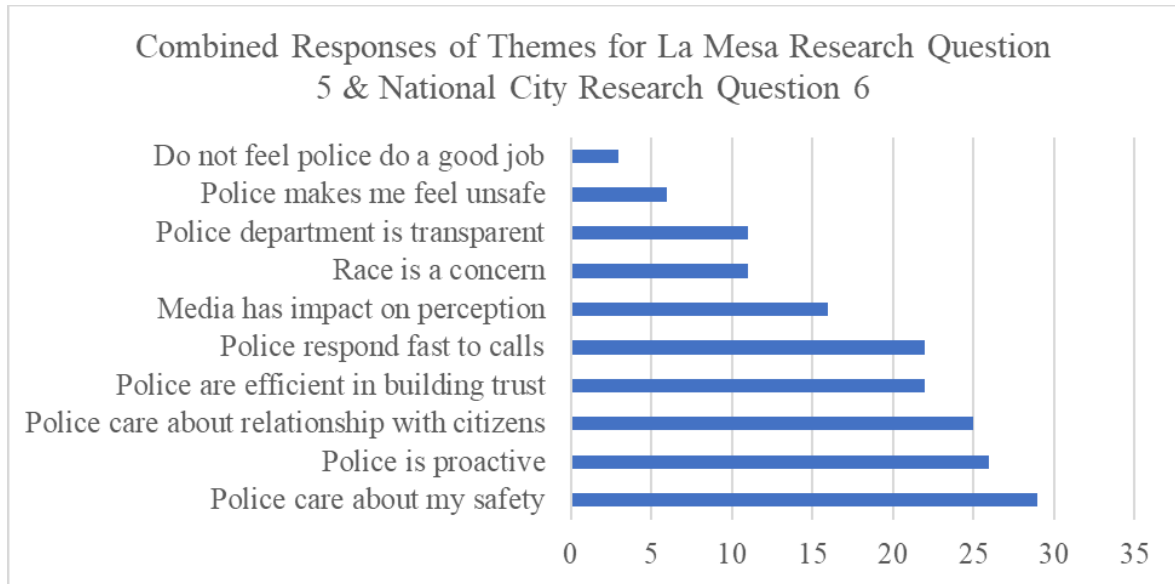
The four predominant themes that emerged from the lived experiences and perceptions of citizens who participated with community policing in their cities can be summarized in Table 20:

Table 20

*Combined Predominant Themes for Research Question 5 La Mesa and Research Question 6: National City*

Theme	Frequency of response	Number of participants out of 12
Police care about my safety	29	12
Police are proactive	26	12
Police care about relationship with citizens	25	8
Police are efficient in building trust	22	10

Figure 29 illustrates the combined themes and frequencies that emerged for La Mesa and National City participants in response to Research Questions 5 and 6.



*Figure 29.* Combined themes for Research Question 5: La Mesa and Research Question 6: National City. Sources for combined frequency of responses for LM and NC include interviews and observation.

### **Triangulation of Data**

Triangulation provides diverse ways of looking at the same phenomenon but adding to its credibility by strengthening confidence in whatever conclusions are drawn (Patton, 2015). In addition to interviews, the researcher conducted observations of community policing forums with the community and collected artifacts such as community policing event schedules, event fliers, and organizational brochures, which offered archival data about community policing programs that responded to the research questions in this study. The researcher also collected crime statistics for each city as part of the artifacts. This study used triangulation to confirm participant statements, or as evidence of statements provided by the participants.

## **Observation in La Mesa, California**

Throughout the data-gathering process, the researcher visited La Mesa Police Department to observe and participate in a Life on the Beat workshop hosted by the La Mesa community policing division. Citizens were invited to register and participate in various scenarios that police officers face on a daily basis. The workshop was opened by the chief of police greeting the participants. The training consisted of patrol stops, decision-making processes requiring the necessary use of force to control a situation via a simulator, equipment, and swat vehicles used. There was a drug dog demonstration and question-and-answer sessions. Throughout the training, citizens were allowed to wear police gear and participate in the scenarios as if they were in uniform. During the question-and-answer sessions, the trainers were professional and courteous in their responses to questions regarding media, perception, use of force, and training. Citizens actively participated in the Life on the Beat workshop and some citizens commented:

I feel like La Mesa specifically is makes itself very available to its citizens through its training programs. I feel like overall the they want to make themselves appear to be helpful, rather than punitive.

I like that I can put on their equipment and see their vehicles. The canine demonstration was impactful as I learned about the police dog's ability.

Amazing!

During the Life on the Beat workshop in La Mesa, California, participants asked questions and the police officers appeared enthusiastic to answer. The interactions made for a relaxed but educational atmosphere. Throughout the training, both citizens and police officers engaged in in-depth conversations regarding circumstances and outcomes

of recent officer involved shootings (OIS) across America. Some participants asked questions regarding media's influence on the citizens' perception of law enforcement and the police officers shared their concerns and attempted to explain the legalities they face with the media and body cameras. The researcher observed positive interactions with police and citizens throughout the training and witnessed several participants state that they were not aware of the limited time a police officer has before he or she has to make a life or death decision. The researcher also collected artifacts (Appendix N), which provided information for this study on how officers are informing the community about crime and programs to keep citizens safe. Following are some of these artifacts that the researcher collected in La Mesa:

- La Mesa Life on the Beat flier.
- Picture of police department marquis advertising community policing information.
- Picture of personnel attending Life on the Beat.

### **Observation in National City, California**

Throughout the data-gathering process, the researcher visited the National City Police Department to observe and participate in the Use of Force workshop hosted by the National City community policing division. Citizens were invited to register and participate in various scenarios that police officers face on a daily basis. The Use of Force workshop was opened by the chief of police greeting the participants. The training consisted of patrol stops, decision-making process requiring the necessary use of force to control a situation via a simulator, equipment used, a domestic violence demonstration, an encounter with a man with a gun, and question-and-answer sessions. Throughout the



training, citizens were allowed to wear police gear and participate in the scenarios as if they were in uniform.

During the question-and-answer sessions, the trainers were professional and courteous in their responses to questions regarding the media, perception, use of force, and training. Periodically throughout the workshop, the researcher asked some of the participants why they were attending the training. Several participants stated that they wanted to witness what police officers face and have a better understanding when they have to defend or prosecute a person. Other participants shared that they wanted to know more about their legal rights and what they can and cannot do when interacting with police officers. The atmosphere throughout the training session was positive but intense. There was laughter from some participants, and several participants shared that they learned a lot and enjoyed the experience.

The researcher also attended the National City Community and Police Review Board meeting and observed the members conducting their initial opening comments, sharing minutes from previous meetings, and answering questions from the public. The review board reviews police reports and all complaints against the police. At the conclusion of the public's question-and-answer session, the panel retreated into a private conference room to discuss police cases. Their findings are reported to the chief of police for validation and any execution of disciplinary actions.

- National City Policing Review Board flier.
- Pictures of National City personnel attending Use of Force workshop.
- Memo from National City Chief of Police informing his departmental personnel about the cities policy regarding "Sanctuary City."

## **Conceptual Framework Analysis of Community Policing Services in La Mesa and National City**

Community policing, using the eight pillars of effective community policing—(a) developing partnerships, (b) problem solving, (c) procedural fairness, (d) identifying a proscribed scope, (e) protection, (f) professionalism, (g) purpose, and (h) principles (McKee & Lewis, 2016)—provided the researcher with a conceptual framework for an analysis of effective community policing programs in La Mesa and National City.

### **Developing Partnerships**

McKee and Lewis (2016) defined developing partnerships as police and citizens building trust and legitimacy for the fundamental principle underlying the nature of relations between law enforcement and the people they serve. During the coding process, 10 themes related to eight pillars of effective of community policing, and the element was referenced by 11 study participants a total of 236 times in both cities of La Mesa, California, and National City, California. The following comments relate to developing partnerships:

I do feel like I trust the police here in La Mesa more than I would in other cities because I have gotten to know them because I know that they're available that they're committed to protecting the community. (LM6)

We have two school resource officers assigned to our school. And so, we all work in unison. So, most of the interactions that we have is because we want to report something or parents wants to report something. (NC4)

## **Problem Solving**

McKee and Lewis (2016) defined problem solving as devising a system that rewards officers for solving problems, not for issuing citations and arrests. During the coding process, eight themes related to the impact of community policing, and the element was referenced by five study participants a total of 100 times. The following comments related to problem solving:

One day, I drive to work. I running late. I did not stop at stop sign and police see me. I get pulled over and given ticket. I was scared, but the police was good. He tell me a lot of people speed off of highway and causing accidents. (LM5)

During the morning when our students are walking into the school, we often see transients near the campus. Patrol officers and school resource officers are often engaging with the transients. Sometimes the transients enter into the school to get water and use the bathroom. (NC4)

## **Procedural Fairness**

The researcher, in reviewing the research on procedural fairness, found that as a legal framework, police officers understand but must also be circumscribed by community values (McKee & Lewis, 2016). During the coding process, five themes related to the impact of community policing, and the element was referenced by nine study participants a total of 32 times. NC4 stated,

Their presence makes some of the people nervous and some people feel safe, but I believe most feel better that they're here. I have never seen them ask for anyone's papers. They just come in and eat and socialize with all workers.

This statement related to the differing views on immigrants and the sanctity of a sanctuary city in both La Mesa and National City even though federal law might implement legal guidelines in different ways in states and cities that are not sanctuary cities.

### **Identifying a Proscribed Scope**

McKee and Lewis (2016) defined proscribed scope as varying dramatically from community to community based on community resources, in general, and resources allocated to policing, specifically. During the coding process, five themes related to the impact of community policing, and the element was referenced by 11 study participants a total of 107 times. According to NC5,

Having a lot of officers that are learning different languages just to be able to communicate with the public.

In National City, there appears to be a larger population that speaks a second language, usually Spanish. Officers were applauded by National City citizens interviewed because police officers were learning the languages spoken in the community.

### **Protection**

McKee and Lewis (2016) defined protection as legitimacy for police officers' use of force. During the coding process, eight themes related to the impact of community policing, and the element was referenced by 11 study participants a total of 102 times.

They've been incredibly responsive, and I always feel like they take our safety seriously. (LM2)

## **Professionalism**

McKee and Lewis (2016) defined professionalism as role models exemplified through development of policy, embedding professionalism through department culture, ethical guidelines, training, and education. During the coding process, six themes related to the impact community policing, and the element was referenced by 11 study participants a total of 39 times.

I have always felt that they're always very professional. They never really ridicule the reason why we call them. (LM6)

## **Purpose**

McKee and Lewis (2016) defined *purpose* as a high level of morale and purpose while performing their duties. During the coding process, four themes related to the impact of community policing, and the element was referenced by 12 study participants a total of 33 times. LM3 stated,

The neighborhood watch protects me and my family and makes me feel safe at my home when I'm protecting our country.

## **Principles**

McKee and Lewis (2016) defined *principles* as developing a culture of transparency and accountability to build public trust and legitimacy. During the coding process, five themes related to the impact of community policing, and the element was referenced by 12 study participants a total of 43 times. According to the study participants,

I do feel like I trust the police here in La Mesa more than I would in other cities because I have gotten to know them because I know that they're available that they're committed to protecting the community. (LM6)

I believe police work within the department is well represented due to the fact that they always reach out to the public when they have meetings with the city councils and letting them know what's going on, you know, within the city. (NC5)

In reviewing McKee and Lewis's (2016) eight pillars, which were summarized by the researcher from the literature review in Chapter II, and which formed the conceptual framework for this study, both cities (La Mesa and National City) have addressed the pillars (developing partnerships, problem solving, procedural fairness, proscribed scope, protection, professionalism, purpose, and principle) in their programs and services to the community. La Mesa's community policing program has strong support from its citizens. La Mesa's citizens participate in many programs and have a positive perception of their police department. National City's community policing program is supported by its citizens, but there is concern for the lack of visibility. National City citizens have mixed opinions of the community policing programs in their local police department (see Tables 21 and 22).

Table 21

*Four of Eight Pillars of Effective Community Policing and Themes (Partnerships, Problem Solving, Procedural Fairness, and Proscribed Scope)*

Themes	Four of eight pillars of effective community policing frequency of responses and number of participants							
	Partnerships	Number of participants out of 12	Problem solving	Number of participants out of 12	Procedural fairness	Number of participants out of 12	Proscribed scope	Number of participants out of 12
Makes me feel safe	23	10	12	6	11	6	7	4
Increases understanding of law enforcement duties	11	6	0	0	8	4	0	0
Helps reduce crime in city	9	6	4	3	0	0	0	0
Improves communication with citizens	11	6	3	3	0	0	5	4

Table 22

*Four of Eight Pillars of Effective Community Policing and Themes (Protection, Professionalism, Purpose, and Principles)*

Themes	Four of eight pillars of effective community policing frequency of responses and number of participants							
	Protection	Number of Participants out of 12	Professionalism	Number of Participants out of 12	Purpose	Number of Participants out of 12	Principles	Number of Participants out of 12
Makes me feel safe	4	4	13	7	1	1	3	2
Increases understanding of law enforcement duties	2	2	14	6	0	0	6	4
Helps reduce crime in city	4	3	2	2	2	2	4	4
Improves communication with citizens	2	2	0	0	1	1	0	0

## Summary

Chapter IV provided an extensive analysis of the data, major themes, and of 12 citizens, six from La Mesa and six from National City. Citizens provided their perceptions of community policing to the researcher in interviews and the following predominant themes emerged related to community policing services and the police department operations in both cities:

- Makes me feel safe,
- Improves communication with citizens,
- Increases understanding of law enforcement duties, and
- Helps reduce crime.

The researcher also observed community forums in order to validate interview information and collected artifacts from community police divisions. In this study the research of McKee and Lewis (2016) was compared to the interview data and observations and artifacts to identify if La Mesa and National City aligned with the eight pillars of effective community policing programs. La Mesa's community policing philosophy strongly reflects McKee and Lewis (2016) eight pillars of effective community policing. National City's community policing philosophy moderately reflects McKee and Lewis's eight pillars of effective community policing.



## CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### **Overview**

This chapter describes the methods and procedures used to conduct this study. It includes the purpose of the study, research questions, research design and methodology, a description of the population and sample, the development and description of the instrument, field testing, a description of the data collection procedures, explanation of the statistical data analysis, and limitations of the study.

### **Purpose of the Study**

The purpose of this qualitative phenomenological study was to describe citizen perceptions of the impact of community policing in two selected, ethnically diverse, low-income communities that have national safety ratings between 0% and 25%.

### **Research Questions**

This study was guided by one central question and six subquestions.

#### **Central Question**

What is the impact of community policing services, as perceived by citizens in cities that are ethnically diverse with national safety ratings between 0% and 25% and with an average income at or below the poverty level?

#### **Subquestions**

1. How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?
2. How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?

3. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?
4. What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?
5. What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?
6. What is the relationship citizens perceive exists between community members and the police department in National City, California?

### **Research Design**

This study was a qualitative phenomenological study that focused on community policing services in communities that are ethnically diverse with average incomes below the poverty level and with a safety rating between 0% and 25%. The study sought to understand the community's perception of the impact of the community policing program in their community as well as the perceptions citizens had about the police department services overall. According to Patton (2015), selecting qualitative research is appropriate as qualitative research attempts to define "how people interpret their experience, construct their world, and what meaning they attribute to their experiences" (p. 14). To describe the experiences of interactions with community policing representatives, citizens were interviewed and asked questions about their perceptions and experiences with community police as well as their local police department representatives. According to Patton, these types of questions have been aligned with a qualitative phenomenological approach to research.

## **Phenomenological Research**

Roberts (2010) advised that phenomenological research is best defined as a study in which the researcher “focuses on people’s lived experiences from their perspective” (p. 143). A phenomenological qualitative approach was selected as the methodology for this research study for several reasons. First, according to Patton (2015), a “phenomenology aims at gaining deeper understanding of the nature or meaning of our everyday experiences” (p. 115). McMillan and Schumacher (2010) confirmed that a phenomenological study aims at transforming lived experiences into a description of its “essence” (p. 24), allowing for reflection and analysis. McMillan and Schumacher proposed that the researcher conduct long interviews with the informants to understand their perspectives of their everyday lived experiences. The perception of citizens represents a single unit of analysis as part of the topic of community policing as a whole. This phenomenological research study intended to capture the lived experiences of individuals, organizations, businesses, clergy, and academic personnel in response to local community policing and police department practices in two cities, La Mesa and National City, California.

## **Population**

A population has been defined by Creswell and Plano Clark (2011) as “a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study” (p. 142). For the purpose of this research, the population was composed of citizens who lived in ethnically diverse cities with incomes on average at or below the national poverty level. These cities also had safety ratings between 0% and 25% and had community policing programs in their communities.

## **Target Population**

Target population contains members of a group that a researcher is interested in studying. According to McMillan and Schumacher (2010), “A target population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research” (p. 129). The target population for this study was La Mesa and National City, California, as each city met the requirements of the study regarding income level and ethnic diversity. Low-income communities in America are communities or households at or below 80% of the statewide median income of \$61,818 or with household incomes at or below the threshold designated as low income of \$49,454 by the Department of Housing and Community Development State Income Limits (California Air Resources Board, 2017). The average income for a family of four in La Mesa, California, was \$56,693 and in National City, California, was \$44,901 (Schiller, 2016). La Mesa and National City, California, were chosen for research as their income levels were approximately at, close to, or below the national average.

The target population was selected from citizens in La Mesa and National City whose communities had income ratings at, near, or below the poverty level and whose cities had safety ratings between 0% and 25%. In each of these cities, community policing programs were operational.

## **Sample**

McMillan and Schumacher (2010) defined a sample frame as “the list of elements from which the sample is actually selected” (p. 129). For the sample population in this study, 12 volunteer citizens were identified to be interviewed, six from La Mesa and six

from National City for this study. In order to participate in this study, the 12 volunteers met the following characteristics:

1. They had been citizens of either La Mesa or National City for a minimum of 3 years.
2. They were involved in a community organization, or were a school official, Neighborhood Watch community member, clergy, or business owner in La Mesa or National City who had interacted with local community policing personnel law enforcement representatives.
3. In addition, the researcher also identified citizens (not formally involved in a community organization) who, along with the above criteria, personally experienced or had a family member who interacted with local police agencies.

In this phenomenological study, the researcher described the lived experiences of citizens of La Mesa and National City, California, and their perception of community policing. A thorough analysis of data generated by study participant interviews, observations, and artifacts resulted in 689 responses. Of those 689 responses, 22 themes were coded, and of the 22 themes coded using NVivo, there were four major themes mentioned the most. As a result, conclusions about these findings have been formed and recommendations for future research have been identified. Data generated from the interviews with these citizens and observations were coded and analyzed for themes in NVivo. The researcher then uploaded into NVivo software the 12 interview transcripts. The researcher used NVivo to identify themes in the participant responses to the interview questions. Based on the researcher's familiarity with the interview data and NVivo, initial themes were identified, and codes assigned to emerging themes.

## Major Findings

Following is a summary of the major findings identified by the researcher. Findings were organized by research questions and stemmed from the common themes described in Chapter IV. The major themes that emerged were specific to the questions asked and reflected the statements of participants' lived experiences based on their perceptions.

### Major Findings From Research Question 1

*How do the citizens of La Mesa, California, perceive that community policing services have impacted crime in their city?*

**Finding 1: Theme “Makes me feel safe.”** La Mesa citizens had favorable perceptions of their police department and community policing. The highest frequency of responses indicated that La Mesa citizens felt that police helped them to feel safe and were quick to solve crimes and be available when a citizen needed their assistance. A predominant theme in La Mesa was, “Makes me feel safe.”

**Finding 2: Theme “Increases understanding of law enforcement duties.”** La Mesa citizens had favorable perceptions of their police department citizen training programs. The second highest frequency of responses indicated that La Mesa citizens who attended the Citizens Academy and Life on the Beat felt that their knowledge of policing and their duties increased. Five of six La Mesa interviewees shared that the training they received helped them be more aware of possible criminal activity in their neighborhoods or in their profession.

## **Major Finding From Research Question 2**

*How do the citizens of National City, California, perceive that community policing services have impacted crime in their city?*

**Finding 3: Theme “Race is a concern.”** In National City, there was a 50% (three of six) split among citizens’ perceptions in National City about feeling or not feeling safe as a result of their perception of racial profiling and less outreach by the community services and police department. The predominant theme among these three individuals was, “Race is a concern”; and with the National City Police Department not being proactive in Neighborhood Watch, and therefore a predominant theme by some citizens in National City (half of those interviewed) was, “Police makes me feel unsafe.”

**Finding 4: Theme “Police makes me feel unsafe.”** In National City, two of six participants shared that they had concerns about the police as a result of profiling. The two participants were Hispanic men who discussed the proximity of National City to Tijuana Mexico border (8 miles) and the current political and social climate regarding immigration in America.

## **Major Finding From Research Question 3**

*What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in La Mesa, California?*

**Finding 5: Theme “Improves communication with citizens.”** La Mesa citizens had favorable perceptions of the visibility and communication with their police officers. This frequency was referenced the most in response to the community policing program Citizens Academy.

**Finding 6: Theme “Increases understanding of law enforcement duties.”** La Mesa citizens had strong favorable perceptions of the training they attended at their local police department. This theme was the third most referenced response to community policing programs for the Citizens Academy and Life on the Beat.

#### **Major Finding From Research Question 4**

*What types of programs associated with community policing services do citizens perceive to have a positive impact on citizens in National City, California?*

**Finding 7: Theme “Makes me feel safe.”** National City participants indicated that Every 15 Minutes was a program that had a significant impact on influencing the minds of people who witness the scene. In response, students and adults were less likely to drink and drive and chose alternative transportation methods to travel to their destination.

#### **Major Finding From Research Question 5**

*What is the relationship citizens perceive exists between community members and the police department in La Mesa, California?*

**Finding 8: Theme “Police are efficient at building trust.”** La Mesa citizens expressed trust with their police department. Four of six participants stated during the interview that they trusted the police. This theme had a frequency of 32, which makes it the third largest theme identified in La Mesa.

**Finding 9: Theme “Improve communication with citizens.”** La Mesa citizens stated that they believed the La Mesa Police Department was effective in their efforts to improve communication with the public. This theme had a frequency of 13. After further review of the interviews, observations, and artifacts, the researcher concluded that



the perception of La Mesa citizens is that La Mesa police officers have established good communication strategies.

### **Major Finding From Research Question 6**

*What is the relationship citizens perceive exists between community members and the police department in National City, California?*

**Finding 10: Theme “Police are efficient in building trust.”** National City interviewees had mixed perceptions regarding trust for the police department. Three of six (50%) had negative experiences with at least one police officer. Of the three participants who did not have a negative experience, one had faith in the National City Police Department, but also expressed that the citizens did not trust the police.

### **Additional Key Findings Aligned With the Conceptual Framework**

In addition to the Major Findings, there were additional key findings as related to McKee and Lewis’s (2016) eight pillars of effective community policing. The additional findings represent findings that were significant to the study and research questions. The following additional findings related to the eight pillars of community policing:

#### **Key Findings: Developing Partnerships**

1. In La Mesa and National City, citizens who participate in community policing programs as a partner with the police have a more favorable perception of their local police department and community policing officials.

#### **Key Findings: Problem Solving**

2. In La Mesa, citizens trust their local police officers to solve their problems. Six of six participants stated that they trusted their police department. In National City, four of six stated that they trust their police department to solve their problems.

**Key Findings: Procedural Fairness**

3. La Mesa citizens stated that they felt the police department treated their citizens fairly and with respect. In National City, citizens there responded with mixed perceptions of their police officers and only 50% said they trusted the police.

**Key Findings: Identifying a Proscribed Scope**

4. La Mesa participants were confident in the police department's communication and interactions with the public. National City participants (four of six) were active in community policing programs and identified the police department's efforts to communicate with their citizens.

**Key Findings: Protection**

5. La Mesa citizens shared that they felt the police department was effective in protecting their city. Four of six citizens discussed the effectiveness of the training available to their community.
6. National City citizens (five of six) shared that they believed the police department was doing a good job; however, three of six participants also mentioned racial profiling and one participant stated that she did not trust the police to protect citizens.

**Key Findings: Professionalism**

7. Citizens of La Mesa shared that their police officers were very professional in their interactions during emergency calls and social events.
8. Citizens of National City (three of six) shared that some of their police officers could use some courtesy and implicit training as a result of their interactions in public.

### **Key Findings: Purpose**

9. Citizens of La Mesa stated that they perceived their police officers as performing their duties with a high level of professionalism and sincerity.
10. Citizens of National City (three of six) stated that they perceived their police officers as having positive attitudes and that they were professional. The three participants who perceived their police officers did not have a positive attitude stated they had negative encounters (profiling) with the police.

### **Key Findings: Principles**

11. Participants in La Mesa (four of six) identified and/or participated in their police department community policing programs. Six of six displayed confidence in their police department and their personnel.
12. Participants in National City (one of six) participated in their training programs. Four of six participants stated that they had confidence in their police department and their personnel.

### **Unexpected Findings**

This study resulted in three unexpected findings, one related to the community policing pillar developing partnerships (increases understanding of law enforcement duties). This theme was the second most referenced of the 22 themes for the impact community policing; however, the researcher recognizes that the importance of each individual's experience is essential to their perception of police officers. This unexpected finding was in response to citizens' knowledge of their national safety rating and their perception of crime in their city. The citizens believe their police department is effective in crime fighting and supporting their citizens.

A second unexpected finding was the lack of knowledge citizens of National City displayed during the interviews. National City partnership list (Appendix D) identifies organizations that partner with the National City community policing division. Participants struggled to identify community policing programs other than those they were involved in. The third unexpected finding was that La Mesa Police Department and National City Police Department community service divisions had similar programs; however, the public's perception of their local community police programs differed.

### **Conclusions**

As a result of the study's key findings, the researcher concluded the following:

#### **Conclusion 1**

*Citizens who want to improve safety and reduce crime in their neighborhood must make every effort to attend a training event with their local police department.*

La Mesa and National City participants in this study revealed that they had a better understanding and respect for the job law enforcement officials encounter after attending the Life on the Beat, Citizens Academy, Use of Force Training, and Explorer programs. When experiencing the daily situations police officers face on the streets and the amount of time they have when they must make a life-or-death decision, citizens can have a better understanding of what necessary actions were taken and why the police officer used the level of force she/he used. John Demand (2015) attested that an effective method to helping a citizen understand the experiences police officers face with the public was to place the citizen in the police officer's circumstance.

## **Conclusion 2**

*Citizens who want to improve relationships with their local police department must make an effort to communicate with their local police department.*

Citizens in La Mesa, California, and National City, California, who participated in this study expressed the different levels of communication they had with their local police officers. Four of six citizens in La Mesa expressed that the police officers were courteous and nice in their interactions with the citizens. Three of six citizens in National City stated that police officers were nice during their encounters and three of six participants stated that they believed the police officer was rude and more training was necessary. Effective communication is essential for success in relationship building (Kegan & Lahey, 2001).

Interviews, observations, and artifacts supported this conclusion. Eight participants discussed their ability to interact with several police officers at community events. They each expressed the comfort they felt as they were able to have a conversation with the chief of police and other police officers. The participants shared that they felt the police officers appeared elated as they were approached by citizens and were able to have discussions.

## **Conclusion 3**

*Police departments who want to have effective communication with their citizens must identify a variety of ways to communicate with the community they support based on the culture and the language of their citizens.*

Citizens in La Mesa, California, and National City, California, who participated in this study shared the different experiences they had with community police officials and

patrol officials. Communication is essential to the success of any organization or relationship. Police and citizens must form a partnership to achieve a common goal for safe cities and crime fighting (Demand, 2015).

Six La Mesa participants expressed their satisfaction with the communication with the La Mesa Police Department. Two members said that police officers were courteous when they visited their restaurant. Two other citizens said that police officers were very open and professional when they responded to a call for protection and service. Three National City participants expressed concerns of profiling from National City police officers. Each member discussed the police officers' conduct during the interaction they had with the police. One additional participant discussed the professionalism and "unbelievable" likeability of the school resource officer but had a dislike for communication with patrol officers.

#### **Conclusion 4**

*The National City police force is perceived by most citizens interviewed to be improving their services through programs such as Use of Force workshop, School Resource Officers, and town hall meetings, which are similar to La Mesa's programs.*

However, the researcher concludes that in an atmosphere of negative media messages about immigration, even in a sanctuary state and city, the department needs to identify additional outreach strategies and ways to better their communication with citizens. Several of the citizen's interviewed in National City indicated they did not trust the police and felt there was racial profiling. Improved communication and outreach could help with this problem.

## **Implications for Action**

The impact of community policing is an emerging and necessary field of study. The implications for this research provide additional content in the perception of the community policing field for law enforcement agencies, community policing partners, and citizens in their communities. The following implications pertain to community policing as practiced in the field of law enforcement:

### **Strategy 1: Review of Programs**

A comprehensive review of community policing programs and their effectiveness should be a consideration each police department should undertake to ensure that their citizens are receiving the services offered. All participants mentioned several community policing programs but did not expand verbally on their perceptions of those programs. Community policing reviews of programs can assist these agencies in knowing which programs need to be revamped or terminated to free resources for other programs that are having the desired impact.

### **Strategy 2: Define the Culture of Police Department**

La Mesa and National City continue to grow in population and diversity. The police departments should reflect and expand to keep up with the changing population. Some participants expressed their distrust for law enforcement in response to some negative encounters with police officers. Police departments should continue to have implicit bias training to ensure their citizens are receiving equal treatment and respect. Additionally, each city should ensure that its police officers are receiving multicultural training to understand the cultures and traditions of citizens in their communities.

### **Strategy 3: Advertise Programs More Efficiently**

In a comparison between the two police departments identified during this research, there was one obvious distinction between the cities, and that was the ability for citizens to learn about community policing programs and events without accessing the police department website. As people drive through their cities, a billboard or marquis can assist in informing the public of the upcoming events. La Mesa had this type of billboard or marquis, while National City did not. Recommendations from citizens were identified in this study and reflected how they would prefer to learn about community policing programs. They recommended placing fliers in public places where citizens go on a frequent basis and spend time waiting for services such as barbershops, salons, and restaurants.

### **Recommendations for Future Research**

Based on this study's findings, additional research on citizens' perception of community policing is recommended in the following six areas:

#### **Recommendation 1**

This study did not delineate the differences between male and female responses to the interview questions elicited from participants about community policing. A study on the impact of community policing by gender could generate data on the different perceptions of how persons of differing genders perceive law enforcement officials and the community policing programs.

#### **Recommendation 2**

There are limited studies of communities in which law enforcement personnel mirror the culture of the citizens they serve. A future research study of citizens'



perception of law enforcement agencies that do not ethnically reflect the population they serve is important to understand the levels of trust.

### **Recommendation 3**

A study of community programs and policies of communities that are witnessing an influx of refugees would provide information to help law enforcement agencies and refugee communities work together to understand American laws, customs, and regulations. Additionally, it could provide police officers with an opportunity to learn about the customs and traditions of the refugees to be better prepared to interact with these people.

### **Recommendation 4**

A study of the impact of community policing programs designed to assimilate inmates back into the community upon their release could provide valuable information in identifying effective programs that prevent released inmates from returning to a life of crime and prison.

### **Recommendation 5**

A study to identify if there is a correlation of trust and communication between community members who live in the same communities with police officers versus police officers who do not live in their city would provide useful information.

## **Concluding Remarks and Reflections**

The purpose of this qualitative phenomenological study was to describe citizens' perceptions of community policing in two selected, ethnically diverse, low-income communities that have national safety ratings between 0% and 25%. The researcher explored how community policing programs in La Mesa, California, and National City,

California, influenced the perception of their citizens in regard to crime. This study also considered the participants' participation and interactions with their police department. The need to research and interview the citizens who lived in ethnically diverse, low-income communities that have a national safety rating between 0% and 25% was not only necessary to identify community policing programs that improved trust and communication but was also effective in investigating if these community policing programs had an impact on reducing crime and increasing trust between citizens and law enforcement. Findings from this study revealed that citizens who attend community policing training programs, participate in community policing events, or have positive interactions with police officers will have a favorable perception of police officers.

The topic of this doctoral research study could not have been more timely and more appropriate within the current conflicts in the United States that occur between the police and citizens, particularly in low-income communities. As a result of this study, I had the opportunity to meet police officers in an official but relaxed environment. I also was afforded the chance to participate in a police scenario training, which gave me a new perspective of their decision-making process. More than anything, I hope to make San Diego citizens aware of community policing programs available that could benefit communities and citizens by improving communication and trust between police officers and citizens.

## REFERENCES

- Adegbile, D. P. (2017). Policing through an American prism. *Yale Law Journal*, 126(7), 2222-2259.
- Aldrete, G. (2004). *Latino immigrant perceptions about the U.S. police: An exploratory study* (Master's thesis). Retrieved from ProQuest Dissertations and Theses database. (UMI No. EP73090)
- Allan, E. L. (2004). *Civil gang abatement: The effectiveness and implications of policing by injunction*. New York, NY: LFB Scholarly Publishing.
- Ammar, N., Kessler, D., & Kratcoski, P. (2008). The interaction between a neighbourhood's racial composition and officer race in community policing: A case study from the Residential Area Policing Programme (RAPP), Cleveland, Ohio. *International Journal of Police Science & Management*, 10(3), 313-325. <https://doi.org/10.1350/ijps.2008.10.3.87>
- Ariel, B. F., Farrar, W., & Sutherland, A. (2015). The effect of police body-worn cameras on use of force and citizens' complaints against the police: A randomized controlled trial. *Journal of Quantitative Criminology*, 31(3), 509-535. <https://doi.org/10.1007/s10940-014-9236-3>
- Armaline, W. T., Vera Sanchez, C. G., & Correia, M. (2014). "The biggest gang in Oakland": Re-thinking police legitimacy. *Contemporary Justice Review*, 17(3), 375-399. <https://doi.org/10.1080/10282580.2014.944795>
- Aronowitz, A. R. (1997). Progress in community policing. *European Journal on Criminal Policy and Research*, 5(4), 19.

- Baker, M. (2012). 1921 report of the commission on the Prohibition Plebiscite Act. *Newfoundland and Labrador Studies*, 27(2), 267-279.
- Balko, R. (2016, July 14). Why it's impossible to calculate the percentage of police shootings that are legitimate. *The Washington Post*. Retrieved from [https://www.washingtonpost.com/news/the-watch/wp/2016/07/14/why-its-impossible-to-calculate-the-percentage-of-police-shootings-that-are-legitimate/?utm{\\\_}term=.2116c367c05f](https://www.washingtonpost.com/news/the-watch/wp/2016/07/14/why-its-impossible-to-calculate-the-percentage-of-police-shootings-that-are-legitimate/?utm{\_}term=.2116c367c05f)
- Bankston, C. L., III. (2018). Civil rights movement in the 1950s. In *Salem Press Encyclopedia*. <http://libproxy.chapman.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=ers&AN=89183356&site=eds-live>
- Baptiste, N. (2015, July 20). Urban policing, without brutality. *The American Prospect*. Retrieved from <http://prospect.org/article/urban-policing-without-brutality>
- Barnett, D. (2011). Community policing is about working together. *Ottawa East News*. Retrieved from <https://www.toronto.com/community-story/3814762-community-policing-is-about-working-together/>
- Bass, S. (2001). Policing space, policing race: Social control imperatives and police discretionary decisions. *Social Justice*, 28(1), 156.
- Batten, D. (2011). Community-oriented policing. In *Gale encyclopedia of American law* (3rd ed., pp. 49-51). Boston, MA: Cengage.
- Beety, V. E. (2015). Judicial dismissal in the interest of justice. *Missouri Law Review*, 80(3), 629-664.

- Bennett, B. R. (1995). Incorporating diversity: Police response to multicultural changes in their communities. *FBI Law Enforcement Bulletin*, 64(12), 1-6.
- Birzer, M. L. (1999). Police training in the 21st century. *FBI Law Enforcement Bulletin*, 68(7), 16-19.
- Blinder, A., & Williams, T. (2016, July 10). Dallas gunman had plans for wider attack, police say. *The New York Times*. Retrieved from [http://www.nytimes.com/2016/07/11/us/dallas-shooting-micah-johnson-police.html?\\_r=0](http://www.nytimes.com/2016/07/11/us/dallas-shooting-micah-johnson-police.html?_r=0)
- Bohm, R. M., Reynolds, K. M., & Holmes, S. T. (2000). Perceptions of neighborhood problems and their solutions: Implications for community policing. *Policing: An International Journal of Police Strategies & Management*, 23(4), 439-465.  
<https://doi.org/10.1108/13639510010355459>
- Borilla, M. M. (2016). *The relationship between proactive and reactive policing in allegations of misconduct* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3709676)
- Boston University Metropolitan College. (2015). *Shea W. Cronin* [Biography]. Retrieved from <http://www.bu.edu/met/academic-community/faculty/full-time/shea-cronin/>
- Britt, D. (2013, June). Communication key to success of community policing programs. *Legal & Criminal Justice*. Retrieved from <http://source.southuniversity.edu/communication-key-to-success-of-community-policing-programs-27294.aspx>
- Brunson, R. K. (2007). "Police don't like Black people": African-American young men's accumulated police experiences. *Criminology & Public Policy*, 6(1), 71-101.  
<https://doi.org/10.1111/j.1745-9133.2007.00423.x>

- Bryan, C. J. (2011, July 14). Suicide among service members: Understanding the reasons for suicide ideation and treatment strategies. *Psychiatric Times*, 28(7), 34.
- Buntin, J. (2015). Charles Ramsey: The man supposed to fix America's relationship with cops. *Governing*, 29, 32. Retrieved from <http://www.governing.com/topics/public-justice-safety/gov-charles-ramsey-policing-task-force.html>
- Burke, J. V. (2010). *Community oriented policing: Background and issues*. New York, NY: Nova Science.
- California Air Resources Board. (2017). *Identification of low-income communities under AB 1550 methodology and documentation for draft maps*. Retrieved from [https://www.arb.ca.gov/cc/capandtrade/auctionproceeds/kml/ab1550\\_maps\\_documentation.pdf](https://www.arb.ca.gov/cc/capandtrade/auctionproceeds/kml/ab1550_maps_documentation.pdf)
- California National City. (n.d.). Community & police relations commission. Retrieved from <http://www.nationalcityca.gov/city-government/boards-commissions/community-police-relations-commission>
- Cameron, J. R., & Skipper, J. (1997). The civil injunction: A preemptive strike against gangs. *FBI Law Enforcement Bulletin*, 66(11), 11-15.
- Campbell, A. (2015, April 4). Video shows officer Michael Slager shooting unarmed Black man in the back in South Carolina. *Huffington Post*. Retrieved from [http://www.huffingtonpost.com/2015/04/07/officer-michael-slager-shoots-man-in-back-video\\_n\\_7021134.html](http://www.huffingtonpost.com/2015/04/07/officer-michael-slager-shoots-man-in-back-video_n_7021134.html)
- Carter, T. J. (2015). *Media insensitivity to people of color: A comparison and contrast of how African Americans are portrayed in mainstream media to White Americans*.

- (Master's thesis). Retrieved from ProQuest Dissertations and Theses database.  
(UMI No. 1601156)
- Chaney, C., & Davis, D. J. (2015). Introduction: "No justice, no peace": Social unrest in Ferguson. *The Western Journal of Black Studies*, 39(4), 267-271.
- Changing minds. (2013). Snowball sampling. Retrieved from [http://changingminds.org/explanations/research/sampling/snowball\\_sampling.htm](http://changingminds.org/explanations/research/sampling/snowball_sampling.htm)
- Chiland, E. (2018, September 14). Accounting for housing costs, California has nation's highest poverty rate. *Curbed Los Angeles*. Retrieved from <https://la.curbed.com/2018/9/14/17856870/california-poverty-rate-housing-cost-of-living>
- City Data. (2016). National City, California [Statistics]. Retrieved from <http://www.city-data.com/city/National-City-California.html#b>.
- City of Salem. (2017). Community Police Review Board. Retrieved from <https://www.cityofsalem.net/Pages/community-police-review-board.aspx>
- City of San Diego. (2017). *UCR crimes by geoaera*. Retrieved from <https://www.sandiego.gov/sites/default/files/201710cumneighborhood.pdf>
- CityRating. (2018). Crime statistics report (U.S. Crime Rates).  
<https://www.cityrating.com/crime-statistics/>
- Cochran, J. C., & Warren, P. Y. (2011). Racial, ethnic, and gender differences in perceptions of the police: The salience of officer race within the context of racial profiling. *Journal of Contemporary Criminal Justice*, 28(2), 206-227.  
<https://doi.org/10.1177/1043986211425726>

- Community Review Board. (2018). *On police practices* [Position statement]. Retrieved from <https://www.sandiego.gov/city-clerk/boards-commissions/crb>
- Considering police body cameras. (2015, April 10). *Harvard Law Review*, 128(6), 1794.
- Contreras, G. J., Jr. (2011). *Containing gangs and creating safer communities: Gang policies and youth perceptions of safety in Norwalk, California* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3501924)
- COPS Office. (2015). *The president's task force on 21st century policing implementation guide*. Retrieved from <http://noblenational.org/wp-content/uploads/2017/02/President-Barack-Obama-Task-Force-on-21st-Century-Policing-Implementation-Guide.pdf>
- The COPS program and public safety. (2015). *Congressional Digest*, 94(2), 6-32.
- Coquilhat, J. (2008). *Community policing: An international literature review*. Retrieved from <https://www.police.govt.nz/resources/2008/community-policing-lit-review/elements-of-com-policing.pdf>
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Criminal Justice School Info. (2018). *Sheriff job description*. Retrieved from <https://www.criminaljusticeschoolinfo.com/sheriff-job-description.html>
- Dagg, Z. V. (2010). *Community policing in the 21st century: The case of the Ottawa police service* (Master's thesis). Retrieved from ProQuest Dissertation and Theses database. (UMI No. MR65992)



- Demand, J. (2015, October 21). How a citizens' police academy can be a positive approach to public relations. Retrieved from <https://www.policeone.com/community-policing/articles/26953006-How-a-Citizens-Police-Academy-can-be-a-positive-approach-to-public-relations/>
- Department of Justice, Office of Public Affairs. (2016, March 31). Department of Justice announces solicitation for community policing development program [Press release]. Retrieved from <https://www.justice.gov/opa/pr/department-justice-announces-solicitation-community-policing-development-program>
- Dicicco-Bloom, B. & Crabtree, B. F. (2006) The qualitative research interview. *Medical Education*, 40, 314-321. <http://dx.doi.org/10.1111/j.1365-2929.2006> .
- DiRosa, A. (1996, August). To serve and protect: A tribute to American law enforcement. *The FBI Law Enforcement Bulletin*, 65(8), 26.
- Discover Policing. (2018). *Types of law enforcement agencies*. Retrieved from <https://www.discoverpolicing.org/explore-the-field/types-of-law-enforcement-agencies/>
- Discrimination in America: Experiences and views of Native Americans*. (2017). Retrieved from Robert Wood Johnson Foundation website: <https://www.rwjf.org/en/library/research/2017/10/discrimination-in-america--experiences-and-views.html>
- Dryfoos, J. G., & Currie, E. (1995). *Youth investment and police mentoring*. Retrieved from [http://www.eisenhowerfoundation.org/docs/YIPM\\_opt.pdf](http://www.eisenhowerfoundation.org/docs/YIPM_opt.pdf)
- Effron, L. (2016, July 14). President Obama urges police, communities to come together during town hall: "It's not us versus them." *ABC News*. Retrieved from

<https://abcnews.go.com/US/president-obama-urges-police-communities-town-hall-us/story?id=40584530>

Ethnic. (n.d.). In Dictionary.com. Retrieved from

<https://www.dictionary.com/browse/ethnic>

Ethnically diverse. (2017). In *Dictionary.reverso.net*. Retrieved from

<https://dictionary.reverso.net/english-definition/ethnically%20diverse>

Fact Sheet: Boosting California's minimum wage to \$15/hour. (2017). Retrieved from

<https://www.gov.ca.gov/wp-content/uploads/2017/09>

[/Fact\\_Sheet\\_Boosting\\_Californias\\_Minimum\\_Wage.pdf](#)

Fatal force. (2017). *The Washington Post*. Retrieved from

<https://www.washingtonpost.com/graphics/national/police-shootings-2017/>

Farmer, L. (2015, July 8). How Cincinnati got its cops to support community policing.

*Governing*. Retrieved from [http://www.governing.com/topics/public-justice-](http://www.governing.com/topics/public-justice-safety/gov-how-cincinnati-got-its-cops-on-board-with-community-policing.html)

[safety/gov-how-cincinnati-got-its-cops-on-board-with-community-policing.html](http://www.governing.com/topics/public-justice-safety/gov-how-cincinnati-got-its-cops-on-board-with-community-policing.html)

FBI. (2018). *Mission & priorities*. Retrieved from <https://www.fbi.gov/about/mission>

FBI National Press Office. (2016, May 16). *FBI releases 2015 preliminary statistics for*

*law enforcement officers killed in the line of duty* [Press release]. Retrieved from

[https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2015-preliminary-](https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2015-preliminary-statistics-for-law-enforcement-officers-killed-in-the-line-of-duty)

[statistics-for-law-enforcement-officers-killed-in-the-line-of-duty](https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2015-preliminary-statistics-for-law-enforcement-officers-killed-in-the-line-of-duty)

Fernandez, M. (2016, July 8). Five Dallas officers were killed as payback, police chief

says. *The New York Times*. Retrieved from <http://nytimes.com/2016/07/09/us>

[/dallas-police-shooting.html](http://nytimes.com/2016/07/09/us/dallas-police-shooting.html)

- Ferner, M., & Wing, N. (2016, January 13). Here's how many cops got convicted of murder last year for on-duty shootings. *Huffington Post*. Retrieved from [https://www.huffingtonpost.com/entry/police-shooting-convictions\\_us\\_5695968ce4b086bc1cd5d0da](https://www.huffingtonpost.com/entry/police-shooting-convictions_us_5695968ce4b086bc1cd5d0da)
- Fields, C. (2007). *Award-winning community policing strategies*. Washington, DC: COPS Office.
- Flores, R., & Shoichet, C. (2016, July 13). Philando Castile shooting: What happened when filming stopped? *CNN*. Retrieved from <https://www.cnn.com/2016/07/13/us/police-shootings-investigations/index.html>
- Florio, K. E. (2014). *National origin disparities in the New York city police department's stop-and-frisk practices since 9/11* (Master's thesis). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 1554555)
- Foner, E. (2014). The debate over slavery. In S. Forman (Ed.), *Give me liberty!: An American history* (pp. 260-263). New York, NY: Norton Company.
- Friend, Z., & Martinez, R. (2010, November 1). Police practice: Preserving community-oriented policing in a recession. *FBI Law Enforcement Bulletin*. Retrieved from <https://leb.fbi.gov/articles/additional-articles/police-practice-preserving-community-oriented-policing-in-a-recession>
- Gann, C., Bowers, L., Mouser, J., & Taciak, J. (2017). *Small area income and poverty estimates: 2016*. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2017/demo/p30-02.pdf>
- Gaylord, A. A. (2008, April). Community involvement: The ultimate force multiplier. *The FBI Law Enforcement Bulletin*, 77(4), 16-17.

- Goodman, J. D. (2015, July 13). Eric Garner case is settled by New York City for \$5.9 million. *The New York Times*. Retrieved from <https://www.nytimes.com/2015/07/14/nyregion/eric-garner-case-is-settled-by-new-york-city-for-5-9-million.html>
- Gossett, R. A. (2009). *Factors that affect perceptions of improper police behavior* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3393287)
- Gould, R. (2016). The manager-police chief relationship: Ensuring public trust and confidence. *Public Management Review*, 98, 6. Retrieved from <https://transformgov.org/articles/manager-police-chief-relationship>
- Greene, S. S. (2016, May). Race, class, and access to civil justice. *Iowa Law Review*, 101(4), 1263-1321.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Family Health International*, 18(1), 59-82. <https://doi.org/10.1177/1525822X05279903>
- Gutierrez, R. S. (2002). *Building bridges: Is the architecture of community policing flawed? A policy impact analysis in 202 American cities* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3086300)
- Guzman, G. G. (2017). Household income: 2016. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2017/acs/acsbr16-02.pdf>
- Hamilton, J. R., Jr. (2004). *Problem-oriented policing: Does it affect police officers' job motivation and perception of job characteristics?* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3155850)

- Hanna, J. (2016, July 2014). The most compelling quotes from CNN's town hall on race, police. *CNN*. Retrieved from <http://www.cnn.com/2016/07/14/us/town-hall-police-minority-quotes/index.html>
- Hartmann McNamara, R., Crawford, C., & Burns, R. (2013). Policing the homeless: Policy, practice, and perceptions. *Policing: An International Journal of Police Strategies & Management*, 36(2), 357-374.  
<https://doi.org/10.1108/13639511311329741>
- Hatfield, R. E. (2014). *Training law enforcement in mental health: A broad-based model* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3561220)
- Haugh, C. I. (2016, July 9). How the Dallas police department reformed itself. *The Atlantic*. Retrieved from <https://www.theatlantic.com/politics/archive/2016/07/dallas-police/490583/>
- Hays, Z. R. (2011). *Police use of excessive force in disorganized neighborhoods*. New York, NY: LFB Scholarly Publishing.
- Herring, C. (2014). The new logics of homeless seclusion: Homeless encampments in America's West Coast cities. *City & Community*, 13(4), 285-309.  
<https://doi.org/10.1111/cico.12086>
- Heyman, J. M. (2008). Constructing a virtual wall: Race and citizenship in U.S.–Mexico border policing. *Journal of the Southwest*, 50(3), 305-334.
- Highland, D. (2015, February 1). Police reap benefits of positive interaction with community. *Bowling Green Daily News*. Retrieved from

[http://www.bgdailynews.com/news/police-reap-benefits-of-positive-interaction-with-community/article\\_3fe8817a-8f6c-5bac-bd21-add1039dd192.html](http://www.bgdailynews.com/news/police-reap-benefits-of-positive-interaction-with-community/article_3fe8817a-8f6c-5bac-bd21-add1039dd192.html)

Holley, W., & Fazalare, M. (2000). The community outreach program: Putting a face on law enforcement. *FBI Program*, 69(9), 6-9.

Hughes Waid, N. (2015, February 24). Community policing: The need to change the culture of compliance. *American City & County*. Retrieved from <https://www.americancityandcounty.com/2015/02/24/community-policing-the-need-to-change-the-culture-of-compliance/>

Hutchinson, D. L. (2014). "Continually reminded of their inferior position": Social dominance, implicit bias, criminality, and race. *Washington University Journal of Law & Policy*, 46(8), 23-115.

Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Science*, 38(2), 185-195.

Inside Edition. (2016, January 15). Gainesville officer plays basketball with kids after angry neighbor called 911 [Video File]. Retrieved from [https://www.youtube.com/watch?v=D\\_xkS0Njg8c](https://www.youtube.com/watch?v=D_xkS0Njg8c)

Ioimo, R., Meadows, L. A., Becton, B., Tears, R. S., & Charles, M. T. (2008). The citizens' views on biased policing. *Professional Issues in Criminal Justice*, 3(1), 1-13.

Jeffers, G. (2014). *Proactive policing in a majority Black, urban community: Restructuring patrols, police-citizens' interactions, and residents' perceptions of the police*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3631371)

- Jilani, Z. (2015, July 24). 95% of police killings in 2015 occurred in neighborhoods with incomes under \$100,000. *AlterNet*. Retrieved from <https://www.alternet.org/civil-liberties/95-police-killings-2015-occurred-neighborhoods-incomes-under-100000>
- Johnson, A. S. (2006). *Mixed up in the making: Martin Luther King Jr., Cesar Chavez, and the images of their movements* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3242742)
- Jorgenson, S. (2017, January 14). Tamir Rice shooting: Officers face administrative charges [Press release]. Retrieved from <https://www.cnn.com/2017/01/14/us/tamir-rice-officer-charges-cleveland/index.html>
- Kaplan-Lyman, J. (2012). A punitive bind: Policing, poverty, and neoliberalism in New York City. *Yale Human Rights & Development Law Journal*, 15(1), 177-221.
- Kappeler, V. E. (2014, November 25). A brief history of slavery and the origins of American policing. *Police Studies Online*. Retrieved from <http://www.plsonline.eku.edu/insidelook/brief-history-slavery-and-origins-american-policing>
- Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work*. San Francisco, CA: Jossey-Bass.
- Kelling, G. L., Wasserman, R., & Williams, H. (1988). Police accountability and community policing. *Perspectives on Policing*, No. 7. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/114211.pdf>
- Kieso, D. W. (2004). *The California three strikes law: The undemocratic production of injustice* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3109802)

- Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy*, 65(23), 2276-2284. <https://doi.org/10.2146/ajhp070364>
- Lamin, S. A., & Teboh, C. (2016). Police social work and community policing. *Cogent Social Sciences*, 2(1). <https://doi.org/10.1080/23311886.2016.1212636>
- Lee-Irvine, R. (2001). *The role of the patrol supervisors in problem-oriented policing* (Master's thesis). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 1403663)
- Lee, J., & Gibbs, J. C. (2015). Race and attitudes toward police: The mediating effect of social distance. *Policing: An International Journal of Police Strategies & Management*, 38(2), 314-332. <https://doi.org/10.1108/pijpsm-03-2015-0034>
- Legal Information Institute. (n.d.). *U.S. Constitution: 4th amendment*. Retrieved from [https://www.law.cornell.edu/constitution/fourth\\_amendment](https://www.law.cornell.edu/constitution/fourth_amendment)
- Lewicki, R. J., & Wiethoff, C. (2000). Trust, trust development, and trust repair. In M. Deutsch and P. T. Coleman (Eds.), *The handbook of conflict resolution: Theory and practice* (pp. 86-107). San Francisco, CA: Jossey-Bass.
- Liou, K. T., & Savage, E. G. (1996). Citizen perception of community policing impact. *Public Administration Quarterly*, 20(2), 163-179.
- Livingston, J. D., Desmarais, S. L., Verdun-Jones, S., Parent, R., Michalak, E., & Brink, J. (2014). Perceptions and experiences of people with mental illness regarding their interactions with police. *International Journal of Law and Psychiatry*, 37(4), 334-340. <https://doi.org/10.1016/j.ijlp.2014.02.003>



- Lohr, D. (2017, December 8). Former cop acquitted of fatally shooting unarmed man who begged for his life. *Huffington Post*. Retrieved from [https://www.huffingtonpost.com/entry/arizona-cop-acquitted-shooting-unarmed-man\\_us\\_5a2abf5ee4b069ec48acd8db](https://www.huffingtonpost.com/entry/arizona-cop-acquitted-shooting-unarmed-man_us_5a2abf5ee4b069ec48acd8db)
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2010). *Intercoder reliability*. Retrieved from <http://matthewlombard.com/reliability/>
- Lord, V. B., Kuhns, J. B., & Friday, P. C. (2009). Small city community policing and citizen satisfaction. *Policing: An International Journal of Police Strategies & Management*, 32(4), 574-594. <https://doi.org/10.1108/13639510911000713>
- Los Angeles Police Department. (n.d.). The mission statement of the LAPD. Retrieved from [http://www.lapdonline.org/inside\\_the\\_lapd/content\\_basic\\_view/844](http://www.lapdonline.org/inside_the_lapd/content_basic_view/844)
- Lowery, W., Kindy, K., Alexander, K. L., Tate, J., Jenkins, J., & Rich, S. (2015, June 30). Distraught people, deadly results. *The Washington Post*. Retrieved from [http://www.washingtonpost.com/sf/investigative/2015/06/30/distraught-people-deadly-results/?utm\\_term=.a721df7e5d66](http://www.washingtonpost.com/sf/investigative/2015/06/30/distraught-people-deadly-results/?utm_term=.a721df7e5d66)
- Macomber, K., & Rusche, S. N. (2010). Using students' racial memories to teach about racial inequality. *Feminist Teacher*, 20(3), 214-225.
- Mather, M. (2013). *U.S. low-income working families increasing*. Retrieved from <https://www.prb.org/us-working-poor-families>
- McCarty, R. (2015). Commentary: Community policing: A mechanism for successful assimilation of immigrant cultures into our communities. *Public Administration Review*, 75(3), 443-444. <https://doi.org/10.1111/puar.12359>

- McClelland, B. A. (2002). *Organizational factors related to the successful implementation of community policing* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3045655)
- McGill, N. (2016). Ohio report: Police, residents can restore trust in minority communities. *The Nation's Health*, 46(2), 11.
- McKee, A., & Lewis, A. (2016). The new community policing: Developing a partnership-based theoretical foundation. *Interdisciplinary Journal of Partnership Studies*, 3(3), 1-30. <https://doi.org/10.24926/ijips.v3i3.141>
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry*. Boston, MA: Pearson Education.
- Mearns, T. L. (2013). The good cop: Knowing the difference between lawful or effective policing and rightful policing—and why it matters. *William and Mary Law Review*, 54(6), 1865-1886.
- Meyerson, C. (2017). When protesting police violence puts you in the crosshairs. *Nation*, 305(16), 16.
- Military.com. (2018). The history and roles of the National Guard. Retrieved from <https://www.military.com/join-armed-forces/national-guard-overview.html>
- Mitchell, K. (2008). Locating the South and Jim Crow violence in James Baldwin's "Another country" and William Gardner Smith's "The last of the conquerors." *Obsidian*, 9(2), 26-42.
- Mullaney, G., & Kwai, I. (2017, July 16). Australian woman is fatally shot by Minneapolis police. *The New York Times*. Retrieved from <https://www.nytimes>

.com/2017/07/16/us/australian-woman-minneapolis-police-fatal-shooting-body-cameras.html

Muñiz, A. (2015). *Police, power, and the production of racial boundaries*. New Brunswick, NJ: Rutgers University Press.

National Institute of Justice. (2014, March 18). *Perception of treatment by police*. Retrieved from <https://www.nij.gov/topics/law-enforcement/legitimacy/Pages/perceptions.aspx>

National Law Enforcement Memorial Fund. (2018). *Officer fatality data: Year-by-year breakdown of law enforcement deaths throughout U.S. history*. Retrieved from <http://www.nleomf.org/facts/officer-fatalities-data/year.html>

Neighborhood Scout. (2010). La Mesa crime rates. Retrieved from <https://neighborhoodscout.com/ca/la-mesa/crime>

Neighborhood Scout. (2018a). *About Scout's crime data*. Retrieved from <https://www.neighborhoodscout.com/about-the-data/crime-rates>

Neighborhood Scout. (2018b). *Crime rates for La Mesa, CA*. Retrieved from <http://www.neighborhoodscout.com/ca/la-mesa/crime/>

Neighborhood Scout. (2018c). *Crime rates for National City, CA*. Retrieved from <http://www.neighborhoodscout.com/ca/national-city/crime/>

Newman, T. (2016). Nancy Reagan's role in the disastrous war on drugs. *Drug Policy Alliance*. Retrieved from <http://www.drugpolicy.org/blog/nancy-reagans-role-disastrous-war-drugs>

Nix, J., & Pickett, J. T. (2017). Third-person perceptions, hostile media effects, and policing: Developing a theoretical framework for assessing the Ferguson effect.

*Journal of Criminal Justice*, 51, 24-33.

<https://doi.org/10.1016/j.jcrimjus.2017.05.016>

O'Brien, K. J. (2001). *School resource officer school resource officer standardized core course curricula*. Sacramento, CA: POST Media Distribution Center.

O'Murphy, A. (2013). *School resource officers: Analyses of law enforcement in schools*. Hauppauge, NY: Nova Science.

Patterson, J. (1995, November). Community policing: Learning the lessons of history. *The FBI Law Enforcement Bulletin*, 64, 5.

Patten, M. L. (2014). *Understanding research methods: An overview of the essentials*. Glendale, CA: Pyrczak.

Patton, M. Q. (2015). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

Pavlik, W. L. (2006). *Foot and/or bicycle patrols in major Texas metropolitan police departments* (Master's thesis). Retrieved from ProQuest Dissertations and Theses database. (UMI No.1437062)

Peed, C. R. (2008, November). The community policing umbrella. *FBI Law Enforcement Bulletin*, 77(11), 22-24.

Police Data Initiative. (2019). Officer involved shootings. Retrieved from <https://www.policedatainitiative.org/datasets/officer-involved-shootings/>

Potter, G. (2013, June 25). The history of policing in the United States, part 1. *Eastern Kentucky University Police Studies Online*. Retrieved from

<https://plsonline.eku.edu/insideloook/history-policing-united-states-part-1>

- Prince George's County Maryland. (2018). *District 7: Fort Washington*. Retrieved from <https://www.princegeorgescountymd.gov/Facilities/Facility/Details/District-7-Fort-Washington-99>
- Pritchard, D. L. (2003). *Policing the border: Politics and place in the work of Miguel Méndez, Marisela Norte, and Leslie Marmon Silko* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3091318)
- Radovanovic, I., & Spasic, D. (2018). Security needs of citizens and community policing in Serbia—is there a link? *Springer Science & Business Media B.V.* <https://doi.org/10.1007/s10610-017-9366-x>
- Reese, S. (2013). Police officer. *Techniques*, 88, 58+.
- Reference. (2018). *What is the difference between reactive and proactive policing?* Retrieved from <https://www.reference.com/government-politics/difference-between-reactive-proactive-policing-32c3ca8b28990ea6>
- Rice, S. K., & Piquero, A. R. (2005). Perceptions of discrimination and justice in New York City. *Policing: An International Journal of Police Strategies & Management*, 28(1), 98-117. <https://doi.org/10.1108/13639510510581002>
- Richardson, K. K. (2007). *Bringing community organizations back: An analysis of neighborhood violence in two cities* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3265980)
- Ridgefield Connecticut. (n.d.). *Police department*. Retrieved from <https://www.ridgefieldct.org/police-department>
- Ritchie, J. (2003). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: Sage.

- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Robinson, A. L. (2002). The impact of police social capital on officer performance of community policing. *Policing: An International Journal*, 26(4), 656-689.
- Rodriguez, V. M. (2016). *The impact of psychiatric emergency response team (PERT) training on law enforcement officers on time and disposition responding to mental health related emergencies in urban, suburban, and rural communities* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 10113344)
- Roufa, T. (2018, January 18). Guardians or warriors? The changing role of law enforcement. *The Balance*. Retrieved from <https://www.thebalance.com/law-enforcement-changing-role-974558>
- Roussell, A. (2015). Policing the anticomunity: Race, deterritorialization, and labor market reorganization in south Los Angeles. *Law & Society Review*, 49(4), 813-845.
- Sanchez, T. (2002). Cop mentoring for kids. *The Police Chief*, 69, 60.
- San Diego County. (n.d.). *San Diego County law enforcement agencies*. Retrieved from <http://www.sandiegocounty.gov/me/lawlinks.html>
- Schiller, A. (2016, February 3). NeighborhoodScout releases its top 100 safest cities to live in the U.S. for 2016. Retrieved from <https://www.neighborhoodscout.com/media/top-100-safest-2016-pr>

- Schwartz, H. (1967). Stop and frisk (A case study in judicial control of the police). *The Journal of Criminal Law, Criminology, and Police Science*, 58(4), 433-464.  
<https://doi.org/10.2307/1141906>
- Scott, M., & Goldstein, H. (2005). Shifting and sharing responsibility for public safety problems. *POP Center*. Retrieved from <http://www.popcenter.org/responses/responsibility/1>
- Shaffer, C. (2015, June 25). Cincinnati's community policing considered tops in the nation. *Cleveland.com*. Retrieved from [https://www.cleveland.com/metro/index.ssf/2015/06/cincinnati\\_community\\_policing.html](https://www.cleveland.com/metro/index.ssf/2015/06/cincinnati_community_policing.html)
- Shouse California Law Group. (2018). *California three strikes law and Proposition 36 reforms*. Retrieved from <https://www.shouselaw.com/three-strikes.html>
- Simian. (2015, August 14). The police shooting problem is not about race or class. *Daily Kos*. Retrieved from <https://www.dailykos.com/stories/2015/8/14/1412198/-The-Police-Shooting-Problem-Is-Not-About-Race-OR-Class>
- Simpson, J. (2015). Police and homeless outreach worker partnerships: Policing of homeless individuals with mental illness in Washington, D.C. *Human Organization*, 74(2), 125-134. <https://doi.org/10.17730/0018-7259-74.2.125>
- Singleton, M. (2017). LaGrange police chief apologizes for lack of police protection for 1940 murder victim. *WRBL*. Retrieved from <https://www.wrbl.com/news/local-news/lagrange-police-chief-to-apologize-for-departments-role-in-1940-lynching/869916740>
- Sklansky, D. A. (2005). Police and democracy. *Michigan Law Review*, 103, 1699.

- Sklansky, D. A. (2006). Not your father's police department: Making sense of the new demographics of law enforcement. *Journal of Criminal Law and Criminology*, 96(3), 1209-1244.
- Skolnick, J. H. (2007). Racial profiling—then and now. *Criminology & Public Policy*, 6(1), 65-70. <https://doi.org/10.1111/j.1745-9133.2007.00422.x>
- Slavin, R. (2016, May 11). Community outreach spotlight: P.L.A.Y. program. *FBI Law Enforcement Bulletin*, 1-2.
- Smith, S. R. (1997). Partnerships, community building, and local government. *National Civic Review*, 86, 167.
- Somerville, P. (2008). Understanding community policing. *Policing: An International Journal of Police Strategies & Management*, 32(2), 261-277.  
<https://doi.org/10/1108/13639510910958172>
- Stake, R. E. (2006). *Multiple case study analysis*. New York, NY: The Guilford Press.
- Stein, R. E., & Griffith, C. (2015). Resident and police perceptions of the neighborhood. *Criminal Justice Policy Review*, 28(2), 139-154.  
<https://doi.org/10.1177/0887403415570630>
- Steinmetz, K. (2017, October 5). California just became a “sanctuary state”. Here's what that means. *Time*. Retrieved from <http://time.com/4960233/california-sanctuary-state-donald-trump/>
- Stewart-Brown, R. (2001, June). Community mobilization: The foundation for community policing. *FBI Law Enforcement Bulletin*, 70(6).



- Suttles, M. W. (2013). Review of cop watch: Spectators, social media, and police reform. *Police Practice & Research: An International Journal*, 14(3), 271-272.  
<https://doi.org/10.1080/15614263.2012.754129>
- Swan, R. (2018). *Proactive law enforcement & public safety*. Retrieved from <https://study.com/academy/lesson/proactive-policing-definition-strategies.html>
- Sweeney, M. A. (2014). Shadow immigration enforcement and its constitutional dangers. *Journal of Criminal Law and Criminology*, 104(2), 227-282.
- Swope, C. (1999). The short blue line. *Governing*, 13, 32.
- Taslitz, A. E. (2003). Respect and the fourth amendment. *Journal of Criminal Law and Criminology*, 94(1), 15-101.
- Thalji, J. (2010, February 9). Cops walk the beat in downtown again; St. Petersburg raises officers' visibility, using a federal grant. *The St. Petersburg Times (St. Petersburg, FL)*, p. 1B.
- Town Hall. (n.d.). In *Merriam-Webster Online*, Retrieved from <https://www.merriam-webster.com/dictionary/town%20hall>
- U.S. Census Bureau. (2017). *Quick facts: National City, California*. Retrieved from <https://www.census.gov/quickfacts/fact/table/nationalcitycitycalifornia/HSG030210>
- U.S. Immigration and Customs Enforcement. (2018). Who we are. Retrieved from <https://www.ice.gov>
- US Legal. (n.d.-a). Excessive force law and legal definition. Retrieved from <https://definitions.uslegal.com/e/excessive-force/>

- US Legal. (n.d.-b). *Police assisted suicide law and legal definition*. Retrieved from <https://definitions.uslegal.com/s/suicide/>
- Vidales, G., Day, K. M., & Powe, M. (2009). Police and immigration enforcement: Impacts on Latino(a) residents' perceptions of police. *Policing: An International Journal of Police Strategies & Management*, 32(4), 631-653. <https://doi.org/10.1108/13639510911000740>
- White, M. D., & Escobar, G. (2008). Making good cops in the twenty-first century: Emerging issues for the effective recruitment, selection and training of police in the United States and abroad. *International Review of Law, Computers & Technology*, 22(1/2), 119-134. <https://doi.org/10.1080/13600860801925045>
- Weisblat, G. Z. (2006). *Neighborhood leadership training: Does it impact neighborhood social capital capacity?* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global database. (UMI No. 3250731)
- Williams, B. N. (1998). *Citizen perspectives on community policing: A case study in Athens, Georgia*. Albany, NY: State University Press.
- Wilson, R. (2016, February 29). Common sense: It's time for police officers to start demanding gun laws that could end up saving their own lives. *The American Scholar*, 85, 18.
- Winesburg, M. (2011). *Perceptions of neighborhood problems: Agreement between police and citizens and impact on citizen attitudes toward police* (Doctoral dissertation). Retrieved from [https://etd.ohiolink.edu/pg\\_10?::NO:10:P10\\_ETD\\_SUBID:83779](https://etd.ohiolink.edu/pg_10?::NO:10:P10_ETD_SUBID:83779)

- Winkley, L. (2015, October 5). Suit accuses Carlsbad police of excessive force. *The San Diego Union Tribune*. Retrieved from <https://www.sandiegouniontribune.com/sdut-lawsuit-carlsbad-police-excessive-force-valencia-2015oct05-htmlstory.html>
- Winkley, L., & Figueroa, T. (2018, February 10). San Diego's retiring top cop: "We did it together". *The San Diego Union-Tribune*. Retrieved from [www.sandiegouniontribune.com/news/public-safety/sd-me-zimmerman-profile-20180201-story.html](http://www.sandiegouniontribune.com/news/public-safety/sd-me-zimmerman-profile-20180201-story.html)
- Wyllie, D. (2017, July 14). How San Diego PD is enhancing its outreach to kids. *Police One*. Retrieved from <https://www.policeone.com/community-policing/articles/382876006-How-San-Diego-PD-is-enhancing-its-outreach-to-kids/>
- Ziembo-Vogl, J. M. (1998). *The function of the media in community policing* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 9909397)
- Ward Room. (2015, July 22). Zopp calls for "full and thorough" investigation into Sandra Bland case [Blog post]. Retrieved from <https://www.nbcchicago.com/blogs/ward-room/andrea-zopp-senate-sandra-bland-full-and-thorough-investigation-318207761.html>
- Zoroya, G. (2016, July 9). 26 police killed so far in 2016, up 44% from 2015. *USA Today*. Retrieved from <https://www.usatoday.com/story/news/nation/2016/07/08/nationwide-police-shooting-deaths/86861082/>

## APPENDICES

APPENDIX A  
**Synthesis Matrix**

Crime Statistics	
Instrumentation	
Data Collection	
Sampling	
Coding	
Interviews	
Sir Robert Peel	
Reporting Procedures	
Race	
Police use of force	
Policies	x
Positive Interactions	
Police Murdered	
Negative Interactions	
Media	
Mental Health	
Income Inequalities	
Gender	
Gang Control	
Education	x
Community Policing	
Arrest Inequalities	
Age	
Journals, Dissertations, Thesis, Interviews	
4 <sup>th</sup> Amendment, (1791)	
About Scout's Crime Data (2018)	
Adegbile, D. P. (2017)	x
Aldrete, (2002)	x
Allan, (2004)	x
Ammar, N., Kessler, D. & Kratcoski, P. (2008)	x
Anonymous (2006)	
Ariel, B; Farrar, W. & Sutherland, A. (2015)	x
Armaline, Sanchez, & Correia, (2014)	x
Aronowitz. A. (1997)	x
Baker, D. (2014)	x

	Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews	
Baker (2012)											x	x		x											
Balko, R. (2016)								x		x	x									x	x				
Bankston (2013)									x						x			x				x			
Baptiste, (2015)										x		x		x			x			x		x			
Barnett (2011)									x	x	x	x								x	x				
Bass, S. (2001)									x											x					
Batten, D. (2010)																				x					
Beety, (2015)											x									x			x		
Bennett, (1995)											x	x			x					x	x				
Birzir, (1999)																									
Bohm, R. M., Reynolds, M. K., &									x			x								x	x				
Borilla (2016)																									

Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews	
										x	x		x						x	x				Britt, (2013)
							x	x	x	x			x	x		x						x	x	Brunson, R. K. (2007)
									x						x		x		x					Bryan, (2011)
							x		x				x						x					Buntin (2015)
																								Burke (2016)
									x		x	x	x					x						Cameron & Skipper, (1997)
								x	x				x	x								x	x	Campbell, A. (2015)
									x				x	x								x		Caroline S. (2016)
								x	x	x	x		x	x		x			x					Carter, (2015)
								x	x	x			x	x		x				x		x		Chaney, C. (2015)
																				x				Chavez, T. G. G. (2012)
																					x			Chiland (2018)



Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
								x			x		x				x					x	Cochran, J., Warren (2011)
								x			x			x					x	x		x	Community Outreach Spotlight, (2016)
									x	x	x			x	x				x	x	x		Community Policing: the need to change the culture of compliance (2015)
						x								x					x	x	x		Community Policing, (2013)
							x		x					x					x	x	x		Community Review Board, (2017)
								x						x					x			x	Considering police body cameras (2015)
											x		x					x				x	Contreras, (2013)
							x	x	x	x	x	x	x	x		x			x	x	x		COPS Office (2015)
										x	x		x							x			Coquilhat, J. (2008)



Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gangs	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
								x					x	x	x						x		Fatal Force, (2017)
												x											FBI (2016)
									x			x	x								x		Fernandez, Manny (2016)
							x	x		x										x			Fields (2007)
								x	x	x			x								x		Flores R. & Shoichet, C. E. (2016)
								x					x			x	x				x	x	Florio, (2014)
								x	x				x				x				x		Foner, E. (2014)
										x									x				Friend, (2010)
										x									x				Fund (2017)
																					x		Gann, C (2017)
										x				x						x			Gaylord, A. A. (2008)
																							Goldstein (2004)
								x					x	x			x				x		Goodman, (2015)
													x							x			Gossett (2009)

	Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
Gould, (2016)											x	x			x					x	x			
Greene, (2016)											x	x					x			x	x	x		
Gutierrez, R. S. (2002)												x			x					x	x			
Hamilton (2004)																								
Hanna, (2016)									x			x		x		x						x		
Hatfield, (2014)										x	x									x	x			
Haugh (2016)									x		x	x	x			x				x				
Hays, Z. R. (2011)									x	x	x		x										x	
Herring, (2014)											x					x	x			x	x			
Heyman, J. (2008)											x											x		
Highland, Deborah, (2015)												x			x					x	x			
Hinnershitz, (2016)										x				x				x				x	x	
History and Roles of the National Guard (2018)											x										x			

Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
										x	x			x						x			Holley & Fazalare, (2000)
								x					x			x			x	x	x		Holmes, S. T. (2000)
								x					x			x						x	Hutchinson, (2014)
							x		x	x							x						Hyeyoung, L. & Hoon, L. (2015)
					x	x		x	x		x		x	x		x			x	x	x	x	Investigation of the Ferguson Police Department
								x		x				x							x		Ioimo, R., Meadows, L. A. Becton, J. B., Tears, R. S. & Charles, M. T.
								x	x		x		x	x		x			x	x	x		Jeffers, G. (2014)
																							Jilani (2015)
								x	x				x	x		x			x		x	x	Johnson, A. (2006)
							x						x			x			x		x		Jorgenson, (2017)

Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
																			x		x		Kaplan-Lyman, (2012)
								x	x														Kappeler, V.E. (2014)
							x		x				x				x	x				x	Kieso, (2004)
								x		x	x									x			Keleti (2018)
							x		x					x						x			Kelling, G. L. (1998)
										x	x								x				Kuotsai, T. L. (1996)
								x					x	x									KWAI, (2017)
								x													x		La Mesa Crime Rates
							x			x	x		x							x			Lee & Gibbs, (2015)
																							Lee-Irvine (2001)
									x				x										Legal.com (2016)
										x										x			Lewis (2016)
															x				x		x		Livingston, J. D. (2014)

Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews	
									x				x	x										Lohr, (2017)
				x																				Lombardi, M. Snyder-Duch, J. & Bracken, C. C. (2010)
											x						x			x				Lord (2009)
								x	x			x	x		x						x			Lowery, Wesley, (2015)
									x	x			x											Lyle P. & Esmail A. M. (2016)
									x				x								x			Ma. D. S., Correll, J., Wittenbrink, B., Bar-Anan, Y., Sriram, N., Nosek, & B. A. (2013)
										x									x					Macomber & Rusche (2010)
																								Manny Fernandez (2016)
																	x							Mather (2013)

Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gangs	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews	
								x				x	x	x							x			McCarty, (2015)
										x									x	x				McGill (2016)
										x										x				McKee & Lewis, (2016)
					X																			McMillan, J. H. & Schumacher, S. (2010)
										x				x	x					x				McNamara, (2013)
									x	x	x								x			x		Mearns, (2013)
												x	x				x					x		Meyerson, (2017)
										x	x		x											Miller, L. & Toliver, J. (2014)
							x	x	x	x			x			x			x					Mitchell, (2008)
											x			x			x					x		Mullany, G. & Kwai, I. (2017)
								x	x	x											x	x		Muniz, A. (2015)



	Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
Newman (2016)									x		x								x	x			x	
Nix, J. & Pickett, J. T. (2017)									x	x	x			x	x							x		
O'Brien (2001)								x				x								x	x		x	
Office of LA Police Dept (2018)								x			x				x					x	x		x	
Office of Public Affairs (2015)									x	x	x											x		
O'Murphy, (2013)											x									x	x		x	
Pandolfo, C. (2017)												x			x									
Patten, M. L., (2009)			X	X		X																		
Patterson (1995)																								
Patton, M. Q., (2015)			X	X		X																		

	Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
Pavlik, W. L. (2006)											x	x			x					x	x			
Peed, (2008)											x										x			
Perception of Treatment by Police										x												x		
Peter (2008)									x								x							
Police Recruit & Retention, (2010)									x									x		x			x	
Police Assisted Suicide (2016)										x				x										
Potter, G. (2013)									x	x	x			x	x			x				x	x	
Pritchard, D. L. (2003)														x								x		
Radovanovic, (2018)												x								x	x			
Reese, S. (2013)											x	x			x		x			x	x			
Reference (2018)									x									x					x	



Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
x																							San Diego County Law Enforcement Agencies
										x				x						x			Savage, (1996)
							x			x	x		x			x				x			Shaffer (2015)
	x	x	x		x						x			x					x				Schumacher, S. (2010)
													x			x			x		x		Schulhofer, Tyler, & Huq, (2011)
							x			x									x	x			Sheriff Job Description (2018)
									x	x			x			x	x					x	Schwartz, (1967)
								x	x				x	x		x							Shoichet, (2016)
								x	x				x			x			x				Simian, (2014)
										x	x				x	x				x			Simpson, (2015)
					x				x														Singleton, M. (2017)
										x							x						Sklansky, D. A. (2006)

Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews	
									x				x	x		x								Skolnick (2007)
										x									x	x				Smith, (1997)
										x										x				Somerville, (2008)
												x	x											Statistica (2018)
										x									x	x				Stein & Griffith, (2015)
										x	x													Stewart-Brown, R. (2001)
									x	x			x						x			x		Suttles, M. W. (2013)
										x														Swan (2018)
								x	x		x		x								x			Sweeney, (2014)
							x				x		x							x				Swope, (1999)
																			x					Taslitz, (2003)
																			x					Thalji, (2010)



Crime Statistics	Instrumentation	Data Collection	Sampling	Coding	Interviews	Sir Robert Peel	Reporting Procedures	Race	Police use of force	Policies	Positive Interactions	Police Murdered	Negative Interactions	Media	Mental Health	Income Inequalities	Gender	Gang	Education	Community Policing	Arrest Inequalities	Age	Journals, Dissertations, Thesis, Interviews
							x	x		x	x						x		x	x		x	White & Escobar (2008)
									x				x										Whitehead, J. W. (2013)
										x										x			White (2008)
										x									x	x			Wiethoff (2000)
										x									x				Wilson (2016)
								x	x			x	x	x									Williams (2016)
								x		x	x		x							x	x	x	Williams, (1998)
										x			x				x	x		x			Winesburg-Ankrom (2010)
										x											x		Wing (2016)
									x				x					x					Winkley, L. (2015)
										x	x								x	x			Wyllie, D. (2017)
										x				x					x	x			Ziembo-Vogl, (1998)
												x											Zoroya, (2016)

APPENDIX B

**La Mesa Organizations, Businesses, and Schools Partnership**

<p>Organizations</p>	<p>Retired Senior Volunteer Program          YANA (You are not alone) program          Shop with a Cop          Social Media outlets to communicate with citizens          Youth Leadership Camp          Child Safety Car Seat installation program          Rady's Children Hospital Law Enforcement Teddy bear Drive          Joan Kroc Center          Crime Free Multi-Housing program          County of San Diego's Adult Protective Services          Neighborhood Watch          Citizens Academy Program          Life on the Beat Coffee Spot          National Night Out          La Mesa Fair</p>
<p>Schools</p>	<p>La Mesa School District          Helix Charter High</p>
<p>Businesses</p>	<p>AT&amp;T KidzWatch Academy          Police Summer Camp          Distracted Driving Campaign          Safety Fair          Starbucks_ Brew Coffee Spot</p>



APPENDIX C

**National City Organizations, Businesses, and Schools Partnership**

Organizations	Jersey Mikes Chic Fil’A Costco Foodland IGA National Latino Police Officer Association Mile of Cars Association WalMart Rotary Club Kiwanis Club Lions Club Starbucks National City Clergy Association Cornerstone Church Unique Cadet Car Club Low Rider Community Club NCIS Chula Vista Police Department San Diego Police Department Boys & Girl Club Local Churches (All Religions)
Schools	Sweetwater School District
Businesses	Ranch House Liquor Georges Liquor Mikes Market

APPENDIX D

Interview Questions

<p><b>Central Question</b></p> <p>What is the impact of Community Policing services, as perceived by citizens in cities which are ethnically diverse with national safety ratings between 0% and 25% and an average income at or below the poverty level?</p> <p><b>Research Questions</b></p> <p>1. How do the citizens of La Mesa and National City, California perceive that Community Policing services have impacted crime in their city?</p>	<p><b>Demographic Information requested at the start of each Interview:</b></p> <p>Gender: Race/Ethnicity: Organization a Member of: Age: Years in City/Community: Years involved in Community Policing partnership:</p> <p><b>Interview Questions:</b></p> <p>RQ1: A. In your opinion, is La Mesa / National City a city with high crime rates? What philosophies, programs, or policies are you aware of for <b>problem solving</b> in your communities?</p> <p>Prompting question: Please elaborate regarding problem solving and if you feel the police exercise <b>procedural fairness</b> in your community.</p> <p>RQ1: B. Do you know of some examples of specific crimes that Community Policing services or programs have helped to eliminate or reduce in your city?</p> <p>Please tell us what CP services does to reduce crime.</p> <p>RQ1: C. Do you believe that Community Policing Services stops or reduces crime in your city? (Prompting questions: Please share how these services limit crime? If not, what should the police department or Community Policing services do to reduce crime in your city?) What do you believe is or should be the <b>proscribed scope</b> for Community Policing?</p>
--	--

<p>Research Question:  2. What types of programs associated with Community Policing services do citizens perceive to have a positive impact on citizens in La Mesa and National City, California?</p>	<p>RQ1: D. What have Community Policing Services done to help you feel safe in your community?</p> <p>RQ1: E. What programs does the Community Police division have in the community that you feel really helps citizens?</p> <p>RQ1: F. Do you feel that Community Policing programs and the police department have established policies and practices to assist the community in reducing crime? (Prompting Question: What are these policies? Practices?)</p> <p>RQ2: A. Would you share some interactions you have had with Community Police or with the police department in your city? (Prompting Question: Have any of your family members had experiences with Community Policing services or the local police department that you would like to share? Was the interaction positive? Why or why not?) What was the <b>purpose</b> of the interaction? Do you feel the police officer was exhibiting <b>professionalism</b>?</p> <p>RQ2: B. What do you think citizens in your community think about the Community Police services? The police department? (Prompting Questions: Is the relationship a positive one? Why or why not?)</p> <p>RQ2: C. What impact has Community Policing had on you, your organization or your business? (Prompting Question: Tell me more!) Do you feel that the <b>protection</b> through Community Policing have improved in your community?</p> <p>RQ2: D. Are there any recommendations you might have for what Community</p>
---	---

<p>Research Question:</p> <p>3. What is the relationship citizens perceive exists between community members and the police department in La Mesa and National City, California?</p>	<p>Policing could do more or less of to benefit your citizens?</p> <p>RQ2: E. What changes would you suggest your police department should make to support your community?</p> <p>RQ3: A. What is the perception of community members regarding their local police department?</p> <p>RQ3: B. Would you say the citizens in your community trust the police department? How has the police department helped with <b>problem-solving</b>? Please give an example.</p> <p>RQ3: C. Would you say the members of your community trust the Community Policing police department representatives? (Prompting Question: Why or Why Not?)</p> <p>RQ3: D. Have you witnessed an increase in citizen participation in Community Policing? What are some basic <b>principles</b> derived from your interactions with the Community Police?</p> <p>RQ3: E. Can you tell me a member (without using their name) of the Community Policing <b>partnership</b> who has benefitted from its inception?</p> <p>RQ3: F. Is there anything more you would like to add to this interview regarding your perception of or experiences with your local police department or with the Community Policing services in your community?</p>
---	--

APPENDIX E

**NIH Certification**



APPENDIX F

**BUIRB Approval**

Dear Eric A. O’Neal,

Congratulations, your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. This approval grants permission for you to proceed with data collection for your research. Please keep this email for your records, as it will need to be included in your research appendix.

If any issues should arise that are pertinent to your IRB approval, please contact the IRB immediately at BUIRB@brandman.edu. If you need to modify your BUIRB application for any reason, please fill out the “Application Modification Form” before proceeding with your research. The Modification form can be found at the following link: <https://irb.brandman.edu/Applications/Modification.pdf>.

Best wishes for a successful completion of your study.

Thank you.

??????

Professor

Organizational Leadership

BUIRB Chair

?????@brandman.edu

[www.brandman.edu](http://www.brandman.edu)

## APPENDIX G

### Formal Invitation Letter

Hello, my name is Eric A. O'Neal. I am a doctoral candidate completing a dissertation to complete a doctorate of Education in Organizational Leadership. I hope you would be interested in volunteering to take part in my research. I wish to interview organizational staff members, school administrators, and business owners about their lived experiences as a partner with their local police officers in the capacity of Community Policing. I also wish to interview citizens who have had interactions with the police or their families have had interactions with the law.

Through this study, I am hoping to gain a better understanding of Community Policing services in your community and what you think are the benefits as well as your recommendations. As a partner with the local police department, you possess an in depth knowledge of your community and the police services in your neighborhood. Your experiences and perceptions are valuable for this research. I am interested in learning about your experiences, perspectives, and advice for future organizations, businesses, and schools who wish to work with law enforcement.

The qualifications for this study are that you must:

1. Have a minimum of three interactions per year with local police officers.
2. Minimum staff size of four personnel.
3. Be an organization, business, or government entity that interact with the police and your local Community Police organization..
4. Have an organization that is located in the city limits of the research.
5. Work with personnel of low-income, ethnically diverse community members.
6. Established in the city for a minimum of 5 years in the city for research.

Thank you for your consideration. I can be reached at:

Warmly,

Eric

619-559-6021

[onea2801@mail.brandman.edu](mailto:onea2801@mail.brandman.edu)

## APPENDIX H

### Informed Consent Form



DATE: 09/13/17

**INFORMATION ABOUT:** The perception of the effects of Community Policing from a community perspective: A Phenomenological Study

**RESPONSIBLE INVESTIGATOR:** Eric A. O’Neal, M.A.

**PURPOSE OF STUDY:** You are being asked to participate in a research study conducted by Eric A. O’Neal, M.A., a doctoral student from Brandman University School of Education Organizational Leadership program. The purpose of this phenomenological study was to describe citizen perceptions of McKee & Lewis (2016) eight pillars of effective community policing in two selected ethnic, low income communities which have safety ratings between 0% and 25%.

This study will address the gap in research and help identify the impact that Community Policing can have on the citizens in the city. This study will also address the importance of community organizations, businesses, and schools commitment to their constituents and the programs they employ. The study is designed to report on the lived experiences and perception of the various police partnerships in the city. The comprehensive research will yield a strategic plan aimed at Community Policing policies and programs that impact their communities.

By participating in this study, I agree to participate in a one-on-one audio recorded interview with the researcher. The interview will last approximately: 45 minutes. Completion of the interview will take place in April and May 2018.

I understand that:

- a) There are minimal risks associated with participating in this research. I understand that the researcher will protect my confidentiality by storing any research materials collected during the audio interview process in a locked file drawer and in which only the researcher has access to. Additionally, I understand that the researcher and transcriptionist will protect my confidentiality by storing any digital research materials collected during the audio recording process in a secure and encrypted cloud based storage facility.
- b) The possible benefit of this study to me is that my input may help add depth and understanding to the experience of organizations, businesses, and schools who participate in Community Policing in their communities. Also, by highlighting the



perceptions, experiences, and artifacts I may be educating other law enforcement agencies and the public of policing policies and programs and their impact. The findings will be available to me at the conclusion of the study.

- c) I understand that I will not be compensated for my participation in this study.
- d) Any questions I have concerning my participation in this study will be answered by Eric A. O’Neal. He can be reached by email at onea2801@mail.brandman.edu or by phone at 619-559-6021. Also, the committee chair for this study is Dr. Johnson. She can be reached via email at ljohnso3@brandman.edu or by phone at xxx-xxx-xxxx.
- e) I understand that the interview will be audio taped using two forms of an audio recording device. The recordings will be available only to the researcher and the professional transcriptionist. The audio recordings will be used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. Upon completion of the study all transcripts and notes taken by the researcher and transcriptionist from the interview will be shredded and destroyed.

My participation in this research study is voluntary. I understand that I may refuse to participate in or I may withdraw from this study at any time without negative consequences. Also, the researcher may stop the interview at any time. I also understand that no information that identifies me will be released without my separate consent and that all identifiable information be protected to the limits allowed by law. If the study design or the use of data is to be changed, I will be so informed and my consent obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618 Telephone (949) 341-7641.

I acknowledge that I have received a copy of this form and the Research participant’s Bill of Rights. I have read the above and understand it and hereby consent to the procedure(s) set forth.

\_\_\_\_\_

Signature of Participant or Responsible Party

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Principal Investigator

\_\_\_\_\_

Date

APPENDIX I

**Audio Release Form**



AUDIOTAPING RELEASE FORM

RESEARCH TITLE: Exploring the perceptions of the effects of Community Policing from a community perspective: A Phenomenological Study

BRANDMAN UNIVERSITY

16355 LAGUNA CANYON ROAD

IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Eric A. O’Neal, M.A.

Personal/Professional Advice- Audio Recorded Question: I understand that the last question of the interview may be audio recorded per the granting of my permission. In the event that I do agree to have myself audio recorded the purpose will be to solely add depth and audial emotion to answering the questions of the interview. I also understand that only the questions and my answers to the questions can be recorded.

Permission to use Audiotaping: I hereby give my permission to Eric A. O’Neal to use any audiotape material taken of myself during his research on *Exploring the perceptions of the effects of Community Policing from a community perspective: A Phenomenological Study*. The audiotape material will only be used for research purposes and for the presentation of the research. As with all research consent, I may at any time withdraw permission for audio recording of me to be used in this research project.

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX J

### Participant Bill of Rights



#### BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

##### Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects.

The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

## APPENDIX K

### Interview Script

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

#### INTERVIEWER SAYS:

Thank you for agreeing to meet with me today in order to interview you on your lived experience and perception of McKee & Lewis (2016) eight pillars of effective community policing in your community. I am currently working on a dissertation to complete a Doctor of Education in Organizational Leadership and this interview will be a part of the research I will use to complete the dissertation.

Through this study, I am hoping to gain a better understanding of the impact that Community Policing can have on a community, organization, business, or school. As a concerned citizen who wishes to understand how community members and police officers can effectively collaborate, your perspective and experience is instrumental to this understanding. I am interested in learning about your experiences, perspectives, and advice for future researchers interested in seeking information regarding Community Policing.

Your participation is completely voluntary and will greatly strengthen the study. If at any time you feel uncomfortable or would like to end the interview or not respond to a question, please let me know. Your information will be kept confidential and your name will be changed to protect your identity. In addition, I have provided a copy of the questions that I will ask for your reference; however, I may have follow-up questions if clarity is needed. The duration of this interview will take approximately: 45 minutes. Do you have any questions about the interview process?

#### CONSENT FORM:

The document I am providing you with before the interview begins is an informed consent form. It explains much of the information I have shared as well as outlines the benefits and risks of your participation. Please take a moment to read through the form and sign showing your consent.

#### INTERVIEWER SAYS:

As we get started, I would like to record this interview for transcribing purposes so that I can access it at a later time. I would like to be able to accurately represent your experiences, and at no time will your name be shared. Again, I will make sure that your

confidentiality is kept at all times. Do I have your permission to continue with this interview and record it? (Obtain permission and turn on recording devices)

## APPENDIX L

### **Field-Test Participant Feedback**

After the interview ask the field test interviewees the following questions. Make it a friendly conversation. Either script or record their feedback.

1. How did you feel about the interview? Do you think you had ample opportunities to describe what you do as a partner when working with the local police department?
2. Did you feel the amount of time for the interview was ok?
3. Were the questions by and large clear or were there places where you were uncertain what was being asked? If the interview indicates some uncertainty, be sure to find out where in the interview it occurred.
4. Can you recall any words or terms being asked about during the interview that were confusing?
5. If you were to change any part of the interview, what would that part be and how would you change it?
6. And finally, did I appear comfortable during the interview... (I'm pretty new at this)?

## APPENDIX M

### Interview Feedback Reflection Questions for Facilitator

Conducting interviews is a learned skill and research experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. Discuss the following reflection questions with your “observer” after completing the interview field test. The questions are written from your prospective as the interviewer. However, sharing your thoughts with the observer and considering their feedback will provide valuable insight into improving the interview process.

1. How long did the interview take? Did the time seem to be appropriate? Did the respondents have ample opportunities to respond to questions?
2. Were the questions clear or were there places where the respondents were unclear?
3. Were there any words or terms used during the interview that were unclear or confusing to the respondents?
4. How did you feel during the interview? Comfortable? Nervous?
5. Did you feel prepared to conduct the interview? Is there something you could have done to be better prepared?
6. What parts of the interview went the most smoothly and why do you think that was the case?
7. What parts of the interview seemed to struggle and why do you think that was the case?
8. If you were to change any part of the interview, what would that part be and how would you change it?
9. What suggestions do you have for improving the overall process?



APPENDIX N

Artifacts


# LMPD

LIFE on the BEAT

SATURDAY, March 16, 2019  
CHECK-IN: 7:30 AM  
PROGRAM: 8:00 AM - 12:00 PM


La Mesa Police Department  
Community Room  
8085 University Avenue


- Meet YOUR Department
- Ask Questions
- Learn about...LIFE on the BEAT!




Learn about the La Mesa Police Department and how officers are trained. A behind-the-scenes experience at the La Mesa Police Department, where community members will have the opportunity to participate in a force options simulator, a K-9 demonstration, de-escalation tactics, vehicle stop scenarios, and a station tour.

## Register Now!









NATIONAL CITY



Office of the Chief of Police

March 9, 2017

RE Immigration **Stater**

Dear National City Community Members, Business Leaders and Friends:

The National discussion on immigration has created apprehension throughout the country and in our National City community. As a result, I am taking this opportunity to reassure all of our residents that the National City Police Department will continue to concentrate on crime. As we continue our commitment to our profession and community, we will remain focused on detecting and apprehending individuals involved in criminal activity and will use law enforcement tools at our disposal to address those violations. Our efforts will not emphasize immigration violations normally enforced by federal agencies.

Community engagement requires a continuous dialogue with those we serve in order to be the best crime fighting force possible. This requires all members of our community to feel comfortable contacting us and not have immigration status as an obstacle to reporting crime. Decades of research support the premise that people are more likely to cooperate with law enforcement when they believe those who are enforcing the law have the legitimate authority to do so and have their best interest in mind.

Our Department's goal is to continue to build trust and nurture police legitimacy with our community. The National City Police Department recognizes and values the diversity of the community we serve. Our City's demographics (63% Latino, 20% Asian, 10% White and 5% Black; in addition, it is estimated 25% of our residents are foreign born) dictate that we reassure you, our community, that we will continue to protect you against crime when possible.

Once again, National City Police Officers will continue to honor our noble profession by focusing on protecting life, individual rights and property; our efforts will not focus on immigration violations normally enforced by federal agencies.

Thank you for your continuous support and the opportunity to serve and protect you. We have been your trusted Community Partner since 1887.

Sincerely,

