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Higher Education In Law Enforcement And Perceptions Of Career Success

Domenick R. Varricchio

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HIGHER EDUCATION IN LAW ENFORCEMENT
AND
PERCEPTIONS OF CAREER SUCCESS

By

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CHAPTER 1

INTRODUCTION

Background

Success is defined as "satisfactory completion of something, the gaining of wealth and fame", "the extent of such a gain", "a result or outcome" (Mifflin, 1982). It is synonymous with arrival, flying colors, prosperity. It is antonymous with failure.

Yet, how do we then measure this definition, better yet, how do we define it ourselves in terms of either professional or personal success. And, if so, is there a distinction between the two variables?

The answer to these questions is, simply stated, "it depends". It depends on *who* you ask, *when* you ask, *why* you ask, *how* you ask, *where* you ask, and *who* is doing the asking. Such an inquisition may be subject to a number of biases, particularly when we may view career success from different dimensions.

The average lay person may hypothesize on the premise that a good solid education is a key ingredient to career success, regardless of how we define such success in the work environment. Generally speaking, a large majority of opinions may render such a verdict regardless of profession, but particularly in the law enforcement profession. Take for example, Leonard(1964), who felt that it would be extremely doubtful if there was ever a successful policeman who was not intelligent or educated.

What about specific areas contained within this definition of success especially when today people often tend to define themselves through their professions. And especially, when professionalism in law enforcement has been characterized by a concern for higher standards of education, selection, training and superior performance (Regoli, 1976). It is no less a fact that police performance is a barometer of success.

To what extent does the role of higher education correspond with each respective area? Is it propitious to say that higher education is the catalyst for success; and do what we learn in higher education transform into a catalyst for achievement or achieving success? If indeed, learning is a combination of knowledge and experience, then should not a higher education synthesize this combination?

Much of our American systems of education has grown in response to a powerful culturally based value placed upon rewards through achievement and success (Strecher, 1971). However, much of this significance can only be speculated on until greater research levels of significance have been accomplished.

Lastly, the process of education may encourage people to become more intuitive, with an acquisition of knowledge and a higher order of a learning for total comprehension, application, analysis, synthesis, and evaluation. (Bloom, 1956).

An agency in the private sector may view success in terms of an annual profit margin, without regard to the safety and well being of it's personnel. Public sector agencies may view success from more qualitative measurements in public services. But, when individuals are presented the question, success assumes a more personal note, which is equally important to the responder.

For example, from an intrinsic value, success may be defined as a leadership dynamic among one's constituents. In addition, the feeling of self-worth has also become a major component of occupational success.

Still, success in law enforcement, may be measured for some in terms of money, career advancement, position, achievements, specialized assignments, promotions, performance appraisals, awards, citations, medals, or reputation. Survival, job tenure, retirement and even job satisfaction, may also be construed as suggested indicators of success within the law enforcement profession (Cipolla, 1996). This is evidenced particularly when, performing as a group, seniority is often stated at the prompt of any public presentation. Members are quick to announce their tenure as an indicator of status, self-worth and to a certain extent, career success. Many police chiefs even relish their tenure in office, and proud to be associated with such a powerful organizational culture (Bouza, 1990).

Law enforcement personnel may view career success as rank, assignment, income, power, accomplishments,

performance, recognition, satisfaction, cultural diversity, health, longevity, retirement, and second careers. It is therefore suggested that a number of factors appear to enter into the police pursuit of happiness and success in their occupation.

There are almost 800,000 sworn and unsworn persons who serve in police departments in the country; a majority having lower educational levels(Cole, 1992). In 1969, police applicants across the country were only required to have a high school diploma(Eastman & Eastman, 1969).

However in the past 20 years, education levels among police have risen for a variety of reasons and this study will examine some of these reasons. When one considers the relationship between education and the status of occupations in the society, there are no greater concerns on the agenda of law enforcement than raising educational standards.

Our society demands the highest level of education from those who serve our medical needs or protect our legal rights. Certainly, those who serve and protect should be held to similar educational standards.

Statement of the Problem

The purpose of this study was to investigate perceptions and expectations of higher education law enforcement students concerning career success.

There have already been studies conducted on the objective feelings of employees regrading job success, but few if any studies have focused on the subjective feelings

of police employees regarding these perceptions of success and higher education. It is therefore the intention of this researcher and design of this study to examine this nexus in such unchartered research territory.

Research Questions

This study will address a series of research questions examining a potential relationship between higher education and perceptions of career success among law enforcement personnel from the NJSPGSP. The significance of each question shall be interrelated to specific pre-determined interview questions which are later identified in the study. The questions are as follows:

- Question 1. Does a relationship exist between police personnel seeking higher educational levels and potential for job success?
- Question 2. Is success in the law enforcement profession measured by identified variables which have been influenced by higher education?
- Question 3. To what extent has the NJSPGSP Police Graduate Studies Program impacted the professional success of its population?
- Question 4. Does a relationship exist between acquired knowledge and values in the program and their direct application to job performance?
- Question 5. Does higher education also benefit the subject's family, friends, and community?

Limitations of Study

The population study was limited to the 400 existing members enrolled in the NJSPGSP, with 21 study participants randomly selected among this population for the interview process. There were no civilian members of the profession, either clerical, administrative, or other unsworn personnel selected for the study.

The study encompassed methods of acquiring data through related literature, interviews, surveys, and an instrument labelled the Job Success Indicator, designed to measure definitions of career success as perceived by the study group. The method of this study presented some limitations as follows:

1. Literature in the field was discovered among published articles in police journals and books written and co-authored by acknowledged experts in the field. The vast majority of literature searched for in this study evolved over the past 4 decades in the profession with some exceptions.
2. The interview process was limited to 7 open-ended questions issued to 21 members randomly selected among the population. Because of the characteristics of the random selection process, an equal representation of agencies could not be guaranteed or expected in the interview process. Participation was further limited to only those who consented in writing to the recorded interview. The only exceptions to the above were the designated agency heads or

their representatives from the New Jersey State Police and the Port Authority of New York & New Jersey Public Safety Department.

3. The Job Success Indicator testing instrument was limited to the design of the researcher and the professional opinions and responses from the Jury of Experts. The collection of data was also limited to the voluntary nature of participation among the student population.

4. The study does not differentiate respondent data in terms of gender, ethnic background or other minority status. (These factors have been identified in Chapter 5, as recommendations for future study). Furthermore, it does not differentiate among degrees in terms of discipline or major.

5. Requested information on the demographic data survey was also limited due to individual confidentiality in matters concerning sick, injury or disciplinary records.

Definitions of Terms

The following terms are relevant to this study:

NJSPGSP: New Jersey State Police Graduate Studies Program, conducted through the College of Education & Human Services, Seton Hall University, is an accredited off-campus graduate program designed primarily for members of the New Jersey and New York law enforcement community. Founded almost 20 years ago and with the support of the New Jersey State Police, the program today reaches across the entire state at eight locations offering a Master's degree in Education to law enforcement members from the federal,

state, and municipal levels.

BFOQ: Bona Fide Occupational Qualification, a work standard required for job candidates or current employees. For the purposes of this study, it shall also apply to the process of validating whether higher education is a BFOQ for law enforcement criteria.

Law enforcement personnel: sworn members of any federal, state, county, city/municipal and governmental agency empowered to uphold law & order with the power to arrest for offenders for designated crimes, misdemeanors, and infractions.

Higher education: college/university based education from an accredited institution of higher learning; the achievement of a degree in a designated discipline. A Bachelor's degree or greater shall constitute this study variable.

Relationship: the state of being related or interrelated; greater than a casual connection (Mifflin, 1982). For purposes of the study, the link between higher education and perceptions of career success.

Entry level rank: the lowest rank of any agency - for purposes of this study, Police Officer represents all uniformed services in the municipal level, Trooper on the state level, and Special Agent on the federal level.

Supervisory ranks: the first line supervisor in all tri-level agencies. For uniformed agencies, titles include Sergeant, Lieutenant, and Captain. State police include all

NCO (non commissioned officers) Sergeant levels, Lieutenant, and Captain. Federal agencies include "SAC" Special Agent in Charge.

Managerial ranks: all levels above supervisory which are usually non represented, unclassified, at will employees. In the State and local levels, usually any rank above Captain (with some exceptions) constitutes the management levels. These higher levels may be entitled Deputy Inspector, Chief Inspector, Deputy Chief, Chief, and Director/Superintendent. The State Police utilize military terminology, i.e.: Major, LTC (Lieutenant Colonel), Colonel, Deputy Superintendent and Superintendent.

Detective ranks: non uniformed members of the force who conduct investigations.

There are supervisory and managerial levels within the detective ranks, all which parallel the uniformed rank structure through Captain.

On-the-Job: slang for being an active member of the law enforcement community.

This expression has become a universal slogan utilized among uniformed members of the municipal police departments.

Police Related Degree: a degree in Police Science, Criminal Justice, or other major directly related to police work, under the Criminal Justice System, relating to Police, Courts, and Corrections.

Rank: a member's title or level within the law enforcement profession distinguishable by uniformed insignia

or badge; the authority, power, and duties and privileges associated with the respected position.

Command: the police station which houses offices, personnel and equipment at a particular location within an agency's geographical area of responsibility. Commands may be separate buildings, but more often are located within larger municipal complexes.

Significance of Study

The concept for this study was inspired and originated from 4 learning experiences: a published article on police retirement in the FBI Law Enforcement Bulletin (1996), an article written by this researcher on higher education, also published in the FBI Law Enforcement Bulletin (1998), a suggested topic for future research contained in Chapter 5 of a dissertation studying the effects of educational levels and job satisfaction in the work place (Cipolla, 1996), and lastly, a 1998 pilot study conducted during a graduate course in Qualitative Research and Design, introducing the same research topic.

Inspired by the introduction of higher education into law enforcement, and all of the hoopla surrounding its genesis from the early days of Vollmer (1936), a need was felt to further investigate its value beyond inference.

This interest led to the research of educational value in terms of impact upon individual performance, the employer, and the law enforcement profession at large. The movement of higher education as a requirement for employment

and promotion in policing has further tested the premise as to its relationship to a better cop. Survey after survey has been undertaken to research a conclusive yes or no to this question, but the results are still forthcoming. One survey of 250,000 officers did reveal that higher education had a positive effect of policing, but may have negatively impacted minority representation (Carter & Sapp, 1992).

The study on this multidimensional topic was inspired by the different opinions, ideas and feelings on higher education and its effect on what constitutes a better cop and what constitutes success. This study involves both qualitative and quantitative design and evaluation to enhance the greater understanding of the study, particularly through interviewing the affected subjects (Patton 1990). The findings and conclusions of the study will identify what constitutes job success and the extent in which higher education has played in this dynamic. Additionally, the results of the study suggest that educated cops do make better cops for various reasons which will be demonstrated throughout the study. The results are supported by both the related literature and the law enforcement membership.

The results of this study will not only be relevant to the law enforcement membership, but to the academic community that educates our officers. By linking a solid educational pre-requisite or promotional requirement to career success, we may better serve each and every end user of the police profession; a winning proposition for all

parties involved.

Organization of Study

The study is organized into 5 chapters. Chapter I contains the Introduction, which includes background information, purpose of the study, and the 5 research questions. Following this are the limitations of the study, definition of terms, and the significance and organization of the study.

Chapter II, Review of Literature, provides a brief history on the introduction of higher education into the ranks of law enforcement from its genesis in the early part of the century to contemporary times. The balance of the chapter addresses educational standards within the profession and their impact upon performance and the eventual link to success.

Chapter III, Research Methodology, will explain the source of data collected and the methods of analysis. The description of the affected subjects, materials, procedures, testing instruments are provided within the chapter. Following the treatment of data, there is the summary.

Chapter IV, Results of Study, presents and reports all the data. It begins with a brief introduction and then proceeds into a more in depth presentation of the findings outlined in Chapter III. These include the interview process, demographic data responses and the consensus on measuring career success derived from the Job Success

Indicator instrument.

Chapter V, Summary and Conclusions, will contain major findings of the study, present an interpretive summary, and highlight specific recommendations, particularly for future studies. This chapter concludes with the reflections of the researcher.

Finally, there is a list of references and appendices which contain the following: Job Success Indicator, Demographic Data Form, Participant Interview Questions, Cover Letter to Participants, Informed Consent to Participants, Cover Letter to Agency Heads, Cover Letter to Jury of Experts, Verbatim Transcript of Interviews, Thank You Letter to Participants, Table of Random Numbers, and the Approval by Institutional Review Board.

Chapter II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to review the research and literature relevant to higher education and perceptions of career success as related to the law enforcement profession. An extensive number of references have focused upon these issues in varying degrees, and have provided a research base in support of the essential aspects of the study. The various advantages of higher education will be identified and discussed in an effort to shed some light onto the study topic. Based upon this review, conclusions may be drawn which may warrant future study as outlined in Chapter V.

This chapter will start by examining the historical perspectives on the history of higher education in law enforcement from the early part of the century and proceed to twenty-first century thought. Succeeding sections of chapter two will then discuss perceptions of career success associated with higher education and identified in specific categories supported by literature.

Among the literature based categories to be discussed were the respective relationships between higher education and pay incentive, performance, integrity, satisfaction and other expectations commensurate with a higher education.

The concluding chapter will summarize the benefits, real or perceived, of higher education and career success.

Higher Education in Law Enforcement

Does what we learn become a catalyst in achieving success? Does the process of education cause people to become more intuitive, sensitive and circumspect in their everyday professions?

Well, one visionary thought so. One of the first major proponents of higher education in law enforcement was August Vollmer, Chief of Police in Berkeley, California. Vollmer started a police school within his department way back in 1909 (Vodicka, 1993). In 1917, the University of California established a police school on campus followed up by Vollmer's development of the first Police Administration degree program in 1931. Finally, in 1933, Chief Vollmer challenged the sub-standard selection process for police candidates, calling for a higher educational requirement for the profession (Vollmer, 1936). Hence, the recognition of the need for higher educated police officers is not new.

Vollmer felt that police were lacking intelligence, and that the civil service screening process was inadequate even for the performance of routine duties. Motor patrol, automated records, and forensics were among some of Vollmer's innovative contributions to the profession, suggesting the demand for higher education (Carte, 1986).

This concept of higher education for the police originated by Vollmer in California met resistance throughout the other parts of the country (Goldstein, 1986). Particularly when, at the time, no empirical evidence or

other research supported or even suggested that a higher education was essential in law enforcement. So, from a progressive start in the early part of the twentieth century, higher education in law enforcement was dying a slow death.

Vollmer's efforts were not without merit. During the interim his influence, inspired by the IACP (International Association of Police Chiefs), resulted in the creation of the National Commission on Law Observance and Enforcement (Wickersham Commission) in 1931, which advocated higher education for police officers (Deakin, 1988). Lastly, Vollmer envisioned higher education as a vehicle for converting the police occupation into a prestigious profession (Shernock, 1992). Understood that recommendations do not always translate into practice, a number of agencies joined in to support the policy and attitude change (Schmallegger, 1993)

This policy was further confirmed in the 1930's, when the Federal Bureau of Investigation posted educational entrance standards superior to any other law enforcement agency on earth (Leonard, 1964). The then Director, J. Edgar Hoover, attributed the FBI's degree of astounding success to his highly educated agents. It should be noted that traditionally, lawyers and accountants originally filled the ranks of the FBI. Today, a college degree and two years of police, investigative, or supervisory experience may satisfy this educational criteria.

For the next three decades, any funding or other proactivity in the higher education movement had been shelved or cancelled for other priorities, namely depression and world war (Johnson, 1985).

The resurrection of the trend for higher education spawned again in the 1960's during a decade of civil unrest and a rapidly deteriorating relationship between the police and the greater American public.

In 1967, the President's Commission on Law Enforcement and Administration of Justice organized efforts in an attempt to renew public faith in their police through the funding of higher education programs (Gross, 1973). In its report, it was believed that higher education would provide a substantially higher knowledge base which would in turn significantly enhance the officers ability to provide a higher quality of service to the public (Carter & Sapp, 1992). It was also felt that interpersonal skills would be further developed. This received overwhelming support by the International Association of Chiefs of Police (IACP).

In 1968, the government enacted the Omnibus Crime Control and Safe Street Acts which created the Law Enforcement Education Program (LEEP), intended to professionalize policing in America (Swain, 1984).

Thirty years ago, police personnel barely averaged slightly more than a high school diploma, at best, as compared to the average two year college level today.

The race riots and civil unrest during the 1960s cried

out for reform - particularly in the police profession.

The President's Commission on Law Enforcement and Administration of Justice, 1967, called for all police officers to possess college degrees (Thibault, Lynch & McBride, 1995). Since this call was issued, law enforcement agencies and civil service commissions have raised educational requirements in a growing number of communities, particularly among inner city communities. (Varricchio, 1998). It was also felt that the higher educated cop would be better prepared to face such challenges and complexities of police service in contemporary society (DiGracia, 1977).

In 1973, the National Advisory Commission on Criminal Justice Standards and Goals continued to support higher education programs for the police (Parker, 1997). Shortly later, The National Advisory Commission on Higher Education for Police Officers developed the idea that more and higher quality education may be the key to producing the personal qualities necessary for contemporary policing (Scott, 1986). The government then provided financial incentives and support for the development of higher education. By 1980, it was estimated that approximately one-half of police officers in this country has received some form of federally funded education (Reid, 1994).

In 1977, on the state level, the Minnesota legislature instituted the Peace Officers Standards and Training (POST) Board, mandating increased levels of higher education for all police officers. Later, in 1990, a bill was introduced

requiring a bachelor's degree for all law enforcement hired after 1994 (Breci, 1994). A similar movement happened in New York State during the summer of 1966, with the founding of the School of Criminal Justice at the State University Center in Albany (Lankes, 1971). Even earlier in New York, police programs were established at the City University, particularly, John Jay College of Criminal Justice in 1964.

The Violent Crime Control and Law Enforcement Act of 1994, signed by President Clinton, was perhaps the most comprehensive Federal crime legislation since the Omnibus Crime Control and Safe Street Acts of 1968. It includes millions of dollars allocated to police education, more than any amount since the establishment of LEEP (Clark, 1994).

The police are the government's arm of defense in a civilized society sworn to serve the public interest and welfare. Surely, the success or failure of this mission may be determined in large measure to a higher educational standard. The higher educational entry level requirement for agencies received some much welcomed support through the Supreme Court and other high court decisions. Among the victories were the following cases:

In Davis V. City of Dallas (1985) the U.S. Court of Appeals for the Fifth Circuit held that the Dallas Police Department's education requirement of 45 semester hours of college with a "C" average was a legitimate job requirement, especially when the public trust and citizen welfare are

commensurate with the respective job duties (Young, 1987).

The city of Dallas was not alone in its support of higher education in policing. Perceptions of discrimination clouded the major issues, especially when police departments were unable to demonstrate proof positive through quantitative validation, that higher education criteria was job related to policing. If such a case could be made in violation of Title VII provisions of the Civil Rights Act of 1964, say good-bye to the any relationship argument between education and the changing responsibilities in police work.

In 1974, the Arlington County, the Virginia Police Department was found in violation of the 1964 Civil Rights Act by the Equal Employment Opportunity Commission for paying higher salaries to college educated police officers than to those without degrees. The ruling was later reversed by a federal court, which concluded that the evidence showed that higher education made for better police officers (Lynch, McBride & Thibault, 1995). Fortunately, a high court also affirmed the Boston P.D. minimum education requirements as did the court in the city of Buffalo (Carter, Sapp & Stephens, 1988).

The early police efforts of August Vollmer in creating school programs for the police in Berkeley and Michigan, have resulted in long term effects upon contemporary thought in this area of higher education (Carter, et al, 1989).

The educated police officer is no longer an anomaly as it was some 30 years ago. An IACP study done in 1961

indicated that 72% of the 55 agencies canvassed in New England had no educational achievement standards of new police recruits (Germann, 1967). Back then, when officers requested approval to attend college or, even more unusual, law school, many department officials were unsure, uncomfortable, and in some cases, resentful against candidates seeking higher education (Deitch, 1994).

Gone for good are the days when police were often referred to as the "dumb flatfoots" and other derogatory exclamations. Today, they are the "college cops", thanks to the significant strides that have been taken to professionalizing policing (Fyfe, 1989). Today, as stated by Robert Holmes, professor of justice administration at the University of Louisville, the education of police officers involves more of the "whys" and reasons for behavior, than just filling out forms (Chadbourne, 1995).

In 1967, the average educational level of a cop was just over 12 years, barely more than a high school diploma. Currently, the average level is 13.6 years or at sophomore level, and continues to climb in leaps and bounds (Carter & Sapp, 1992). This is impressive when you consider that in 1940, only 39% of the American public had graduated from high school or college, and by 1950 this has increased to 50%, and by 1960, it was up to 62% (Strecher, 1971). Just to remain average today, the police are almost forced to extend their level of educational attainment.

Consider this fact also, one-quarter of the work force

between the ages of 25 to 64 consists of college graduates or better, nearly twice that of 20 years ago! Another 20% has one to three years of college. That translates into nearly 50% of the working population being college educated (Rush & Whisenand, 1988). Why should police be any different? According to a 1993 report from the Justice Department, 12% of police agencies had implemented higher educational requirements, twice that as reported in 1990 (Morris, 1996).

The issues and controversies surrounding the benefits of higher education in law enforcement, its impact on policing, its affect on recruitment, selection, promotion, assignment, and a rewarding successful career have all invoked an amazing amount of emotional discussion, debate, and even heated argument. This is an issue, certainly, which cries out for further review, study and even research.

Nation wide, we are weighing the advantages of higher education in law enforcement through a win-win perspective, for both the employer -- the community, and the employee -- the police officer. The International Association of Chiefs of Police, an organization which emphasizes police professionalization, endorses higher educational standards for all police personnel (Gambino, 1973).

Critics of higher education for law enforcement will argue that it's work ethic and good common sense that measure up to success in one's profession, not a 4 year graduate (Benson, 1993). But, by 1993, a percentage of

police agencies began to mandate college entry requirements of at least two years (Morris, 1997). The Leonia, New Jersey Police Department requires its officers to have an associate or bachelor's degree, and currently the only police agency in the state to have its entire membership college educated (Deitch, 1994). Culloo (1994) indicated that all New Jersey police agencies would follow suit and require college by the end of the decade.

Revision has also been seen in the rethinking and reshaping of training models throughout the police community. Police Academies are slowly replacing paramilitary structure and transforming into institutions of higher education. One such example is the New Haven, Conn, Police Department. Their curriculum has been modeled after those educational values so emulated by police officials for their employees. (Travis, 1995)

Even with the revolution and proliferation of higher education programs, the basic question still remains over and over in perpetuity, as to whether all this makes for better police officers. The president of John Jay College of Criminal Justice, Gerald Lynch, thinks so and his opinion has been shared by every National Commission on Crime since 1967 (Peak, 1993). Police officials, in their quest for greater professionalism, should notice that there are few professions that do not require higher education (Whisenand, 1976).

Job Success Indicators

Variables identified in the study instruments, later identified in Chapter 3, were literature based with empirical and experiential support. Among those identified in the *JSI* instrument were salary, promotion, assignment, specialization, citations, integrity, satisfaction and retirement (Appendix A).

These eight *JSI* factors have been condensed under 5 basic literature categories: rewards, performance, integrity, satisfaction and retirement, which are reflected in the ensuing chapter and what the literature says about higher education and its relationship to these factors respectively.

The critics may argue the point, but the records speak for themselves. Higher education works and the proof is replete throughout the literature and follows throughout the study. Pascarella(1991), addresses the long term effects of college on cognitive development and its influence on graduates.

Carter, et al.(1988) identify 18 factors which, per opinions of experts in the field, have been linked to higher education in the police profession. Among those listed were broader based knowledge, maturity, responsibility, empathy, cultural awareness, flexibility, and technical skills, particularly in communication, task oriented, community involvement, greater sociability, less stressful, less cynical and more adaptable to organizational change.

From another historical perspective on higher education in America, Mulkeen(1985) calls for far better education in every walk of life for success, in order to raise skills and meet the demands of a future economy.

Once again, higher education is a virtual necessity for a successful police career. This connection has also been studied and represented via frequency distributions on its link to salary increases, promotions, and work assignments(Reed, 1988). In one study, Reed(1988) identifies among 20 agencies, a 65% achievement rate linking higher education to the aforementioned JSI factors.

The profession recognizes that certain outcomes or job successes, may result and are associated with higher education in law enforcement. It just seems logical that a college education would benefit someone or something. After all, the ability to perform in one's job effectively is a requirement itself for success, particularly, when one considers the myriad of tasks inherent within the police profession. The police, in general, have assumed roles of protectors, peace makers, enforcers, role models, community leaders, all components of an organized structure empowered to protect our civilization from doom.

Success is also defined and measured not only by referenced literature, but by student responses and by respective police agencies. Of course, the end users of this product are the greater American public. To this end, we may also measure success by studying the relationship

between higher education and attitudinal attributes. After all, if higher education is associated with professionalism and professionalism to behavior, then a more positive police/public interaction may be expected.

And, there exists an orientation to serve the public rather than oneself (Shernock, 1992).

Higher Education and Rewards

More and more, higher education, especially in law enforcement, has become the key to economic success. Such rewards measured under JSI categories (See Appendix A), include better salary, promotional opportunities, preferred shifts, and/or specialized assignments.

One benchmark study over the last 25 years has measured wage differences between college educated workers and those without a higher education. Documented economic returns were observed among the college workers in varying degrees influenced by profession and demographics (Murphy & Welch, 1989). These authors did, however, question the degree to which higher education yielded success referencing the Law of Supply and Demand. After all, there are certain practical limits even in a society whose need for police professional services are very large.

In one Illinois study examining the views of full time employed criminal justice students, favorable findings were reported in the chances for salary increases, assignment, and promotions (Barry, 1978). Bell (1979) reported similar findings in a Chicago PD study where educated cops enjoyed

increased promotional opportunities. One former NYPD police commissioner also subscribed to a theory that when officers are enticed with reward, their appetite for knowledge will increase and visa versa (Hoffman, 1972).

The trend continues to favor the higher educated employee. Since 1984, surveys revealed that college graduates' earnings were nearly twice that of their undergraduate counterparts (Koretz, 1988). He further acknowledged the economic rewards gained through education in that since 1984, college graduates, on the average, have earned nearly twice that of those with only high school diplomas. Still, those with a graduate degree earned an additional 25%, duplicating promotional raises among many supervisory positions in law enforcement.

Twenty years ago, one research position held that police departments should reward higher education as much as possible, in order to increase the educational level of policing as rapidly as possible (Sherman, 1977). This called for higher salary levels in every rank in which officers have degrees. Whisenand (1976) called for at least 2.5% of the current salary for every 30 credits completed toward a degree. Additionally, duty and shift adjustments, financial aid, and dual track class were all part of incentive plans proposed to agencies to encourage higher education.

The value of higher education in the promotional process was examined by Dezelan (1994), showing its subjective components and its relationship to test results.

He felt that education had a positive spin on advancement complimenting other criteria including seniority, attendance and disciplinary records. Dezelan(1994) also suggested that if police officers knew that educational pursuits would be credited toward promotions, then they would be more apt to seek out this endeavor.

One factor in promotions that is becoming increasingly important is overall competence. Criteria assessing this factor include written tests, oral interviews, problem solving exercises and performance records. A higher education may be the single greatest instrument, if not the tie-breaker, toward a successful promotional evaluation (McLaughlin & Smith, 1993).

Take, for example, the San Diego, California Police Department(SDPD). The SDPD has a firm requirement of 60 college credits for promotion to sergeant and 90 credits for lieutenant. The Sacramento, California Police Department has recently established a baccalaureate degree for promotion to lieutenant(Carter, et al, 1988). And the list continues to grow throughout the country.

In another opinion, Scott(1986), believed that the college requirement for promotion serves as one means, among many, for making the best use of educated personnel within the ranks. Salt Lake City Police Department now requires higher degrees for Lieutenant, Captain and above, with added stipends to salary bases for educational credits(Slama, 1997; Dawson, 1996). New York State Police, since 1991,

have joined their companions across the Hudson River in requiring higher education for entry level and promotion(Schmalleger, 1993).

The Dallas P.D. educational case over higher education was not, however, without merit. Today, at the local, county and state levels, about 14% of police agencies mandate some form of college. This further underscores a consensus on the educational issue in raising law enforcement standards.

The law enforcement profession, like the private sector, acknowledges and rewards higher education through pay incentives realized in promotions and work assignments be it Narcotics, Ballistics, DARE, and other specialized details later discovered in the study. Tuition assistance and annual stipends per earned college credit are also enjoyed by the successful higher education student. The LEEP program also brought about a myriad of incentive programs for police officers in the country(Carter & Sapp, 1991).

The Port Authority of New York and New Jersey Public Safety Department provides tuition assistance in reimbursing members up to 80% per graduate degree credit for a B grade or better(Varricchio, 1998). Sandy City, Utah is also supportive in that it reimburses tuition with similar criteria(Dawson, 1996).

Incentive programs continue to expand in an effort to encourage police personnel to continue their education even

beyond entry level requirements. The federal service now permits college graduates to be paid a higher entrance salary in certain categories if they have the requisite degrees (Wilson & McLaren, 1977).

A recent survey involving 486 agencies revealed that pay incentives, tuition assistance, shift adjustments and other benefits were afforded to those enrolled in higher education (Carter, Sapp & Stephens, 1988).

Higher Education and Performance

Probably, one of the more primary interests among most researchers today is the relationship between higher education and job performance. This was especially true during the 1960s, when growing concerns over police behavior drew focus upon recruitment and promotional criteria. One of the best studies of its kind involved a survey of 940 Dade County, Florida police officers. The results had shown that higher educated police personnel had fewer leave days, received less line of duty injuries, have fewer sick absences, fewer complaints, and were involved in fewer traffic accidents (Cascio, 1977). A 1965 study in Los Angeles, by B.E. Sanderson, found that college graduates did significantly better in the police academy, had fewer sick days, and were much more likely to be promoted (Delattre, 1996). The prevailing opinion was that to be successful, a sheepskin was not only desired, but required. Noren (1985) added that higher education taught police officers how to

approach a problem, research it and understand it, and how to think and learn.

The Carter, Sapp, and Stephens(1989) study of police higher education found a positive relationship between education and better performance. While such findings cannot be generalized to the entire police population, it certainly suggests that there may be quantifiable measures identified with such higher education and policing(Kappeler, Sapp & Carter, 1992).

The funding provided through 1968 legislation under The Omnibus Crime Control and Safe Streets Act, poured millions of dollars into the universities and college in higher education for police personnel. This funding was based upon the premise that it would foster genuine cooperative interaction between police and higher education, which in turn would lead to improved standards of performance(Gross, 1973).

Although not conclusively proven, there is some evidence in literature that suggests that higher education affects performance positively(Geary, 1979). Dougherty and Hammack(1990) suggested that aside from higher earning potential, that higher education has other values which include self confidence, community interest and a creative and positive effect on future performance. Another benefit is that college education expands an individual's intellectual base and provides for logical growth(Cascio & Real, 1976). The officer is better equipped to perform tasks

and make continual police decisions with minimal, and sometimes, no supervision(Mahan, 1991). Still, Girand(1977), believed that the college educated police officer was better equipped to deal with his duties than the less educated counterpart.

Arguments for and against hypothesized relationships between education and performance based attitudes continue to exist despite further empirical evidence. Worden(1990), in one study, proclaimed minimal relationship although he acknowledged the difference.

Some studies have cited the positive effects of education on police performance. The PERF report credits higher education with better written reports, enhanced communication skills, and a more effective job performance(Schmallegger, 1993). Per the Rand Study, violations of internal regulations, insubordination, negligent use of firearms and absenteeism were significantly less among New York City Police college graduates than their non college counterparts(Lynch, 1987).

Still, even in studies which yielded far less than significant findings in favor of higher education, better performance grades were issued to educated officers(Smith & Ostrom, 1974). The assumption being that higher education promotes skills for inculcating the appropriate values. Respondents reported by Barry(1978) in an Illinois study indicated a definite majority response on the positive effects of higher education on overall performance.

Several other studies have reported performance variance between the two levels of education. One study analyzing Chicago PD members revealed significantly higher levels of achievement among college educated personnel (Bell, 1979).

Lastly, many higher educated police officers are the proud recipients of citations, medals, commendations and other departmental signs of public recognition for exceptional police performance.

Higher Education and Integrity

Probity is a must in policing. Research has discovered a positive relationship between higher education and police ethics. This relationship has been examined for many years as the Carnegie Commission on Higher Education reported back in 1973 (Lynch, 1976). It was suggested that higher education, although not a panacea to all evil nor that which makes all people better persons, is an alternative towards positive exposure and thought process. College educated persons in law enforcement are often idealistically motivated and appear to resist corrupting influences (Wilson & McLaren, 1977).

In the early part of the 20th century, corruption among police in the United States was wide spread and most agencies were inefficient in establishing internal discipline and to eliminate the problem. They turned to a para-military model to establish order and organization from the top down (Auten, 1981).

Today, the quasi-military styles are being replaced with a more holistic and socialized value systems within police agencies to enforce the laws equitably and encourage positive employee performance. Fewer citizen complaints, fewer disciplinary actions against officers, and fewer allegations of excessive force have been evidenced and documented by numerous police officials (Vodicka, 1993). Still, college educated officers were less dogmatic, less bigoted and less authoritarian (Roberg, 1978). These results were also discovered in the 1973 Rand Study of the NYPD (Lynch, 1987).

Furthermore, Barry (1978) reported from one study that college educated officers were less likely to advocate arrest and employ discretion. Bell (1979) identified a positive correlation from one study where higher educated Chicago police officers had reduced civilian complaints, less terminations from service, and improved behavior.

Public perceptions of the police are often miffed by the unethical and immoral conduct among its membership. One such incident was the infamous Rodney King beating in March, 1991, by 4 members of the Los Angeles Police Department. The videotape, depicting police brutality, was broadcasted around the world. Every news editorial, community leader and citizen alike called out for justice and the subject of police ethics became the main focus of attention.

Higher education has been cited as the key to the ethical and aesthetic development of the individual thereby

encouraging police personnel to assume a moral code of conduct (Braunstein & Tyre, 1992). This is especially important when one considers the pressures and tensions placed upon police today, some of which contribute to the so-called violent prone public perception of them. Up until recently, no extensive role conflict training was afforded by agencies to their memberships (Mihanovich, 1980).

The NYPD Police Cadet program, created in 1985 to attract college students, was founded on the premise that higher education would improve the image of the police and that education fosters the qualities that police officers need to succeed (Williams, 1992).

The role of the police is changing from strict enforcer to a more social level of community service thus creating a need for a more holistic approach to law enforcement. The 20th century cultural and advanced technical eras have placed increased intellectual and psychological burdens upon police officers (Trojanowicz, 1983). It is hopeful that the value of higher education provides the officer with responsible, practical, and ethical alternatives to moral decisions while on duty.

Because higher education forces the study of other cultures and life styles, it is hopeful that it will lessen the impact of the so-called redneck mentality and help to reshape and change the tarnished image of the badge, especially in the inner cities (Holden, 1986). This was further claimed by O'Rourke (1971), who wrote that higher

education increased an officer's ability to articulate his thoughts, opinions, and feelings. This, in turn, lessened the likelihood of resorting to force from an inability to intellectually respond to situations.

Again, numerous studies have shown that educated police officers were less like to incur civilian complaints, and further research even indicated a positive correlation between higher education and overall better disciplinary records (Braunstein & Tyre, 1992). Still, a report by the Police Executive Research Forum (PERF) cited higher education for fewer citizen complaints, a wiser use of discretion and a heightened sensitivity for racial and ethnic issues.

According to the American Bar Association, everyone gains with a highly educated department, the community, the employer, and the police officers themselves (Mahan, 1991). By increasing educational levels, Mahan (1991) continues to claim that the number of liability findings could be reduced or eliminated in part.

Because a Syracuse study indicated that two-thirds of a police officer's time is spent in order maintenance and community services, an emphasis should be placed upon discretion, sound judgement and a balance of ethical decision capability (Dalley, 1975). The bulk of evidence seems to suggest that higher educated police officers are less stereotyped and less prejudiced than people with less education.

Because of these reasons, and following a national

trend, one Utah police chief in Sandy City organized a higher education program with the Salt Lake Community College because his agency felt that citizens deserved the best educated officers they can get (Dawson, 1996).

In a Rand Corporation study of the NYPD, the level of education of an individual police officer was found to be the most powerful predictor of civilian complaints involving the illegal or improper use of force (Lynch, 1987). It further reported that civilians complained three times more often about non-college officers on abuses of authority and allegations of religious and racial prejudice. The president of the Law Enforcement Assistance Foundation, Ordway Burden, also stated that the NYPD felt that its college graduates brought a higher level of sensitivity to the police job (Delattre, 1996).

Although levels of significance are inconclusive or indiscernible between higher education and the use of deadly force, one study did measure several variables in this area. Research linking education to more positive police behavior was conclusive, but a consistent pattern predicting educated officers in shoot-don't-shoot situations was difficult to prove (Sherman & Blumberg, 1981). However, most police officials felt more comfortable with the educated officer on the beat.

The above information seems to reaffirm the concept that higher educated officers can be expected to perform in a sound ethical manner. The professionalization movement in

policing stresses ethical leadership and high standards of honor and integrity, all within the spirit of higher learning(Iannone, 1987).

It is also believed that college trained police officers have a broader experience base though exposure to the various cultural characteristics, and people with different ethical and racial backgrounds(Palmiotto, 1981). This is perceived to translate into the elimination or reduction of prejudice and potential civil complaints. The Carter, Sapp, and Stephens(1988) study also supported a relationship between higher education and fewer citizen complaints against cops.

Repeated studies continue to demonstrate that college educated officers maintain healthier lifestyles resulting in their using less sick leave(Culloo, 1994). Still, further studies pointed out that higher education also leads to fuller more productive family lives, and better use of quality time to enjoy leisure activities(Jorgenson & Fraumentl, 1989). These factors have a positive impact in the police officer's conduct on duty.

One of the important functions of higher education is to develop moral leadership among the police. One such study conducted in New York demonstrated that police who are attracted to college were significantly less authoritarian than police who were not impelled to attend college(Locke & Smith, 1976). Their study further implied certain personality traits of college officers were more likely to

be in accordance with legal and constitutional guidelines on civil rights.

August Vollmer, former Berkeley Police Chief, said it best when he proclaimed that society suffers when our police are dishonest, brutal, stupid, and physically or temperamentally unfit for duty (Brereton, 1961).

Higher Education and Satisfaction

The lack of job satisfaction has been attributed to the inconclusiveness of police career success (Cipolla, 1996). Higher education has been linked to salary, promotions, fringe benefits, and other intrinsic rewards which may generally link education to satisfaction and then back to career success.

Job satisfaction is actually a bundle of elements which culminate into an attitude that an employee holds about his or her job. And, although these elements cannot easily be captured totally through questionnaires, there is unmistakable evidence linking the lack of job satisfaction to poor performance and unhappiness in the work place.

Professionalism is associated with higher education. This hierarchy is often identified by the three classic professions: Law, Medicine, Theology (Niederhoffer, 1967). Today, we must either add to or substitute the latter profession with Computer Science.

Professionalism, therefore, appeals to the thinking police officer and higher education encourages the thought process through challenge, knowledge and change (Mulkeen,

1985).

Higher education has been found to promote other values or non-academic qualities which may influence attitude and behavior. For example, college helps to enhance creativity, build self-confidence and a greater sense of personal security in the work place(Dougherty & Hammack, 1990).

Furthermore, studies claimed that higher education also gave us knowledge and instruction in the social graces and family matters, while developing in people a heightened appreciation for life, health, enjoyment and other leisure activities(Jorgenson & Fraumeni, 1989). The educated police organization will employ people who will subscribe to fraternalism, team spirit, and a participatory management ethic which demands total performance accountability.

Nothing contributes more to job satisfaction and morale as the agency's sincere interest in employee development, and the primary link here is the promotion of a higher education program. Such fundamental goals have long term effects on performance, attitudes and leadership(Whisenand, 1976). The level of job satisfaction was measured significantly higher among educated criminal justice employees in one study, where 72% agreed to this perception(Barry, 1978).

Police officers need to feel gratified knowing that they earned a degree that some thought was beyond their reach. They also feel that now a positive example has been set for others, particularly peer and family members(Slama,

1997). One officer in Salt Lake City's higher education program expressed his feelings stating that it was not self gratification to earn a degree, but that he was setting an example on the importance of education to his peers and to his daughter (Dawson, 1996). Again, a familiar chord is struck throughout the study.

The police do realize today that they too must represent the educational and cultural values of the populations they serve, and that we, as a group, are literate educated, law abiding citizens.

Higher Education and Retirement

The Bureau of Labor estimates that individuals require an income equal to approximately 70% of their working income to maintain a similar standard of living after retirement (Stratton, 1984). Therefore, it behooves officers to take advantage of the self-enhancement and increased marketability that a higher education provides.

Post police career employment prospects become increasingly important as employees reach retirement age. Most second career jobs of any merit require college education in addition to the law enforcement experience (Rehm, 1996). Higher education often becomes the clincher, or at least the tie-breaker, when police retirees interview for positions in the job market. Officers who pursue and earn degrees enhance their potential value in the job market considerably. There is no question that higher education, among a number of many hypothesized advantages, helps to

enhance the problem-solving skills necessary to perform successfully at anything(Carter, et al., 1988).

Retiring police officers in their late forties and fifties have many quality years left to contribute to a second profession. And from the economic standpoint, an experienced highly educated police officer is worth far more in the secondary job market than remaining on the job long past the average retirement age(Rehm, 1996). It is for this reason that college educated officers should realize that remaining active is often a poor financial decision.

In conclusion, higher education not only accentuates the officer's second career opportunities, but clearly helps officers to relate better to the psychological stressors often associated with retirement. In fact, retirement ranks as the ninth leading cause of stress in the United States(Chandler, 1991). Retirement does not have to be a bitter-sweet experience, but an exciting rewarding successful commencement in the after life from policing.

Summary

A large scale study in Illinois conducted during the mid 1980s indicated a substantial increase in academic criteria for police chief positions. The survey revealed that nearly 70% held degrees in higher education(Chandler, 1984). In the years since that study, growing numbers of college educated officers have assumed such leadership roles in law enforcement agencies.

Many years since the President's Commission on Law

Enforcement and Administration of Justice, higher education levels have become a hallmark for executive level offices in police agencies across the country. And, more than half of all agencies offer educational pay incentives or tuition assistance to their officers(Carter, Sapp & Stephens, 1989).

Clearly, the move toward higher education levels benefit individual officers as it benefits their departments and the communities they serve. Higher education continues to be one of the greatest achievements in our civilization and its relationship with the American public is an envy to the world(Quehl, 1998). Trojanowicz and Nicholson(1976), compare this phenomenon with the educated cop closing the once felt communication gap with the greater American public.

Lastly, definitions and perceptions of professionalism among police personnel differ, although most highly educated officers considered themselves more professional and are being compensated for their higher educated status(Scott, 1986).

Where one pursues higher education can also have significance, and there is evidence which suggests that certain colleges may offer certain experiences that may influence the future success of their student membership, especially income levels(Smart, 1988). To this end, higher educational programs, similar to the NJSPGSP sponsored by Seton Hall University, offer this experience for such public agency employees(Schmallegger, 1993); in this case law

enforcement personnel.

CHAPTER III DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to investigate perceptions and expectations of higher education law enforcement students concerning career success.

This chapter will identify the subjects, materials, and methodology employed and utilized to conduct the study. Research instruments, sources of data, conduct of the study, and other techniques for discovering findings have also been included in the chapter. The qualitative interviewing of designated subjects served the writer invaluablely throughout the project - particularly in their candid responses to the research questions.

The best methods of acquiring qualitative data about people's personal perspectives, experiences, opinions, feelings, attitudes, knowledge, and lives in general is through interviews (Babbie, 1998). This is because qualitative interviewing is a natural for many of us, particularly in the law enforcement profession where asking questions and noting answers is a natural process. Better stated in Patton, (1990), "qualitative methods can be used to discover what is happening and then to verify what has been discovered", "feedback is the central activity for qualitative data" (P.60).

This study will entail direct and personal contact with people in their own academic and professional environments

to capture that which is necessary and desirable for effect. Such qualitative study can be rich in descriptive detail and may map out a functionalist view of social reality to the subject matter (Pascarella, 1991).

Once again, through observation and interviewing, we may discover a relationship between the learning experience in education and future application - in this case, success. Patton (1990) says it best when he recommends knowing how to listen when knowledgeable people talk.

Subjects

All of the subjects solicited for research were enrolled members of the "NJSPGSP", the acronym for the New Jersey State Police Graduate Studies Program. Since 1984, the program has been attended by literally thousands of law enforcement personnel throughout the region.

The subjects represent a cross section of sworn law enforcement officers from two states, New York & New Jersey, who serve on the federal, state, and municipal levels of government, and hold ranks from the entry level through Director or Chief of Police.

A total of 400 students are currently enrolled in the Program, predominantly from the New Jersey State Police and the Port Authority Public Safety Department. However, recent recruitment has resulted in the federal agencies joining the program including U.S. Customs, Drug Enforcement Agency (DEA), Federal Bureau Investigation (FBI), U.S. Secret Service, and U.S. Immigrations and Naturalization

Service (INS).

Still, law enforcement personnel from at least eight New Jersey counties are represented in the program and attend the 8 off-campus training sites located throughout the entire state from as far north as Mahwah, to as far south as Cape May.

The study was designed to look at a selective group of sworn police personnel who already had achieved an academic degree and were currently employed in the profession. The NJSPGSP provided this resource for such a study in that this population was a true representation of the law enforcement community within the greater metropolitan area. It is also one of the largest off-campus Police Graduate Studies program in the nation (Varricchio, 1998).

A random sample size of 21 members were selected for face-to-face interviewing, among 400 members, who all shared an equal chance at being selected for participation in the study. Because sample representation was from across two states, a more global and significant result could be anticipated for the study. The two largest represented agencies in the program are the NJ State Police and the Port Authority Police - constituting approximately 50% of the student population. It was for this reason that the two agency heads were also selected for the interview process.

The selection process resulted in an almost equitable distribution of subjects from the geographical areas served by the Program, with the following demographic

characteristics among the majority of the sample candidates.

1. Most subjects were from New Jersey based agencies. It should be noted that only Port Authority Police students serve at New York locations. These included the JFK & LaGuardia Airports, Bus Terminal, PATH trains, World Trade Center, and the Tunnels & Bridges which span the Hudson River (Holland & Lincoln Tunnels, George Washington Bridge, and the Staten Island Bridges).
2. Most subjects were uniformed personnel represented by collective bargaining, mostly of whom were employed by agencies who had at least an entry level higher educational requirement.
3. Most subjects were members of law enforcement agencies within the counties served by the NJSPGSP, which include Bergen, Essex, Hudson, Morris, Union, Ocean, and Huntington, in addition to the aforementioned New York Commands.

The respective ranks of the randomly selected subjects varied from entry level positions including: Police Officer, municipal departments, Trooper, the State Police, and Special Agent for federal personnel.

The remaining ranks are identified as follows: For the NJ State Police in order from lowest to highest are Trooper & Detective, Trooper II & Detective II, Trooper I & Detective I, Sergeant and Detective Sergeant, Sergeant First Class & Detective Sergeant First Class, Lieutenant, Captain,

Major Lieutenant Colonel, Colonel, and Superintendent.

The Port Authority chain of command advances through two structures, uniformed and non-uniformed ranks. Uniformed ranks begin at Police Officer, and advance to a similar military order aforementioned. These ranks include Sergeant, Lieutenant, Captain, Deputy Inspector, Inspector, Assistant Chief, Chief Inspector, Chief of Department and Superintendent of Police.

The Detective ranks begin at Detective, and advance to Detective Sergeant, Detective Lieutenant, and Captain of Detectives. All ranks answer to all Chief positions.

The federal agencies - as in the DEA and FBI, are ranked from entry level Special Agent, and advance to Field Supervisory Agent. Special Agent in Charge(SAC), and continue up through the GS grades.

U.S. Customs and Immigration personnel also employ a uniformed force of inspectors most of whom police the airport facilities. They are ranked militarily; the ranks are Sergeant, Lieutenant, and Captain.

Most other police agencies in the program are ranked from Police Officer through Captain, with some variations in the senior police management levels.

Lastly, it is important to note that the above ranks are identified in a demographic data survey qualifying the study population. Additionally, a small percentage of the student population is retired from active police service, and now either teaching or serving with the private sector

in a variety of security related positions.

Materials

The testing instruments utilized in this study were both qualitative and quantitative in design. The primary vehicle was a qualitative interview process chosen and developed by this writer to measure congruence on the perceptions of law enforcement personnel on higher education and career success. The application of a random selection process yielded a sample of 21 interviewees.

Studies measuring the relationships between higher education and job successes exist, but measuring effects can be difficult, particularly due to the nature of job complexity.

There were two additional instruments utilized in the study: A "Demographic Data Form" (DDF) and a "Job Success Indicator"(JSI) questionnaire. These research documents were designed by this researcher and approved by a Jury of Experts, three designated law enforcement professionals, all of whom are published, highly educated, and hold terminal degrees.

A review of the classified subject index of The Tenth Mental Measurements Yearbook published by the staff of the Buros Institute, University of Nebraska, revealed the absence of a desired instrument to measure career success(Buros, 1989).

The JSI was designed to measure perceptions of job success in 8 specifically identified areas: salary,

promotion, assignment, specialization, citations, integrity, satisfaction, and retirement. The JSI is simplistic in format, and requires a brief amount of time for completion.

The JSI was designed to capture what it intends to measure, the degree to which respondents measure job successes. Data is ranked in an ordinal manner from the strongest order of agreement through the strongest order of disagreement per category, with a central point of no opinion.

The distribution and collection of these instruments were delegated to faculty members at the respective training sites. This data will be further analyzed with the current literature in the field.

The Demographic Data Form was designed to establish qualitative data of the study population, broken down by rank, assignment, age, educational level, years of service, performance, retirement plans, and job criteria. Frequency Distributions reflect the collection and analysis of this data.

Interview Format

Seven open ended questions were presented to each respondent in order to meet the objectives of the study. Responses were tape recorded and a copy of the transcription was offered to each respondent upon their request. The following questions were presented during the interview process.

QUESTION #1

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

QUESTION #2

Professional success may be defined in numerous ways. In what terms and in your own words would you measure career success?

QUESTION #3

What is it that people like yourself are experiencing in this program which may contribute to professional success? What particular success factors - if any, were influenced mostly by this program?

QUESTION #4

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

QUESTION #5

What are your immediate professional goals-within the next three to five years, and what are your long term professional goals - within the next ten years?

QUESTION #6

How have you already applied the acquired program knowledge or skills to your current profession, position, or life in general?

QUESTION #7

Please comment on who profits mostly from this academic

experience, yourself, your colleagues, your boss, or your family?

Information obtained by these questions should provide substantial insight and conceptualization for bridging education and success. The above 7 questions will be submitted to the committee for approval and validation.

The opportunity and ability to capture the most valuable research instrument, the students, will assist in the culmination of data essential for the study. Two final interviewees included agency heads or their designated representatives from the Port Authority Police Department and the New Jersey State Police. These are two of the most represented agencies in the study.

Procedures

The procedures followed in this study were divided into two separate and distinct categories and processes:

1. Distribution and Collection of Data
2. Analysis of Data

Distribution and Collection of Data

The data distribution and collection process for the study was task oriented in that it involved extensive organization (copying, collating, packaging) for the dissemination and collection of study materials.

Hi-tech methodology was, however, quite successful, to reiterate the phrase, and provided the necessary responses to complete the study.

A written communication was sent out to all currently enrolled students in the NJSPGSP informing them of the planned study. This was an essential component of the study to ensure that an adequate amount of responses were returned.

Each participant was advised of the nature and extent of the topic and provided with an envelop containing the two survey instruments: Demographic Data Form and "JBI", with a Consent Form and instructions. (See Appendices A, B, & E).

The surveys included demographic questions that were designed to distinguish variables relevant to the study.

Members were further advised that a random selection process may result in their voluntary participation in a future interview process conducted by this writer and recorded for research purposes. All students were also informed that the research had been fully authorized, reviewed, and approved by the IRB, Institutional Review Board, of Seton Hall University, as well as respected police officials within the NJSPGSP.

Additionally, letters were also sent to officials about the study and how it may be helpful to their departments and to the overall law enforcement profession. They were also advised that, upon request, a copy of study results would be provided to them.

Lastly, follow-up letters were prepared for mailing in the event that responses were slow or expected not to be forthcoming.

Mailings were restricted to members who were enrolled in the NJSPGSP as of the January, 1998 roster at Seton Hall University. It was anticipated that a percentage of the study population would graduate the program within the time frame of the study.

Analysis of Data

The demographic data will be illustrated through basic descriptive statistics to plot the information gleaned from all respondents. Bar graphs and frequency distributions will identify variables of age, tenure, rank, educational level, and other categorical data. This will address the summarization, organization, and presentation of all data.

Qualitative data analysis will include reactions, comments and consensus of the interviewees to the questions presented to them. Scaled responses from the "JSI" survey will be reflected also in statistical charting.

Summary

The subjects of this study were law enforcement personnel from three levels of jurisdiction from two states, but primarily from New Jersey. The population size of 400 for quantitative research represents a reasonable proportion of the student population within the profession. The sample size of 21 randomly selected for the qualitative interview process represents a reasonable proportion of the student population within the population.

As noted in Witte & Witte (1997), "a wise researcher attempts to select a sample size, because it isn't excessively large, minimizes the detection of a small, unimportant effect" (p.257).

The instruments selected for this study were the interview process for qualitative data and two written instruments - the Demographic Data Form and the scaled Job Success Indicator.

The procedures that were employed in the collection and analysis of all research data are also delineated in this chapter. From the data analysis, certain conclusions will be drawn about the tested variables, education and success, and the study will conclude with recommendations worthy for further research.

All data gleaned from this portion of the study will be summarized and presented in Chapter IV, with conclusions and recommendations for further study in Chapter V.

Pilot Study

A Pilot Study was conducted for a Research class project in 1998 for the purposes of investigating a relationship between higher levels of education achieved by the greater law enforcement community and professional career success associated with this academic achievement.

The student body in the class was utilized as the study population that was subjected to a survey instrument and a "Qualitative Interview" process, two primary sources of

data.

Students were presented with a series of 7 open ended questions relevant to the study topic. The interviews were taped, with full disclosure and permission, and in the public view of the class.

Since the pilot study, a number of revisions were enacted for this subsequent study. Realizing that certain biases and other emotional restrictions may distort the outcome of data, the actual study interviews were conducted in private, with twice the number of interviewees in the actual study. Along with these additional amendments were also made:

1. A substantially larger study population to capture a sufficient number of higher education law enforcement subjects. The 400 members of the NJSPGSP more than satisfied this requirement.
2. The application of a testing instrument designed to measure perceptions of career success among higher education law enforcement students.
3. The revision of a demographic data instrument which would insure complete anonymity by the removal of the agency and leader identification on the form itself.
4. The introduction of a quantitative dimension to the study.
5. The culmination of numerous references containing extensive literature and studies on the topic.

6. The development and application of a valid research instrument, the JSI, designed by this writer and approved by a Jury of Experts, intending to reveal perceptions of career success from the study population.

It was the essence of this pilot study which provided a template for this dissertation. An extensive search and review of literature was conducted during and after the pilot study.

CHAPTER IV RESULTS OF STUDY

Introduction

The purpose of this study was to investigate perceptions and expectations of higher education law enforcement students concerning career success.

This chapter contains the findings of the study which were based upon the results of response data derived from the Job Success Indicator (JSI) instrument (See Appendix A), the Demographic Data Form (DDF) survey (See Appendix B), and the recorded qualitative interviews with 21 members of the study population, and two agency head representatives from the New Jersey State Police and The Port Authority of NY & NJ. (See Appendix H). All data collected from these resources has been reported in this chapter.

The JSI and DDF was distributed to 400 members of the NJSPGSP as stated in Chapter III entitled "Subjects - Materials - Procedures". Among the entire study population, there were 190 respondents (47.5%) who voluntarily participated in the study and provided the requested research information for the study.

The Job Success Indicator (JSI) was administered to each participant to identify and measure their perceptions of career success, and the results were scored and recorded by this researcher as indicated in the below diagrams and graphs. Eight categories, in addition to a write-in section, were presented to the students for completion and

appropriate rating of each category.

The responses were then numerically translated into percentages for graphing and analysis. The results are presented in Table 1 and expressed in Figures 1 through 8.

The demographic data on the participants is presented in Tables 2 through 9, and a summary of the information is reported in narrative form. The quantitative data on age, tenure, citations, and complaints has been summarized and reflected in Tables 2, 4, 7 and 8 complete with cumulative percentages, denoting the appropriate numerical strength associated with each category. The qualitative data on rank, education, retirement and assignments has been represented in Tables 3, 5, 6 and 9 respectively, and research interpretation follows the categories.

The 21 participant interviews were reported and summarized by listing each of the 5 research questions followed by the corresponding interview questions. This also included all final comments solicited from students.

Relative responses from the participants are then presented for each question in brief narrative form. The section concludes with the summary of interviews conducted with the two high ranking police officials.

Table 1

Job Success Indicator (JSI) Data Results (n=190)

CATEGORY	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
SALARY	68	36%	112	59%	04	2%	06	3%	00	0%
PROMOTION	90	48%	86	45%	04	2%	10	5%	00	0%
ASSIGNMENT	28	15%	88	46%	36	19%	34	18%	04	2%
SPECIALISATION	64	34%	102	54%	16	8%	08	4%	00	0%
CITATIONS	42	22%	72	38%	36	19%	34	18%	06	3%
INTEGRITY	52	27%	72	38%	20	11%	36	19%	10	5%
SATISFACTION*	126	66%	64	34%	00	0%	00	0%	00	0%
RETIREMENT	64	34%	96	50%	20	11%	08	4%	02	1%
OTHER	Peer recognition at work place Exceed one's performance expectations Self Actualization, self fulfillment Agency's image in the community Total success at work an home Equitable economic and social profit Total job skill development Enjoyment within a work ethic Total work goal achievement Influence policy and decision making Continued pride throughout one's career Notoriety and fame at the work place High degree of police professionalism High order public speaking skills Achieving high levels of responsibility & trust Extensive knowledge and accompanying power base									

*Note: Over 66% of respondents "strongly agreed" in this category. It should be noted that all but one student also responded in the affirmative to this final question on the Demographic Data Form survey to wit: "Are you satisfied with your job?". Further discussion in this area was also generated in the interview process which follows.

Figure 1**JSI Results - Salary**

A large majority of the respondents (95%), agreed or strongly agreed that career success may be measured in terms of pay, income, or other monetary benefit.

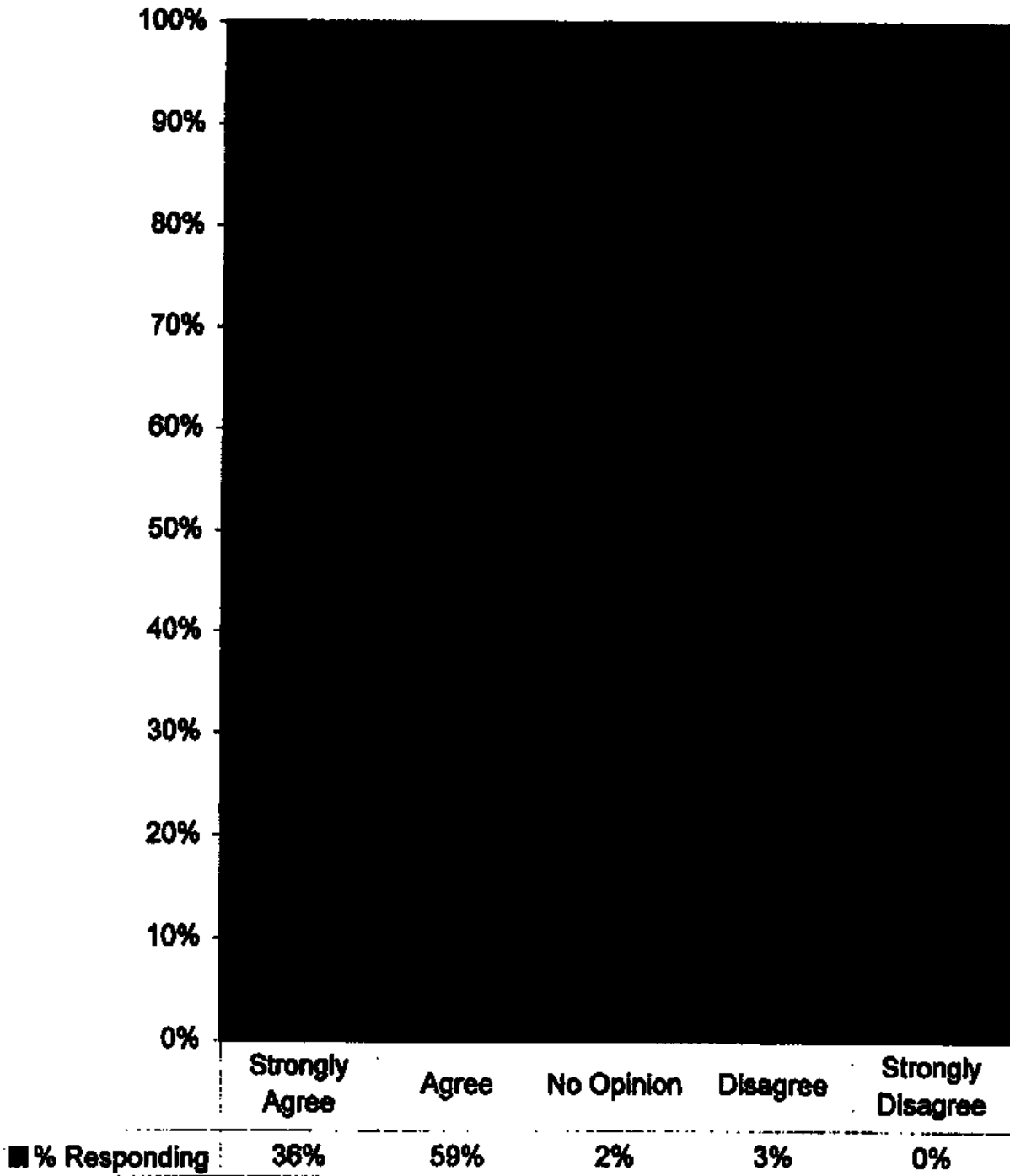
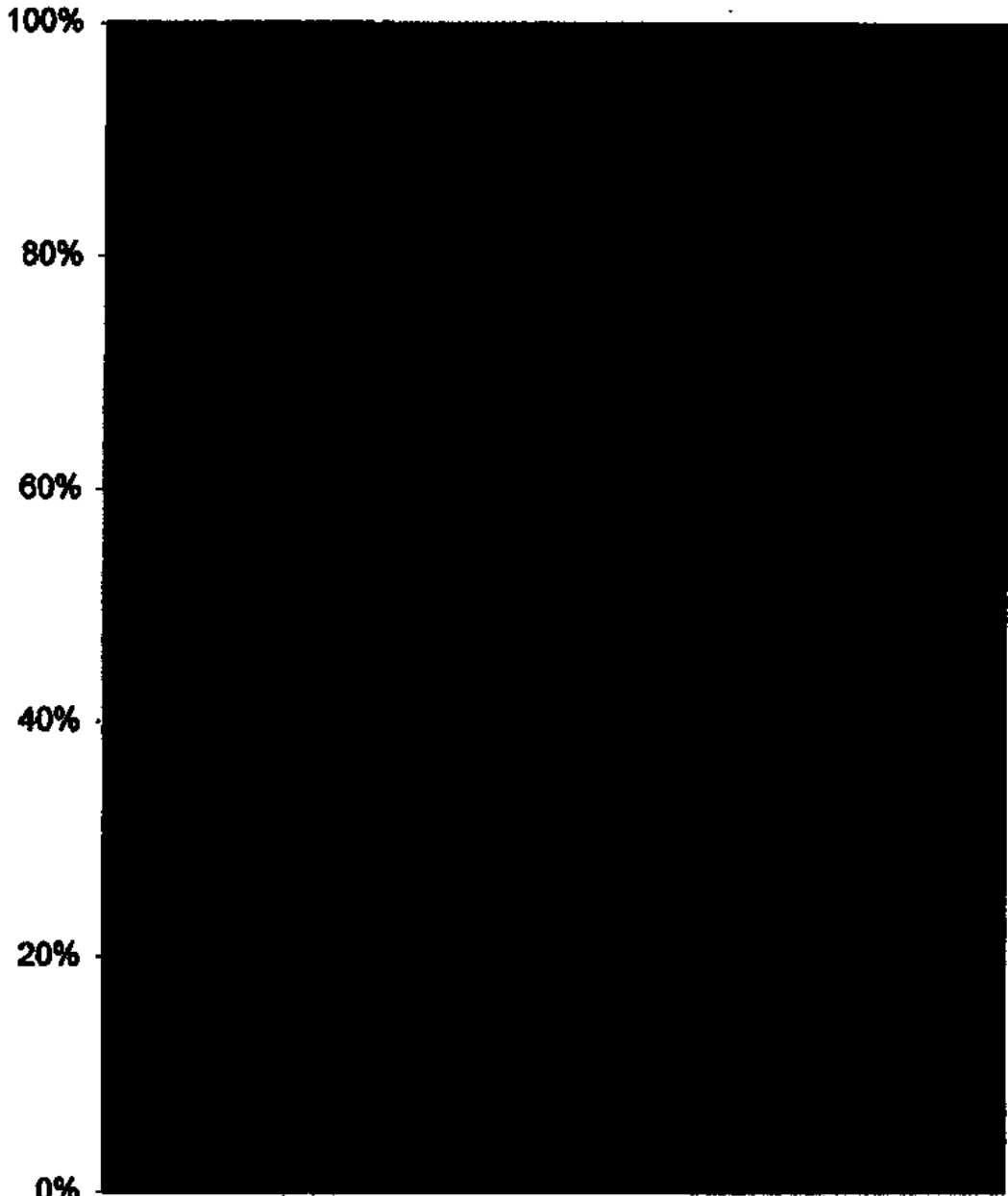


Figure 2

JSI Results - Promotion

A large majority of the respondents (93%), agreed or strongly agreed that career success may be measured in terms of promotions, rank, or other advancement.



	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
■ % Responding	48%	45%	20%	50%	0%

Figure 3**JSI Results - Assignment**

A majority of the respondents (61%), agreed or strongly agreed that career success may be measured in terms of preferred tours of duty, days off, etc.

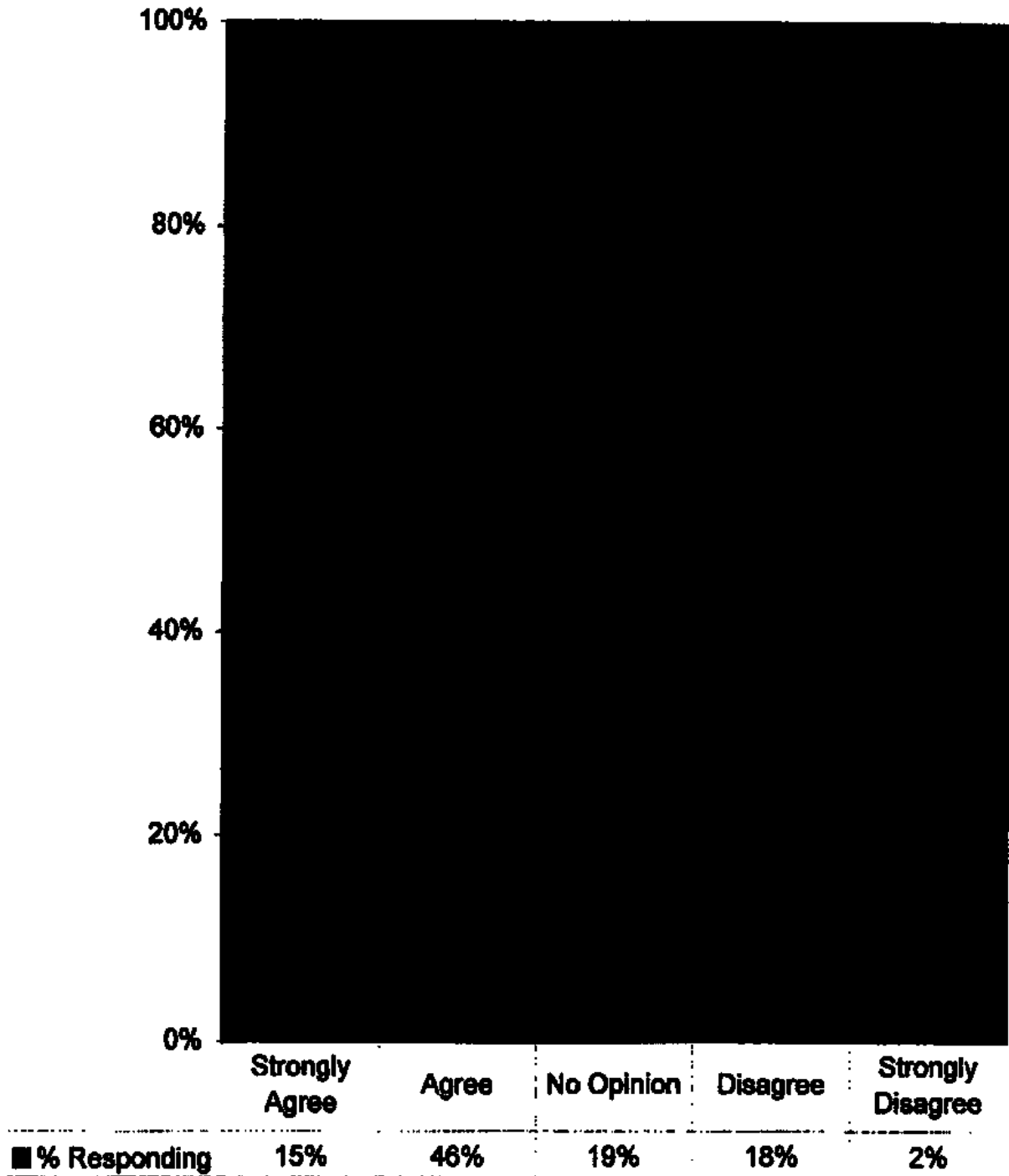


Figure 4

JSI Results - Specialization

A large majority of the respondents (88%), agreed or strongly agreed that career success may be measured in terms of specialized work assignments with special skills.

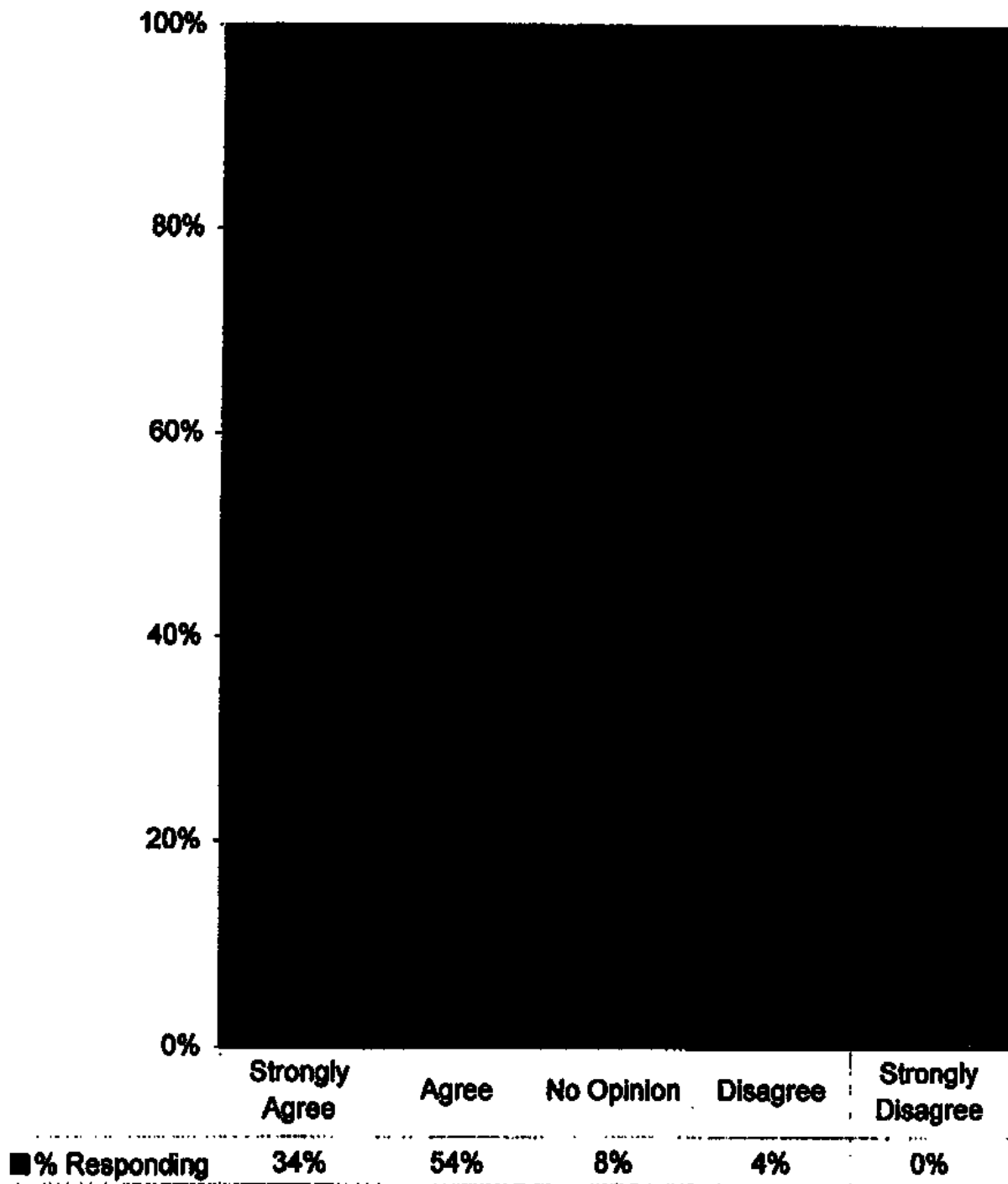


Figure 5**JSI Results - Citations**

A majority of the respondents (60%), agreed or strongly agreed that career success may be measured in terms of the number of awarded medals and commendations.

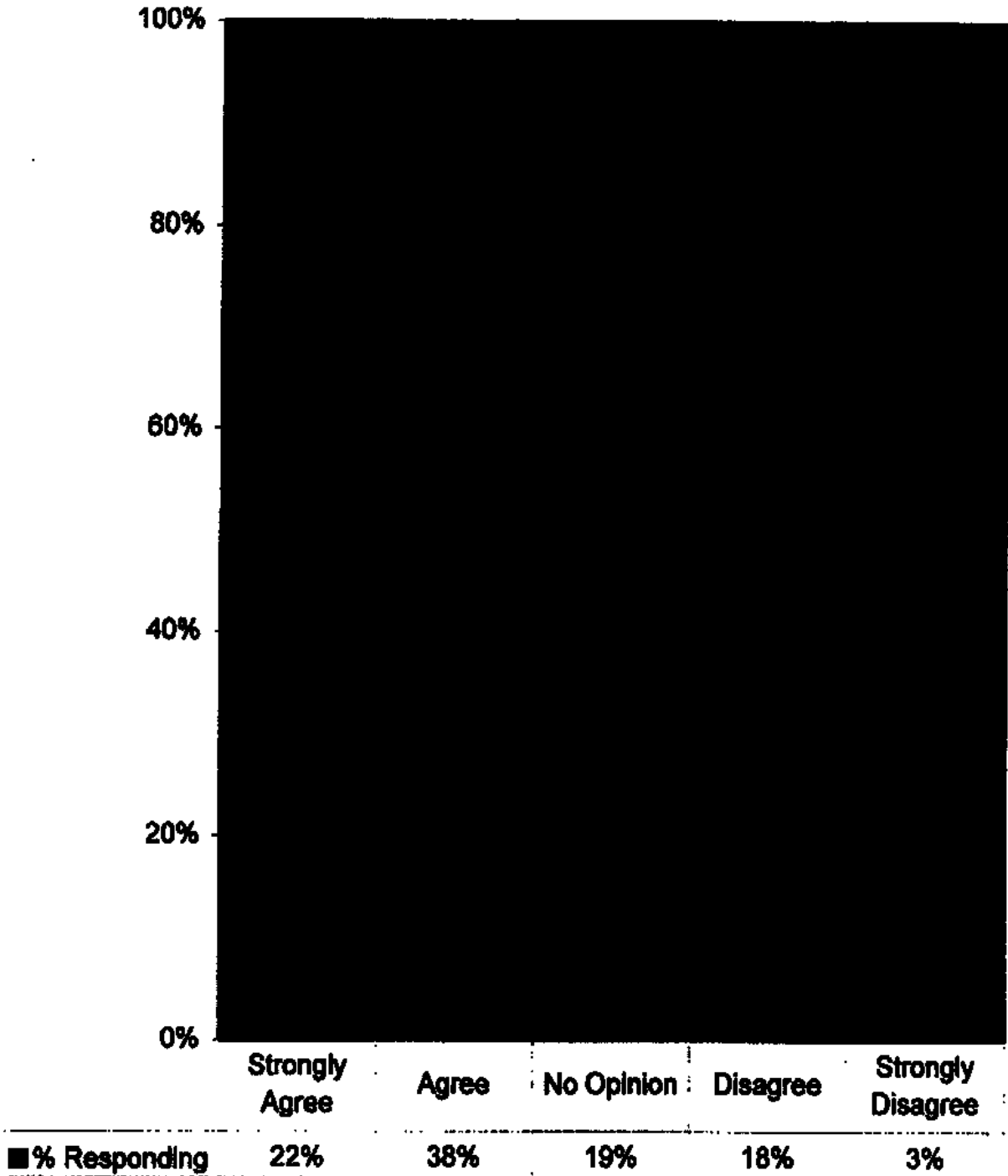


Figure 6**JSI Results - Integrity**

A majority of the respondents (65%), agreed or strongly agreed that career success may be measured in terms of the number of civilian complaints.

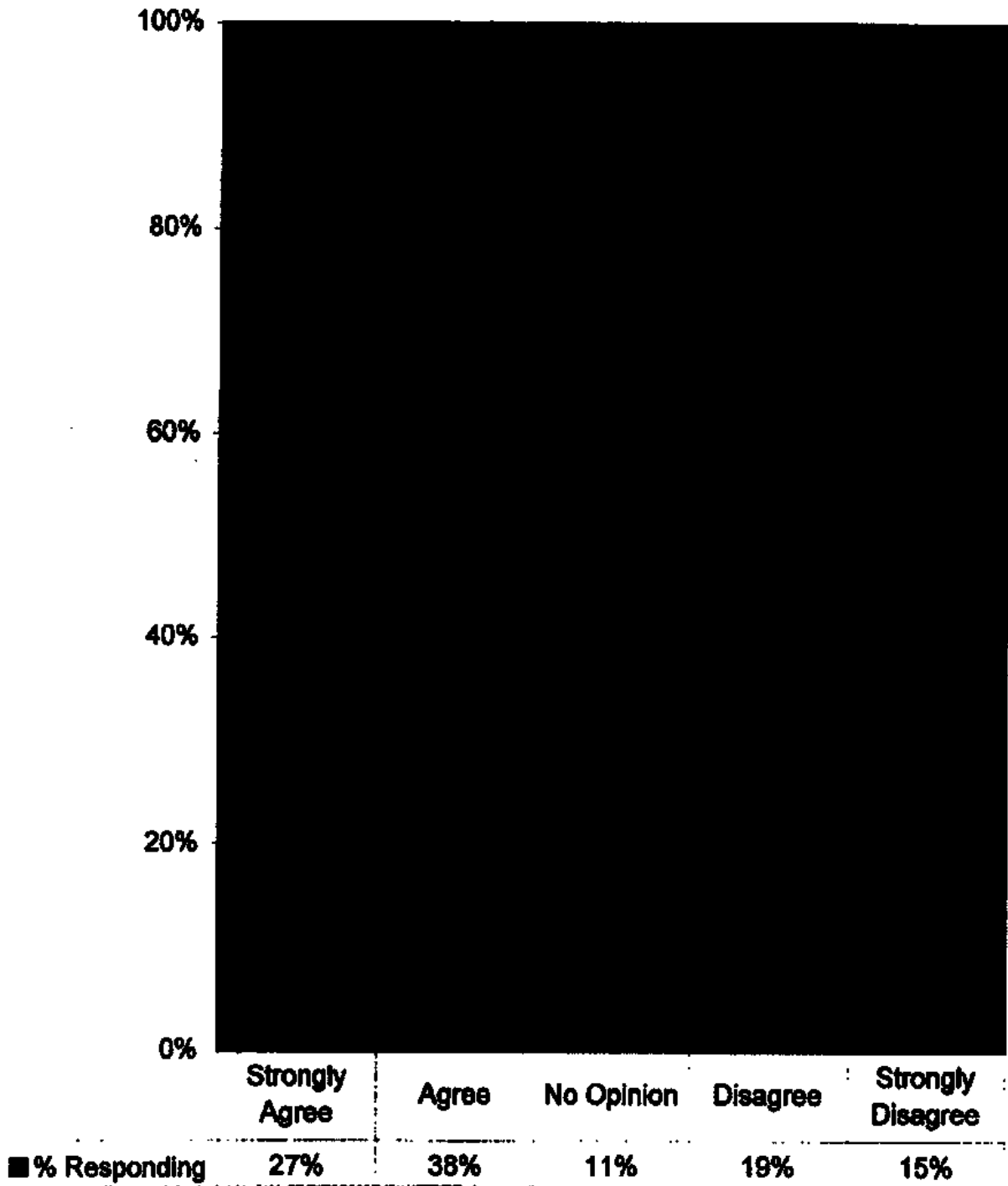


Figure 7**JSI Results - Satisfaction**

A totality of the respondents (100%), agreed or strongly agreed that career success may be measured in terms of work recognition and job satisfaction.

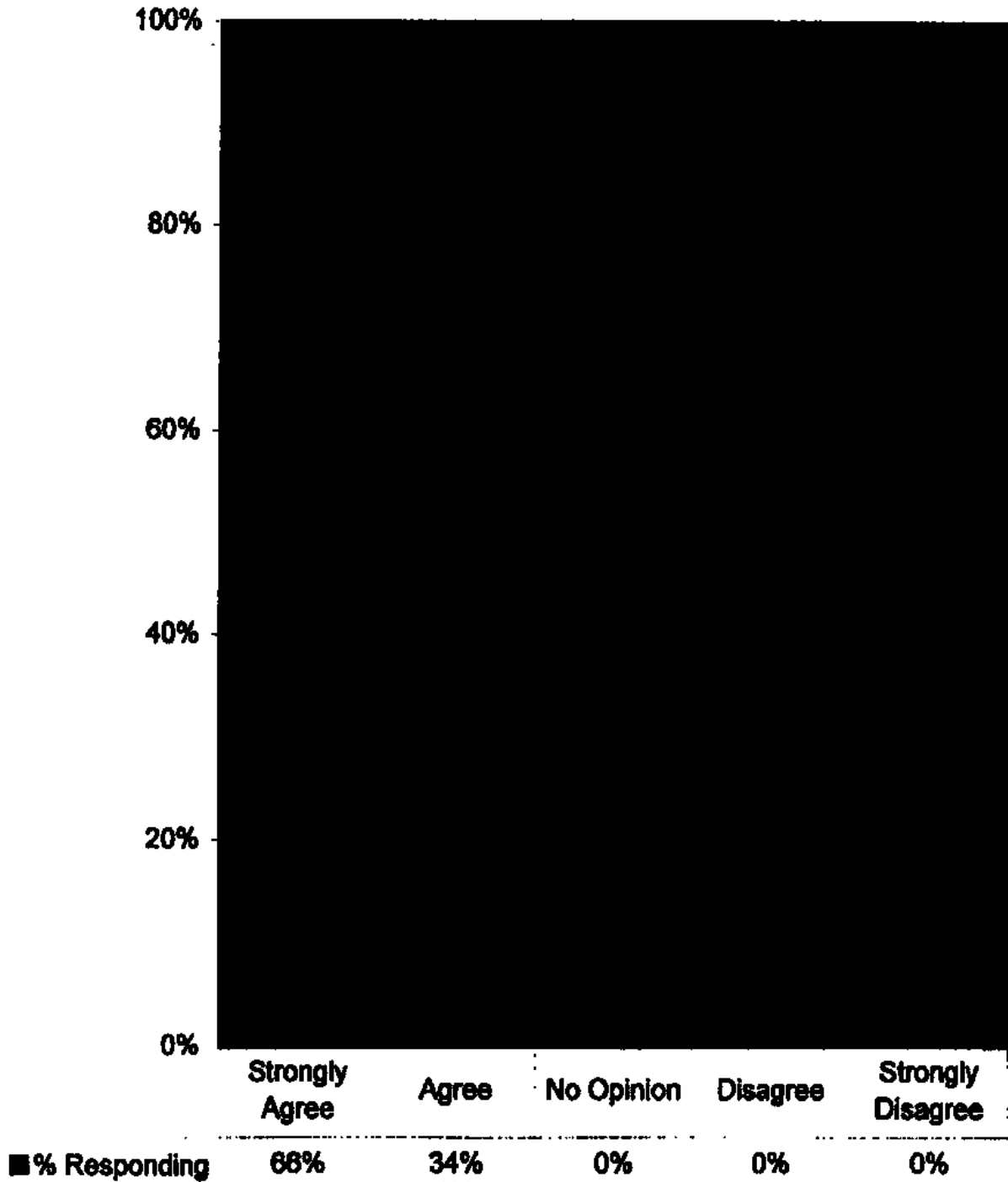
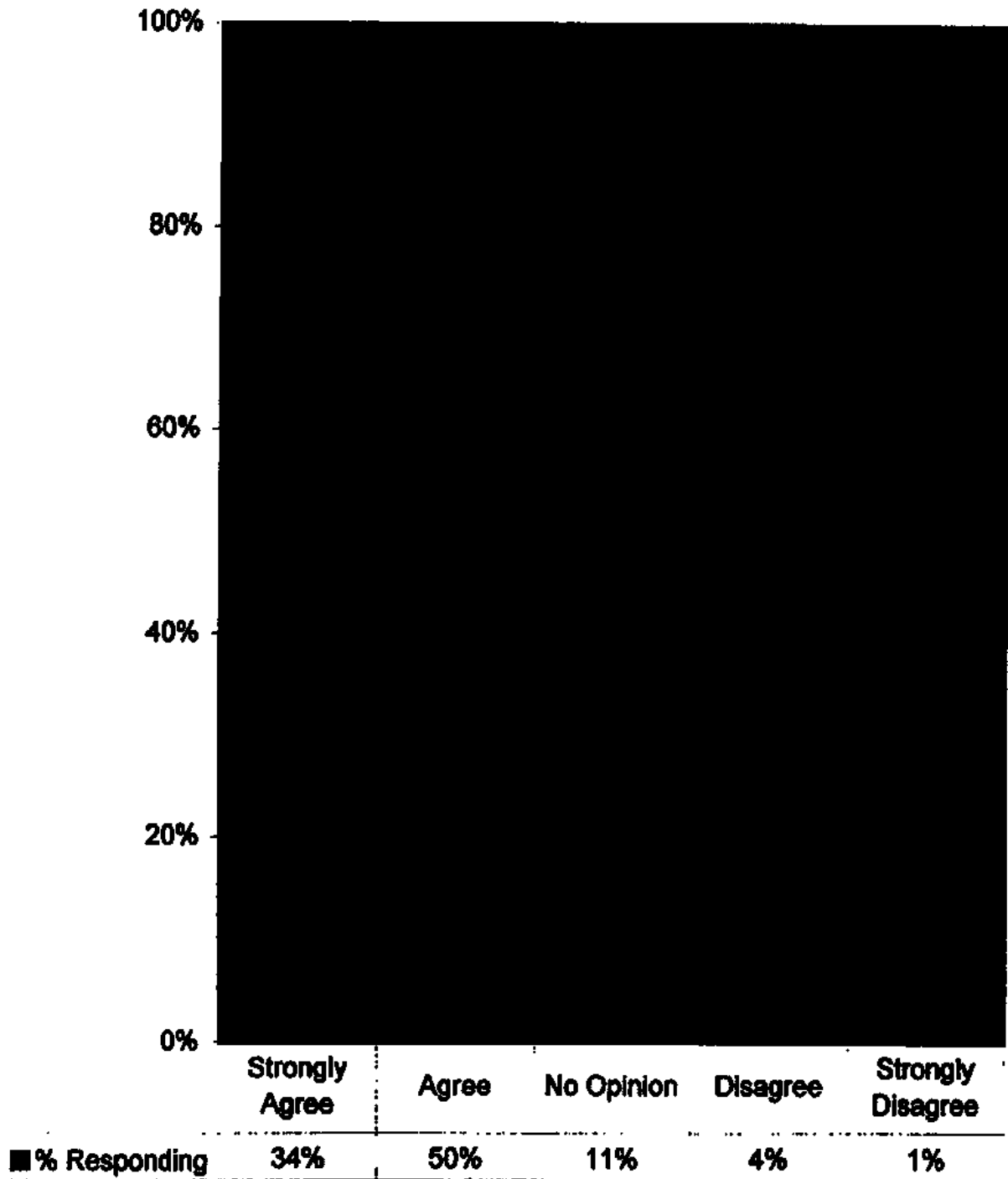


Figure 8**JSI Results - Retirement**

A large majority of the respondents (84%), agreed or strongly agreed that career success may be measured in terms of job tenure and second career opportunities.



Demographic Data Form

The purpose and significance of this descriptive data was to furnish a better understanding of the study population and to triangulate this information with the other reported information. Furthermore, there existed the possibility said data may correspond to further discovered research revealed throughout the course of the study, or for reference in recommended duplicate studies.

The decision to utilize this particular survey instrument was a result of a prior experience during a 1998 pilot study conducted under the tutelage of the current research mentor. Certain modifications were made to capture and summarize pertinent information commensurate with the study population.

The data is reported in the following order. It begins with age, rank and tenure of the sample subjects, followed by their agency's posted educational requirements and their own respective levels. Retirement data from two survey questions is then indicated by table and narrative. The next two tables report on citations earned among the group and the number of complaints lodged against members of this group. The last frequency distribution addresses the assignments of the 190 respondents. The chapter concludes with data on job satisfaction and its relationship with the study.

Table 2

Frequency Distribution on Subjects' Age

<u>Age</u>	<u>n</u>	<u>%</u>	<u>Cumulative%</u>
25	06	3.0	3.0
26	09	4.6	7.6
27	10	5.2	12.8
28	10	5.2	18.0
29	10	5.2	23.2
30	21	11.0	34.2
31	15	7.8	42.0
32	15	7.8	49.8
33	15	7.8	57.6
34	10	5.2	62.8
35	12	6.2	69.0
36	04	2.0	71.0
37	06	3.0	74.0
38	03	1.5	75.5
39	04	2.0	77.5
40	04	2.0	79.5
41	03	1.5	81.0
42	01	0.5	81.5
43	07	3.5	85.0
44	03	0.5	85.5
45	07	3.5	89.0
46	07	3.5	92.5
47	01	0.5	93.0
48	02	1.0	94.0
49	05	2.5	96.5
50	02	1.0	97.5
51	03	1.0	98.5
52	02	1.0	99.5
53	01	0.5	100.0
Total	190	100.0	

Note: Table 2 presents a frequency distribution on the age of the participating respondents. A most interesting perspective may be observed and logical conclusions may be drawn as we relate the following statistics. The subjects' ages ranged from 25 to 53, with a mean of 36.23 and a median of 38.5, among the 39 age observations contained in the distribution. The most frequently occurring observation was the age 30 with 21 students, although measures of central tendency hover at ages of 27 through 35.

Table 3

Frequency Distribution on Subjects' Rank

Federal Level

Rank	n	%
Chief	1	10
Special Agent	8	80
Agent in Charge	1	10
Total:	10	100%

State Level (includes Port Authority)

Rank	n	%
Colonel	01	01
Captain	00	00
Lieutenant	09	09
SFC	03	03
Sergeant	08	08
Corporal	02	02
Trooper	50	50
Police Officer	20	20
DSG	02	02
Detective	05	05
Total:	100	100%

County Level

Rank	n	%
Chief	00	00
Captain	00	00
Lieutenant	02	06
Sergeant	02	06
Detective	12	40
Investigator	10	34
Police Officer	04	14
Total:	30	100%

Municipal Level

Rank	n	%
Chief	00	00
Captain	00	00
Lieutenant	02	04
Sergeant	02	04
Detective	10	20
DSG	01	02
Police Officer	35	70
Total:	50	100%
Grand Total	190	

Note: Of the 190 respondents surveyed, 128 or approximately two-thirds were at the entry levels; 62 or one third were bosses. The above listed ranks were the only listed uniform and detective positions represented in the study.

Table 4

Frequency Distribution on Subject's Tenure

<u>Years</u>	<u>n</u>	<u>%</u>	<u>Cumulative%</u>
1	07	3.5	3.5
2	07	3.5	7.0
3	07	3.5	10.5
4	08	4.2	14.7
5	13	6.8	21.5
6	08	4.2	25.7
7	08	4.2	29.9
8	09	4.6	34.5
9	08	4.2	38.7
10	09	4.6	43.3
11	12	6.5	49.8
12	09	4.6	54.4
13	09	4.6	59.0
14	09	4.6	63.6
15	06	3.0	66.6
16	06	3.0	69.6
17	04	2.0	71.6
18	04	2.0	73.6
19	08	4.2	77.8
20	08	4.2	82.0
21	04	2.0	84.0
22	05	2.5	86.5
23	04	2.0	88.5
24	07	3.5	92.0
25	03	1.5	93.5
26	02	1.0	94.5
27	03	1.5	96.0
28	05	2.5	98.0
29	02	1.0	99.5
30	02	1.0	100.0
Total	190	100.0	

Note: The subjects' job tenure ranged from 1 to 30 years, with a mean of 13.25 and a median of 15.5, among the thirty observations contained in the distribution. The most frequently occurring observation was 5 years on the job with 13 students.

Table 5

Frequency Distribution on Educational Requirements

Agency	Level	Yes		No	
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Federal n = 10	Entry	10	100	00	00
	Promotion	10	100	00	00
Agency	Level	Yes		No	
State/PA n = 100	Entry	80	80	20	20
	Promotion	80	80	20	20
Agency	Level	Yes		No	
County n = 30	Entry	10	33	20	67
	Promotion	10	33	20	67
Agency	Level	Yes		No	
Municipal* n = 50	Entry	20	40	30	60
	Promotion	20	40	30	60
Agency	Level	Yes		No	
Total N = 190	Entry	120	63	70	37
	Promotion	120	63	70	37

Note: At the time this study was conducted, college requirements for entry and promotional evaluation were still in the proposal state pending final approval. Of the 190 respondents in the study, all members had 4 year degrees, a basic requisite for the NJSPGSP program. Among the study population, 15 members had achieved graduate degrees even before entering into the NJSPGSP program. Currently, 20% of state agencies and 67% of municipal agencies do not have educational criteria for either level.

Table 6

Frequency Distribution on Post Retirement Plans

<u>Second Career</u>	<u>n</u>	<u>%</u>
Teaching	95	50
Work	60	32
No Work	20	10
Security	10	05
Own Business	02	01
Lawyer	02	01
Pilot	01	01
Total	190	100

Note: Work represents the students' desire to continue employment, however uncertain as to what particular field or interest.

Note: No Work represents the students' desire not to continue employment, and enjoy the time either travelling, fishing, or golfing.

Since only 6% of the study population had greater than 25 years of service, the majority of respondents indicated their intention of retiring on the 25 year target date. This was further evidenced by the fact that approximately 60% of all students polled indicated their desire to entire into the field of education upon retirement.

Anticipated Dates of Retirement

A large majority of JSI respondents, approximately 94%, indicated a retirement plan after the mandatory 25 years of police service required for a pension in New Jersey, and in most levels of government service. Only 6% of subjects exceeded the 25 year mark(See Table 4).

Table 7

Frequency Distribution on Subject's Citations

Number	n	%	Cumulative%
0	60	32	32.0
1	10	5.3	37.3
2	30	15.7	53.0
3	10	5.3	58.0
4	20	11.0	69.3
5	15	7.8	77.1
6	01	0.5	77.6
7	02	1.0	78.6
8	04	2.0	80.6
9	02	1.0	81.5
10	07	3.5	85.1
11	00	0.0	85.1
12	02	1.0	86.1
13	01	0.5	86.6
14	08	4.2	90.8
15	08	4.2	95.0
16	00	0.0	95.0
17	00	0.0	95.0
18	01	0.5	95.5
19	00	0.0	95.5
20	06	3.0	98.5
30	01	0.5	99.0
50	01	0.5	99.5
80	01	0.5	100.0
Total	190	100.0	

Note: Of the 190 respondents, 130 subjects, over 68%, a large majority, had earned departmental citations. The number of citations ranged from 0 to 8, with a mean of 44.25 and a median of 11.5, among the 24 observations contained in the distribution. The most frequently occurring observation was 0 with 60 students. However, the two very extreme observations of 0 and 80, although valid outliers, tend to distort the truer and more accurate picture of what the data intended to report.

Table 8

Frequency Distribution on Subjects' Civilian Complaints

<u>Number</u>	<u>n</u>	<u>%</u>	<u>Cumulative%</u>
0	120	63.3	63.3
1	25	13.5	76.8
2	20	10.5	87.3
3	10	5.2	92.5
4	05	2.5	95.0
5	03	1.5	96.5
6	02	1.0	97.5
7	02	1.0	98.5
8	01	0.5	99.0
9	01	0.5	99.5
10	01	0.5	100.0
Total	190	100.0	

Note: Of the 190 respondents, 183 subjects, over 96%, had received no greater than 5 civilian complaints in their respective careers at the time of the study. Of even more significance was that the maximum number of reported complaints was 10, and only one subject reported this disclosure.

The number of civilian complaints ranged from 0 to 10, with a mean of 1 and a median of 5.5, among the 11 observations contained in the distribution. The most frequently occurring observation was 0 with 60 students.

It is important to consider that the number of citations reported under previous data contained in Table 7, far outweighed the number of complaints listed under Table 8. On the average, the calculated proportion between the number of departmental citations awarded for exceptional police duty to the number of civilian complaints reported was at an exceptional 44:1 ratio.

Table 9

Frequency Distribution on Assignments

Position: Supervisory/Managerial

Administration
 Criminal Records
 Emergency management
 Internal Affairs
 Investigations
 Patrol Division
 Total: (n = 36) / 19%

Position: Detective/Investigator

Adult Supervision
 Arson
 Ballistics
 Crime Scene
 Domestic Violence
 Gaming
 Homicide
 Juvenile Crimes
 Major Crimes
 Narcotics
 Organized Crime
 Sex Crimes
 Vice
 Violent Crimes
 Warrants
 Total: (n = 45) / 24%

Position: Uniformed/Plainclothes

Bicycle
 CPOP
 DARE
 Instructor
 Marine
 Patrol
 Traffic
 Total: (n = 109) / 57%

Note: This table identifies the reported assignments from the 190 respondents in the survey, many of which would be considered specialized by trade definitions and classifications.

Specialized training and various skills differentiate these details from the norm in police work. Regardless of rank, the vast majority of the group were assigned to these positions as a direct result of their higher education, particularly those who were supervisory/managerial personnel, academy instructors, DARE representatives, and other aforementioned positions.

Participant Interviews

This chapter also contains the findings of the study which were based on the transcripts and recorded qualitative interviews with 21 NJSPGSP students and two high ranking agency officials in law enforcement. The participants responded to 7 open-ended questions which corresponded to 5 research questions designed to capture information linking higher education and job success. A summary of all 23 participants is reported in Chapter 4, while the complete verbatim transcripts of every respondent appears in Appendix H, at the end of the study.

Of the study population of 400, only 25% of the students canvassed agreed to participate in the qualitative interview process if randomly selected. Once chosen, interview appointments were made and kept by all respondents. All participants consented in writing on the Informed Consent Form(See Appendix E), and also verbally responded their interest and willingness to be part of the study.

For the two agency heads, cover letters were sent

asking for their voluntary participation which, in both cases, were answered in the affirmative (See Appendix F). This completed the preliminary interview process.

The interviews were conducted in person and in a private comfortable environment, usually at one of the eight NJSPGSP sites. Seven open-ended questions were asked and answered (see Appendix C) with most students responding with brief but concise statements.

All students appeared to be at ease with the tape recording feature knowing that the tape could be stopped at any time, and that their names were not mentioned during the interview. The students were referred to as "Participants A through U" only.

The two agency heads were interviewed at their respective places of employment during October, 1998, at a mutually agreed upon time. Their full names were disclosed on the tape with their full permission, as these interviews were conducted from a different perspective and not included within the study population.

It should be stated that the researcher, being from the study region and still an active member of the law enforcement community did know or recognize, on a professional basis through the network, certain randomly selected interview participants.

Of the 21 participants interviewed, 7 were in the supervisory ranks, 14 in the entry level, a 1:3 ratio. Among the 4 law enforcement levels represented in the

population study: Federal, State, County, and Municipal, the participants were two, five, four, and ten respectively. Four of the 21 people were female. One-third (7) of the participants reflected minority representation. These participants were from African-American, Hispanic and Asian cultures. The significance of this demographic make-up, interesting enough, represented a cross section from the study population and the ethnic make-up of jurisdictions in which these men and women served. This factor is intended, but not always guaranteed in the random sample process. Fortunately, we were able to capture sufficient data from an adequate sample size.

The interview questions were then correlated with the original Research Questions and presented as indicated in the below summarization.

The first two interview questions related to Research Question #1.

RQ#1 Does a relationship exist between police personnel seeking higher educational levels and potential for job success?

1. What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

There were 9 basic gut responses from the participants speaking to factors which attracted and influenced them to seek higher education in the NJSPGSP.

Participants B, D, E, F, G, H, J, K, L, O, Q, T and U

had all responded similarly in that the Program Director and his immediate staff provided the stimulation and interest in their enrollment.

The second greatest factor was the influence provided by friends, peers and colleagues as answered by participants B, D, G, H, J, L and P.

Participants E and Q were encouraged by supervisory personnel, and only one participant - L, was influenced by a family member, specifically his father. Program flexibility and convenience was stated by participants C, N, S, T and U.

Financial aid attracted participants C, I and R.

The prestige of a graduate degree was the primary factor for participants I and K, while the challenge of the degree was reflected by participant O only.

Lastly, participant I was also attracted to the pay incentive awaiting him upon successful completion in the program.

2. Professional success may be defined in numerous ways. In what terms and in your own words would you measure career success?

Approximately 9 categories were derived directly from the subjects' statements, mostly all of whom responded with more than one measured definition for success.

The single greatest response was job satisfaction answered by participants B, C, D, E, H, J, L, N, O, P, R and U. Personal satisfaction, self-gratification and a sense of

comfort and fulfillment was stated by participants B, C, O, Q, S, T and U.

Peer recognition and respect was indicated by participants A, L and H.

While, only one participant, K, spoke of public respect, and one participant, D, replied family respect.

Participants E, H, K, M, R and S measured success in terms of promotion, while participant R specifically identified salary. The final definition was goal achievement and this response was provide by participants F, G and M respectively.

An important aspect of this study was linking perceived success factors generally induced by higher education and specifically experienced in the NJSPGSP.

The next two interview questions(#3,4) related to Research Question #2.

RQ#2 Is success in the law enforcement profession measured by identified variables which have been influenced by higher education?

3. What is it that people like yourself are experiencing in this program which may contribute to professional success? What particular success factors - if any, were influenced mostly by this program?

Five specific success factors were identified by respondents in addition to particular acquired skills. Participants B, C, L, N and P emphasized and acknowledged the importance of professional networking among the student

body, while participants E, F, J, K and O identified peer diversity as a factor of influence.

Participants A, D, H, Q and S stressed the challenge factor, and participants D and P choose self-confidence.

Among the list of identified acquired skills ranked the methodology of instruction, the ability to present, communicate, and instruct varied audiences. Participants F, I, M, O and T all responded to this particular skill citing its application to the work environment.

Participants T, G and U referred to the interpersonal, supervisory and managerial skills respectively.

Participants A and H spoke to the intuitiveness factor.

4. What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

The instructional staff clearly provided values identified by the participants in the interview which were accentuated through student performance.

Participants D, E, F, I, K, M, P, R, S, T and U emphasized in their responses the attitude of the faculty in terms of dedication, conscientiousness, and motivation in helping others to achieve academic success.

Professionalism, by term, was also stressed by participants J, K, N, P and U, with knowledge chosen by participants C, J and O.

Participants A, B, C, E, G and H focused on the

technical and interpersonal skills exhibited by the staff. Lastly, most participants commented on the positive interaction between the faculty and student body co-existing within an environment conducive to learning.

RQ #3 To what extent has the NJSPGSP Police Graduate Studies Program impacted the professional success of its population?

5. What are your immediate professional goals-within the next three to five years, and what are your long term professional goals - within the next ten years?

For the immediate professional goals, four were identified. Promotion was chosen by participants B, C, D, E, G, H, I, N, P and T.

A new assignment was selected by participants F, J, L, O and S respectively.

Two participants M and R, spoke of graduation, while participants A, K, Q and U responded with retirement.

The long term goal responses varied. Participants A, B, D, H, K, O, Q and T intended to retire and teach, and two other participants R and U, choose to retire and start a business and enter into security respectively.

Further career advancement was selected by participants C, E, F, G, J, N, P and S, while participants I and L plan to enter Law School and participants M and O pursue a Doctorate degree.

6. How have you already applied the acquired program knowledge or skills to your current profession, position, or life in general?

The application of public speaking under an acquired methodology of instruction was stated by participants A, C, E, I, K, N, Q and S, while participants G, H, T and C selected varied acquired organization skills.

Participants A, D, F, L, O and R felt that they were now more well rounded people, and participants B, C and D identified self-confidence. Participant J attributed his second career to the program.

RQ #4 Does a relationship exist between acquired knowledge and values in the program and their direct application to job performance?

5. What are your immediate professional goals-within the next three to five years, and what are your long term professional goals - within the next ten years?

Once again, in response to questions 5 and 6 in the interview, 4 factors were identified, particularly promotion, chosen by participants B, C, D, E, F, G, H, I, N and T.

A new assignment was selected by participants J, L, M, O P and S, while participants A, K and Q identified methodology of instruction.

Lastly, participants R and U responded with retirement.

6. How have you already applied the acquired program knowledge or skills to your current profession, position, or life in general?

Six factors were identified, most of which were previously recorded in the last research question.

Participants A, D, F, I, L, M and R felt that they were more well rounded thinking people with a heightened sense of awareness.

Greater self-confidence was chosen by participants B, C, N and P, while public speaking was selected by participants E, K, Q and S.

Participants G, T and U felt that they acquired varied organization skills, while participants H and O spoke of greater knowledge with participant J pursuing a new assignment.

RQ #5 Does higher education also benefit the subject's family, friends, and community?

7. Please comment on who profits mostly from this academic experience, yourself, your colleagues, your boss, or your family?

The initial, gut responses identified three answers to the question as to who profits mostly - either "All", "Self", or "Colleagues", with further discussion on ancillary benefits.

The "All" in general response was provided by participants D and E, with participants A, C, F, G, H, S and T emphasizing family, friends and their boss. Participant B identified only the family and community.

The "Self" category was answered in the following manner. Participants I, M, O and U included one's boss, while participants J, L, P, Q and R emphasized the family after self profit. Participants K and N felt that their colleagues profited mostly from the higher education experience.

Are there any other comments you would like to make concerning this interview?

Participants A, B, C, D, E, G, I, L, M, N, P, Q, R and S had no further comments to add to the interview.

Participant F thought that he was a more educated, well rounded police officer, and participant H found the study interesting and intended to do the same some day.

Participant J professed a higher educational approach and application to law enforcement through intervention and prevention programs, as opposed to arrest.

Participant K said that the interview was enjoyable and wished this researcher good luck.

Participant O felt that the NJSPGSP was a great experience in which he was surrounded by professional and intelligent people.

Lastly, participants T and U expressed their gratitude for such an educational opportunity.

Agency Head Interviews

Interview style varied with the agency heads whereby a "General Interview Guide" was employed as compared to the "Standardized Open-Ended" interview with the 21 students (Patton, 1990).

There were no predetermined set of questions, but there was a given set of issues or a predetermined topic to be addressed in the interview - specifically higher education and career success in law enforcement. Similar information was requested from the two police officials, which yielded high, but varied, responses.

These responses were extremely significant to the study because the two police officials from the Port Authority Police Department (PAPD), and the New Jersey State Police (NJSP), represented agencies with a combined membership of over 4,000 sworn law enforcement personnel.

Agency Head: PAPD

Q. I would like to start off by asking you generally to comment on your perception of police personnel seeking higher education and what the potential for job success and in any way does your position of chief, can it be attributed to achieving higher education?

The Chief responded that education was a quantifiable measure for promotion, particularly from the ranks of captain and above.

Q. In other words, the success in the profession therefore can be measured by certain variables which have been influenced by academic excellence?

A further confirmation that education influences both promotion boards and the Director's final decision on promotions.

Q. Let me ask you this, Chief. To what extent has this particular police graduate studies program impacted the success of its population in the work place, particularly in your department?

Within the chief's department, graduates from the NJSPGSP program all endeavoring to become captain or enter into the managerial ranks have done so successfully.

Q. So in your own opinion a relationship does exist

between once again the qualities exhibited through motivated students in the program and a direct application to their job performance and success?

An affirmative response.

Q. How has higher education benefitted the officers' family, friends, their community or even in your own case?

The Chief felt that the degree from Seton Hall adds a measure of recognition to family members in that they look upon you, first off, that you worked hard to get it, that your success is somewhat attributed to that hard work and it's a reflection of your ability to motivate yourself and others.

Q. In addition to, of course the obvious achievement of the highest rank that there is in the uniformed force, and that is of chief, three-star chief, are there any other benefits that you can equate with success measured and derived besides promotion in the work place, and are there any other variables you would identify, attribute to the education?

The Chief stated that other measures are retirement, or if looking to go beyond the police ranks and maybe go forward into some corporate structure or even an education structure.

Q. Are there any other comments you would like to add to

this particular interview or any other comments on your reaction to the nature of these questions?

The Chief commented on his family being very proud that he earned a graduate degree, which set an example to his three children.

Agency Head: NJSP

Q. I would like to begin by asking you to generally comment on your perception of the relationship between higher education and career success and particularly include your own success as the Executive Officer.

The Colonel believed that overall, people that are educated, college educated, will make better police officers, do make better police officers, and will continue to make better police officers than non-college graduates.

Q. Colonel, can you briefly comment on the relationship between higher education and the law enforcement profession and the impact this particular graduate studies program has had with the success of the student population, particularly members of your department.

The Colonel stated that higher education has had a tremendous impact within this organization. Better report writing. He said he saw better court testimony in college-educated troopers, a better degree of the ability to think problems out. Decision-making is increased in college-educated troopers, and that the college-educated people are able to make decisions a lot better than non college-educated.

Q. In other words, that success in the profession not only depends on college core advancement but particularly for the day-to-day operation within the profession?

The Colonel responded in the affirmative, and that law enforcement was a profession, just like the law profession, and you have to have a wide base of knowledge. With education, he felt that the better-educated troopers have a background in sociology, in politics, in political science, and that they were able to make decisions more sound because of that broad-based knowledge.

Q. How would you in your own words define career success and to what can you attribute the higher education; how it plays in that success?

The Colonel replied that success in a paramilitary organization is defined by rank. The higher up you are is what is equated to success. The rank structure can measure success. He further stated that one of the things that enables one to go higher up into the ranks is a college education. And as of the year 2002, in order to make captain and above, you're going to have to have a master's degree.

Q. So that education will be a mandate for the higher ranks in the department?

The Colonel's reply, absolutely.

Q. In your own words, how do you feel education has benefitted the members of your department in terms of their relationships with family, friends or even the communities they work in?

The Colonel did not speak on how it has affected the families, but stated how it affects the community. He felt that the better-educated police officers, especially troopers, are serving the community better because of their education. They're more well-rounded. They have a broader base of knowledge in sociology and political science, and just more capable of handling situations.

Q. Are there any benefits that you'd be able to equate with higher education and success in addition to those you mentioned already?

The Colonel thought that the ability to articulate facts is one of the prime assets of a college education. When someone gets out of a four-year college, they're going to at least be able to write a report accurately and without a lot of grammar mistakes. He further explained that it is important in court to be able to articulate the facts. Lastly, he thought that the more educated you are, the more apt you can deal with the community that you serve.

Q. Are there any comments, Colonel, you would like to add to this particular interview or to the nature of these questions?

The Colonel's closing comments were that he too was completing his graduate studies, and that he pledged his continuing support for the program and higher education in general for law enforcement personnel.

Summary

Based upon a summation and combination of all research data reported in Chapter IV and represented in Tables 1 through 9 inclusive, our average NJSPGSP study subject, from a sample of 190 students among a population of 400 registered at the time of the study, is described as below:

1. A law enforcement higher education student, 36 years of age with 13 years of service.
2. An entry level employee from a uniformed state agency in New Jersey which had mandated college requirements as criteria for entrance and promotion.
3. An employee with a special assignment, who has earned at least one departmental citation and received fewer than one civilian complaint.
4. A student who intends to retire after 25 years on the job and pursue a second career in the educational field.
5. And, a student who ranks job satisfaction, salary and career advancement highest among other perceived determinants for career success.

Chapter V

SUMMARY - CONCLUSIONS - RECOMMENDATIONS

Introduction

Chapter V provides a summary review of the study and a reflection and interpretation of research findings both discovered and presented in Chapter IV. It further contains information based upon the interview responses from 21 study participants and two police officials regarding their perceptual differences on higher education and career success.

It is important to note that membership from all 8 NJSPGSP training sites were represented in the study. This satisfied the requirement for a real accessible population for sufficient research sampling and also provided for a cross section of opinions, ideas, feelings and values for the study.

Lastly, job suggestions and also a number of research recommendations are identified for future study in the related field followed by the author's final reflection.

The Research Problem

The purpose of this study was to investigate perceptions and expectations of higher education law enforcement students concerning career success. To this end, the study utilized the written and verbal responses from members of the NJSPGSP program to include the Job Success Indicator (JSI), Demographic Data Form (DDF) and

personal interviews, in conjunction with the related literature in the field.

Chapter Summaries

Chapter I provided an overview designed to introduce and capture the readers' awareness of the study and comprehension of the subject as a whole.

The introduction identified and focused upon the definitions of success and its proposed relationship to higher education. It further validated the need to study the issues surrounding this relationship supporting the premise that higher education alone is not success but may be a means to success, as perceived by the study subjects.

A statement of the problem, research questions, limitations of the study, definition of terms, significance and organization of the study contained in chapter one provided the framework in which to fully understand and appreciate the nature and desire of the study.

Chapter II consisted of a review of the related literature in the field which was organized into specific areas of interest beginning with the history of higher education in law enforcement and a brief overview of the related job success indicators replete throughout the study. Further literature on higher education is presented and its relationship with 5 major categories listed in insignificant order: Rewards, Performance, Integrity, Satisfaction, and Retirement. This review provided the foundation, support

and motivation to pursue the study.

Chapter III introduced the purpose of the study, and provided the design and methodology employed for the study.

The chapter identified the study participants and offered a detailed description of this population. It further identified a sample size determined from the 400 member NJSPGSP student body.

The random selection process employed for interviewing was then presented, including two selected police officials.

The materials, testing instruments, and data collection procedures in addition to the interview format was then presented with explanations. An abstract of the original pilot study concluded the chapter, which provided the template for the dissertation.

Chapter IV presented the results of the study including an analysis of three data sources obtained from the participants of the NJSPGSP program. It integrated the information gleaned during the twenty-three interviews and solicited from the 190 written responses. Demographic data relating to the survey respondents was also furnished to provide a more thorough background of the study participants.

Lastly, narrative explanations accompanied all data responses which were numerically expressed and presented in corresponding tables and figures to assist in reporting both qualitative and quantitative data.

Chapter V includes the summation of the study with

conclusions based upon collected and analyzed data from Chapter IV. It proceeds to demonstrate varying degrees of interrelatedness among this data.

Suggestions and recommendations based upon these conclusions were offered for the work place relevant to higher educational programs, and 6 research projects were then proposed for future studies. The chapter concludes with the researcher's reflection on the entire study.

Conclusions

This study was prepared in order to collect, compile, summarize and report data relevant to higher education in law enforcement and its link to career success based upon the perceptions within the police community. There has been no attempt to investigate and prove a direct relationship between the two variables via hypothesis testing. Rather, the study intended to gather information which may, among other things, demonstrate the effects of higher education upon the career success determinants and its impact in law enforcement.

Some empirical studies claim that higher education makes for better, more professional police officers. But, the jury is still out on a final verdict and one which would be suitable for all researchers in the field. This matter is still, to a large extent, a question of professional opinion and conjecture even though what appears to be is often, a perception.

When we speak about professionalism, the educational requirement for police service should be established at the highest level consistent with other successful qualified people (Germann, 1976).

This researcher employed data triangulation in presenting this conclusion through the use of a variety of data sources and document analysis from the JSI, DDF and the 23 qualitative interviews.

This study focused attention on analyzing data to determine the extent of any relationship between higher education among selected NJSPGSP law enforcement students and their perceptions of career success, success having been defined by a combination of aforementioned sources.

This data formed the basis for the job suggestions on higher education and the recommendations for the future research projects. These 6 proposals call out for expanded studies and investigations in the area of higher education and career success from cross-cultural and gender aspects, among other standpoints.

JSI/DDF/Interviews

The perceptions of the study group identified and rated in the JSI, calculated from DDF data and reiterated during the interviews were not without merit. Their notions supported the literature and the literature supported the responses, particularly in areas of pay incentive, career advancement, performance and job satisfaction.

What first attracted these students to seek higher education in their pursuit of career success was of primary importance to the study premise. The interview responses to research question #1 seem to suggest that a significant number of NJSPGSP students sought direction to their goals through the leadership and influence of higher educational role models and representatives.

More than half of all interviewees credited others, particularly the Program Director, a former law enforcer turned clergyman, for their interest in higher education and its relationship to job success.

One may now conclude that there appears to be a process of leadership dynamics woven into the students' perceptions of success motivated through either intrinsic values or self serving interests and rewards.

Yukl (1998) refers to transformational leadership as a process of understanding how leaders influence followers to make sacrifices in pursuit of organizational goals and objectives. In this case, the mission of the NJSPGSP and its commitment to the law enforcement community has been transformed and transacted through this process of cultural leadership. Again, a win-win for both the organization and employee.

It was then learned that among the 190 subjects scoring the JSI, 100% rated job satisfaction as the most significant indicator of career success. This was further evidenced from data found in the DDF where over 99% of the study group

responded yes to the job satisfaction question. Additionally, in the interview process, 12 of the 21 students equated job satisfaction with career success in the many responses, often expressed with emotion.

Job satisfaction is a very complex matter composed of numerous elements and dimensions which may not easily be captured or identified in a single research instrument or study. Although there may be a number of intervening issues which could skew the overall statistical picture, there exists some very strong evidence that job satisfaction is positively connected to overall good performance, which has been witnessed among this specialized study population.

Salary(95%) and promotion(93%) ranked number two and three on the JSI. If indeed, promotion is the motivator behind higher educational pursuits, then certainly 128 of our 190 respondents are focusing on the goal, career advancement. The DDF survey revealed that two-thirds of the group were still at the entry level pursuing promotions. Inherent with all law enforcement promotions are substantial salary increases, among other benefits.

Salary and promotion were important factors in career success determinants during the interview as per one-third of all respondents. However, these factors were placed behind the need for social interaction, peer approval, self-worth and a sense of validation in the work place.

Specialization(88%) and retirement(84%), were rank ordered number 4 and 5 on the JSI. When you consider the

data findings from Table 9, most of the group were currently assigned to specialized positions already.

Post retirement data revealed in Table 6 also supported the high percentage of respondents who linked higher education to success after retirement.

This was especially applicable to achieving a second career in education when it was further learned that 50% of the group intended to teach and 93% intended to retire after the 25 year minimal requirement. One-third of all interviewees also expressed their long terms goals in terms of retirement and a teaching job.

Integrity was ranked number 6 on the JSI, where only 65% of this group felt that career success may be measured, among other factors, by the number of civilian complaints. This researcher found it interesting that among the greater study population, per Table 8, over 96% had fewer than 5 career civilian complaints filed against them.

Additional factors to possibly consider was that at the time of the study, per table 4, the mean tenure of the study group was only 13.25 years of service, about half way through a 25 year career. Also, only about one-third of these respondents, per Table 3, were in the supervisory levels. Therefore, the two-thirds majority opinion could skew the distribution in a particular category. Perhaps, in this case, integrity was ranked differently by subordinates.

The last two JSI categories, assignment(61%) and citations(60%), were ranked seven and eight respectively.

Under assignment, it was evident that measuring career success by strictly work hours and shift schedules paled in scoring as compared to specialization.

Likewise, measuring the definition of success by the number of citations corresponding to Table 7, indicate that one-third of the group had not yet earned a single citation. There was little to no mention of citations during the interviews.

The open-end category of "other" on the JSI revealed some very interesting responses which appeared to correspond to the ordinal data above. Statements expressing peer recognition, self-actualization, goal, achievement, influence, pride, peer approval, notoriety, responsibility and trust all matched similar sentiments reflected during the interviews.

Perhaps the most overwhelming response to any particular category in our study regarding career success was job satisfaction. Nearly two-thirds of all students strongly agreed with this definition on the JSI, almost unanimously on the demographic data form, and quite often and honorably referred to on question 2 during the interview process.

It was also evident that as a result of this study, the "higher education-to-success-to-satisfaction-to-performance" linkage has been identified and established.

Additionally, job satisfaction and productivity have been significantly echoed throughout the responses. Most

participants had agreed that, as a result of their higher educational experience, they were better cops and more qualified workers with newly acquired or improved skills be it managerial, supervisory, technical, interpersonal and organizational. It was obvious that the groups' consensus on higher education was that it was truly a bona fide occupational qualification for the job.

One final comment on a piece of DDF data. This researcher wanted to determine if the age factor had any impact upon the study premise, based upon Table 2 data. Aside from providing the reader with background data on subjects, it was apparent that law enforcement personnel, on the average, appear to consider the value and rewards of a solid education as they approach thirty years of age.

Does this maturation factor invoke concern? It is important to note that the average entry age requirement for most law enforcement agencies represented in the study was between 20 to 23, depending on the jurisdiction. The mean age in the Table was 36.23. Therefore, on the average, subjects may not have entered or embarked upon further graduate studies for some 12 to 15 years into their respective police careers.

One might then generalize that certain perceptions of career success, real or imagined, often take shape when the rookie years end and the novelty of the badge diminishes.

Safe to say that the NJSPGSP became an alternative and academic endeavor for law enforcers. Similar data was also

discovered and expressed by many during the pilot study interview. Their perceptions of career success had further inferred to a totality of self, family and community.

Lastly, the two high ranking police officials who were interviewed overwhelmingly supported higher education in law enforcement as a conduit to personal and professional successes. Like the many other interviewees, they too emphasized its benefit for the department and the communities they serve with pride and distinction.

Job Recommendations

The following recommendations are offered based upon the review of literature, and data response and analysis:

1. It is recommended that the percentage of agencies listed under Table 5 in Chapter IV, which do not presently mandate college at either the entry or promotional level, consider self-assessment procedures on changing their respective criteria and policy regarding same. Such comprehensive reviews could measure and determine how new policy would not only impact membership career success, but fulfill the goals and objectives of the agency as we approach the millennium. Of particular concern, was the 20% of state agencies and 67% of municipal agencies which currently do not have educational criteria for either level.

2. It is recommended that agency sponsored tuition assistance be provided as an incentive for members to pursue and continue their career development through higher educational programs such as the NJSPGSP. Although many

agencies now offer this benefit, few if any, authorize additional funding through post graduate and doctoral levels. Perhaps, law enforcement organizations should consider scholarships, fellowships and other sources to encourage and motivate members to excel in their academic endeavors. This funding can also be supplemented by discounted tuition rates from area colleges for such specialized programs which are offered off-campus resulting in minimal overhead and operating costs for the institution.

3. It is recommended that in addition to tuition assistance, work schedules could be arranged, if operationally feasible, to encourage further participation in higher education programs. Mutual swaps and the like do not always guarantee the necessary free time for class attendance and other essential family or personal arrangements. Steady tours of duty have already been proven effective for both agency and membership alike.

In the event that specific work schedules cannot be designed to fit this proposal, then it is suggested that dual-track class schedules with morning and evening sessions be established to accommodate members on alternate shifts. This flexibility would provide an equal opportunity for all law enforcement members. Otherwise, agencies may wish to consider a computer-based Internet communication system for certain courses when distance learning places an employer hardship on the smaller agencies faced with limited resources (Dempsey, 1998).

It should be noted that with any benefit or condition of employment, such policy changes can be successfully negotiated and accomplished through participative management and direct labor communication with and through the various bargaining unions and associations that prevail within the law enforcement profession.

4. It is recommended that pay incentives for earned college credits be introduced as an additional incentive and benefit for law enforcement personnel. This increased salary base not only satisfies the membership, but validates our professional status and is an acceptable justification for public support. Currently, many agencies, particularly on the municipal levels in New Jersey, offer such a stipend with a negotiated cap on the number of college credits eligible for payment. Annual payments are often made during the month of December.

5. It is recommended that additional NJSPGSP off-campus training sites be opened throughout the state to accommodate more agencies. This may be accomplished by meeting with regional police chief associations and through inter-agency cooperation. Training sites can be established at central locations, be it police academy, town hall, or local school facility, in an effort to reach the greater law enforcement community in the state. Undergraduate programs should also be considered for police personnel from agencies with no or minimal college entry requirements.

6. It is recommended that agencies provide ongoing

academic advisement and career counseling for members pending retirement. This valuable service may be offered through qualified personnel from the rank and file, or through designated HRD representatives.

7. It is recommended that study results and information be shared and distributed among all law enforcement agencies identified in the study population and represented in the NJSPGSP. This spirit of inter-agency cooperation and power sharing may lend constructive suggestions to these organizations in their respective quests to achieve more positive and productive performance based objectives. This win-win attitude is contagious and contributes to the growth and professionalization of the police role in society.

In summary, any policy changes on educational criteria and opportunities must be met with acceptance for the police should acknowledge this challenge for their own career success as productive and valued members of the profession.

Recommendations for Future Study

A review of the findings in this particular study have accentuated the need to further explore relationships between higher education and career success.

It is important to determine whether these variables, higher education, and career success, are affected by gender, race, and other culturally diverse factors. Does age and maturation factors play a role in the overall determinants? Or, are our global findings in nature exempt from demography and ethnography. To this end, the following

suggestions for further research are submitted:

1. It is suggested that a study be conducted on the effect of higher education and career success for women and minorities. A study to investigate the role that academia plays out in the real world of policing and a further exploration into those gender/race linked factors that may be essential in the correlation. A study of this nature may provide further incentive for prospective minority candidates to pursue the police profession(Collison, 1990).
2. It is suggested that a study be conducted on the effect of higher education and career success among African-American males contemplating careers in law enforcement. A study to investigate the effect of a college education entry level requirement on the respective police careers of minority officers. Although some critics may argue that while higher education may yield success, it reduces the pool of minority applicants(Bouza, 1990). The study could further explore the premise that in major cities, minorities were more likely to have college educations. There is some evidence to suggest that minority police recruits are better educated proportionately than white officers(Carter, et al, 1989).
3. It is suggested that a study be conducted on the effect of higher education and career success among agencies that do not have entry level higher educational standards. The purpose of such a study would further identify the actual or perceived benefit derived from a college education

in the police profession and career success.

4. It is suggested that a study be conducted on the effect of higher education and future success of retired law enforcement personnel. Such a longitudinal study could track the second careers of members who achieved higher levels of education prior to retirement.

5. It is suggested that an investigation be conducted to determine whether it is necessary to major in criminal justice to be successful in law enforcement today. Are business, history, and education majors just as valuable to police executives? Or, is their pre-existing bias in how and where one achieves conventional wisdom? Previous empirical studies have not yet revealed significant differences (Madell & Washburn, 1978). There are literally thousands of college students enrolled in Criminal Justice programs with the specific intent of entering into a police career (Carter, et al, 1988).

6. It is suggested that a parallel study of duplicate subjects be conducted with the same basic thrust, but using quantitative research methodology. Such a study would provide researchers the opportunity to investigate data responses from a different dimension. Statistical application on the already acquired numerical data presented in the respective tables, descriptive or otherwise, may be utilized for hypothesis testing. This could help to provide a greater insight to the suggested linkage between higher education and career success in law enforcement.

The above proposals all suggest the application of higher education from a "pre-in-post" position to career success. From entry level, through promotion, to retirement, has all this hoopla about higher education yielded bountiful fruit or was it just the more preferred tie-breaker among a plethora of other ingredients?

By researching and analyzing these recommendations for additional study, we may uncover a body of knowledge which ultimately suggest that a higher education may be a key to success for everyone.

Reflections

The indicators and determinants of career success, perceived or actual, have been identified and discussed in the study which may or may not influence the detractors of higher educational standards in law enforcement.

Raising the entry level academic requirements can truly make a difference not only for individual success, but for the department and the community it serves. Take this one example - police corruption. During the last 4 years, a large majority (86%) of the police officers arrested for corrupt acts were not hired under the revised New York City Police Department educational standards (Lynch 1997). The NYPD now requires college and thus sets the tone for this bona fide occupational qualification.

Every national commission, committee, task force, and legislative act that has studied policing for years has

called for a college degree. These included, among others, the President's Commission on Law Enforcement and the Administration of Justice, 1967; the National Advisory Commission on Civil Disorders, 1968; and the National Commission on the Causes and Prevention of Violence, 1970 (Smith & Ostrom, 1974). Every proactive visionary in policing has called for higher education in the profession. Furthermore, every profession, except for the police, educates its' members through university based education (Lynch, 1997).

Police officers need not only physical and mental courage but also sound judgement, good reasoning ability, knowledge of the law and maturity. Higher education helps to enhance the problem solving skills for officers to operate successfully. A broader approach toward success in the profession involves higher educational levels, coupled with intuitiveness and increased interpersonal skills.

Police officers also need good reasoning ability and maturity. Higher education can help to provide these qualities for success. Overall then, there seems to be a stronger than average indication that this premise stands.

If in fact, higher education leads to career success with success variables being defined as promotion, salary, satisfaction, citations, and other positive performance measures, then our study population has achieved a higher order of success in the work place.

The college educated cop is no longer an anomaly thanks

to merits of higher education programs, particularly the NJSPGSP program and its role in this study premise. Indeed, higher education seems to successfully shadow future endeavors and is truly a winning proposition for all.

In addition to the related literature and other data already presented, personal experiences have helped to put things in perspective in the study. This study cannot be completed without this writer sharing some individual successes resulting from higher education. During the past 27 years of service, this researcher has earned two promotions, was selected for specialized assignments at the Police Academy, attended specialized training programs and has gained a level of respect from peer and boss alike. Further pay incentives were realized through an adjunct faculty appointment in law enforcement oriented higher education programs, together with an additional stipend for administrative duties.

Higher education opened a window of opportunity for achieving a true sense of self-satisfaction, and a capstone to one's personal quest to contribute something to the law enforcement profession and the society to which it serves.

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APPENDICES

APPENDIX A
JOB SUCCESS INDICATOR

DIRECTIONS

The following instrument was designed to identify and measure your perceptions of "Career Success". Please complete this exercise by rating each category as you feel it relates to job success. Place an "X" in the box that best describes your position in a particular area. Place an "X" in the "No Opinion" box if you feel that a particular category does not apply to the study problem. Please review the following descriptions on each of the respective categories before completing the instrument. Thank you for your cooperation.

Category I: SALARY

Indicate the degree to which you feel that career success may be measured in terms of pay, annual income, or other monetary benefit, then mark accordingly in this category.

Category II: PROMOTION

Indicate the degree to which you feel that career success may be measured in terms of advancement, status, or rank, be it sergeant, lieutenant, etc. or detective, then mark accordingly in this category.

Category III: ASSIGNMENT

Indicate the degree to which you feel that career success may be measured in terms of a job with a preferred schedule - steady tours, steady days off, etc., then mark accordingly in this category.

Category IV: SPECIALIZATION

Indicate the degree to which you feel that career success may be measured in terms of a job assignment that mandates a variety of tasks requiring training, specialized skills, and not necessarily yielding a higher salary, then mark accordingly in this category.

Category V: CITATIONS

Indicate the degree to which you feel that career success may be measured in terms of the number of medals, ribbons, commendations, etc. (the larger the number, the more successful), then mark accordingly in this category.

Category VI: INTEGRITY

Indicate the degree to which you feel that career success may be measured in terms of the number of civilian complaints filed against you - especially involving the improper use of force or misconduct (the fewer the number, the more successful), then mark accordingly in this category.

Category VII: SATISFACTION

Indicate the degree to which you feel that career success may be measured in terms of how you enjoy your work, peer recognition and job performance, then mark accordingly in this category.

Category VIII: RETIREMENT

Indicate the degree to which you feel that career success may be measured in terms of job tenure, and second career opportunities, then mark accordingly in this category.

Category IX: OTHER

Please enter any other factor you may consider relative to career success and provide an explanation of the perception.

JOB SUCCESS INDICATOR

Indicate the degree to which you feel that career success may be measured in each category by placing an "X" in the appropriate box which best describes how it relates to job success.

CATEGORY	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
SALARY , including paid tuition for college, extra pay per credit, final average salary(FAS)					
PROMOTION , including Detective from the supervisory levels through police management.					
ASSIGNMENT , preferred by shift, regular days off, location, and uniform flexibility.					
SPECIALIZATION , unique detail outside basic patrol requiring training: bomb. k-9, aviation, etc.					
CITATIONS , includes medals, police ribbons, commendatory letters, and all civic awards.					
INTEGRITY , few or no civilian complaints, no allegations on improper use of force.					
SATISFACTION , the degree of accomplishment: individual, and among the group.					
RETIREMENT , includes seniority, tenure, and potential second career opportunities.					
OTHER , enter your own perception of job success not identified in the above.					

APPENDIX B
DEMOGRAPHIC DATA

DEMOGRAPHIC DATA

Please complete the following questionnaire.

AGENCY: Federal - State - County - City

(Please circle)

College entry requirement? _____

College promotional requirement? _____

What is your age? _____

How many years of service? _____

What is your current rank? _____

How long in this rank? _____

What is your assignment? _____

Your highest educational level? _____

High School Diploma _____

Associate's Degree _____

Bachelor's Degree _____

Master's Degree _____

Doctorate Degree _____

Number of Department Citations? _____

Number of Civilian Complaints? _____

Anticipated date of retirement? _____

Post retirement plans? _____

Are you satisfied with your job? Yes No Undecided

(Please circle)

Thank you for your cooperation!

APPENDIX C
PARTICIPANT INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

The purpose of this interview is to gather research to determine perceptions among higher education law enforcement personnel and career success within their profession.

An important aspect of this study is to solicit the student's cognitive process in responding to the bedrock concept of what is success, how do you measure it, and to what extent - if any, does higher education influence it.

Question #1 (RQ #1)

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Question #2 (RQ #1)

Professional success may be defined in numerous ways. In what terms and in your own words would you measure career success?

Question #3 (RQ #2)

What is it that people like yourself are experiencing in this program which may contribute to professional success? What particular success factors - if any, were influenced mostly by this program?

Question #4 (RQ #2)

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Question #5 (RQ #3,4)

What are your immediate professional goals-within the next three to five years, and what are your long term professional goals - within the next ten years?

Question #6 (RQ #3,4,5)

How have you already applied the acquired program knowledge or skills to your current profession, position, or life in general?

Question #7 (RQ #5)

Please comment on who profits mostly from this academic experience, yourself, your colleagues, your boss, or your family?

Are there any other comments you would like to make concerning this interview?

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

APPENDIX D
COVER LETTER TO PARTICIPANTS



Seton Hall University

South Orange, New Jersey 07079-3685

September 1998

Dear Colleague,

My name is Domenick Varricchio, and I am a doctoral student at Seton Hall University. I am currently working on my dissertation by investigating perceptions and expectations of higher education law enforcement students concerning career success. The nature of this study involves a qualitative design utilizing various research instruments, particularly surveys, questionnaires, and an interview process.

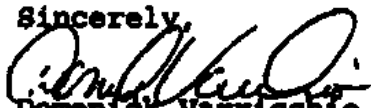
As a member of the law enforcement community for almost 27 years, I have grown to realize and appreciate the value of a college based education within our respective profession. It is for this reason that I have chosen to pursue this topic for my study, which has been also been reviewed and approved by the Seton Hall University Institution Review Board for Human Subjects Research. The student population in the NJSPGSP has been selected as my community of interest.

The purpose of this letter, however, is to invite your participation in this study which will require only a few minutes of your time. Your participation is strictly voluntary and you may discontinue participation at any time. Conducted with the utmost regard for your privacy, the study will be completely anonymous and will greatly assist in my efforts to accomplish this goal. Students will be randomly selected for the interviews by follow-up phone calls after the questionnaires are completed.

I am asking that you complete the attached documents within two weeks in order that data may be analyzed in a timely fashion. These documents include the Job Success Indicator (JSI) form, a demographic data form and the informed consent form. Your return of the completed documents will indicate your consent to participate. Please complete and sign the informed consent form and place it in the brown envelop provided. Do not write your name on any of the material, with the exception of the informed consent form.

Thank you in advance for your cooperation in this research project.

Sincerely,


Domenick Varricchio
H. P.: (201) 585-1721

APPENDIX E
INFORMED CONSENT TO PARTICIPANTS



Seton Hall University

South Orange, New Jersey 07079-2685

INFORMED CONSENT FORM

To: Domenick Varricchio

I, _____, agree to be a voluntary participant in a Dissertation project on "Higher Education in Law Enforcement and Perceptions of Career Success", by completing two instruments: the Job Success Indicator (JSI), and a demographic data form. I also understand that I may be randomly selected to participate in an interview with the researcher.

It is understood that portions or all of this interview may be tape recorded for reference purposes only, and that I may be entitled to a copy of this tape upon my request. I further understand that statements within this interview may also be included within the study with full disclosure.

Finally, I agree to devote approximately one-half hour of my time as a participant in the interview process at a time and place mutually agreeable to both parties.

.....

I would prefer an interview: In person: _____

Telephone: _____ () _____

Interview preferences: Dates: _____

Days: _____

Times: _____

Locations: _____

.....

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (201) 378-9809.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Subject or Authorized Representative Date

APPENDIX F
COVER LETTER TO AGENCY HEADS



COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION
(973) 761-9997

Seton Hall University

South Orange, New Jersey 07079-2885

September 1998

Lt. Colonel Robert D. Dunlop
New Jersey State Police
Headquarters, PO Box 7068
West Trenton, NJ 08628-0068

Dear LTC Dunlop,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of law enforcement personnel in higher education in relation to career success. The nature of this study involves a qualitative design utilizing various research instruments - particularly, surveys, questionnaires, and an interview process.

As a member of the law enforcement community for almost 27 years, I have grown to realize and appreciate the value of a college based education within our respective profession. It is for this reason that I have chosen to pursue this topic for my study, which has been also been approved by the Seton Hall University Institution Review Board. The student population in the NJSPGSP Graduate Studies program has been selected as my community of interest.

The purpose of this letter, however, is to request your permission and cooperation to participate in an interview conducted by this researcher. You were chosen because of your leadership position in one of the largest represented agencies currently enrolled in the study population. The interview will take approximately 30 minutes of your time and will greatly assist me in my efforts to accomplish this goal. Please complete the attached form and return in the addressed envelop.

Lastly, for your information and review, I have enclosed copies of the instruments utilized in my study so that you may be familiar with the design and methodology of the data selection.

Thank you in advance for your cooperation in this research project. I may also be contacted at home, (201) 585-1721. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,


Domenick Varricchio
Police Lieutenant
Port Authority PD



COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION
(973) 761-9397

Seton Hall University

South Orange, New Jersey 07079-2685

September 1998

Chief Thomas Farrell
Port Authority of NY & NJ
One Path Plaza, JSTC-2
Jersey City, NJ 07306

Dear Chief Farrell,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of law enforcement personnel in higher education in relation to career success. The nature of this study involves a qualitative design utilizing various research instruments - particularly, surveys, questionnaires, and an interview process.


As a member of the law enforcement community for almost 27 years I have grown to realize and appreciate the value of a college based education within our respective profession. It is for this reason that I have chosen to pursue this topic for my study, which has been also been approved by the Seton Hall University Institution Review Board. The student population in the NJSPGSP Graduate Studies program has been selected as my community of interest.

The purpose of this letter, however, is to request your permission and cooperation to participate in an interview conducted by this researcher. You were chosen because of your leadership position in one of the largest represented agencies currently enrolled in the study population. The interview will take approximately 30 minutes of your time and will greatly assist me in my efforts to accomplish this goal. Please complete the attached form and return in the addressed envelop.

Lastly, for your information and review, I have enclosed copies of the instruments utilized in my study so that you may be familiar with the design and methodology of the data selection.

Thank you in advance for your cooperation in this research project. I may also be contacted at home, (201) 585-1721. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,


Domenick Varricchio
Police Lieutenant
Port Authority PD

APPENDIX G
COVER LETTER TO JURY OF EXPERTS



COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION
(973) 761-9977

14

Seton Hall University

South Orange, New Jersey 07077-2685

June 18, 1998

Mr. William Morrison, J.D.
219 Villa Roma Road
Callicoon, NY 12723

Dear Mr. Morrison,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of law enforcement personnel in higher education in relation to career success. The nature of this study involves a qualitative design utilizing various research instruments - particularly, surveys, questionnaires, and an interview process.

The purpose of this letter, however, is to request your help in reviewing a specific instrument in which I designed to utilize in my study, for it's content, validity, and reliability. The name of this instrument is the "Job Success Indicator" or "JSI" for short, and it's purpose is to identify and measure the perceptions of the study population - higher education students from the law enforcement profession.

There are a total of eight categories on the JSI, in which literature suggests are related to higher education. A section has also been included to solicit the student's own feedback on respective category.

The study population is the 400 students currently enrolled in the New Jersey State Police Graduate Studies Program. This instrument will be distributed to every member and completed in an anonymous and voluntary manner. A demographic survey will accompany this document, in addition to a Consent Form, for application in a future interview process.

I have requested your assistance because a "Jury of Experts" must review any self-designed instrument utilized in a study. Because of your extensive academic and experiential background in the fields of education and law enforcement, you have been selected by this researcher for such purposes. Your comments and amendments are most welcomed and accepted in the highest regard.

Thank you in advance for your assistance and cooperation in this research project. I may also be contacted at home on most evenings at (201) 585-1721. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,

Dominick Varricchio

The Catholic University in New Jersey - founded in 1856



COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION
(973) 761-9397

142

Seton Hall University

South Orange, New Jersey 07075-2685

June 18, 1998

Dr. Donald Delano, Ph.D
8 Sherwood Road
Englishtown, NJ 07726

Dear Dr. Delano,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of law enforcement personnel in higher education in relation to career success. The nature of this study involves a qualitative design utilizing various research instruments - particularly, surveys, questionnaires, and an interview process.

The purpose of this letter, however, is to request your help in reviewing a specific instrument in which I designed to utilize in my study, for it's content, validity, and reliability. The name of this instrument is the "Job Success Indicator" or "JSI" for short, and it's purpose is to identify and measure the perceptions of the study population - higher education students from the law enforcement profession.

There are a total of eight categories on the JSI, in which literature suggests are related to higher education. A section has also been included to solicit the student's own feedback on a respective category.

The study population is the 400 students currently enrolled in the New Jersey State Police Graduate Studies Program. This instrument will be distributed to every member and completed in an anonymous and voluntary manner. A demographic survey will accompany this document, in addition to a Consent Form, for application in a future interview process.

I have requested your assistance because a "Jury of Experts" must review any self-designed instrument utilized in a study. Because of your extensive academic and experiential background in the fields of education and law enforcement, you have been selected by this researcher for such purposes. Your comments and amendments are most welcomed and accepted in the highest regard.

Thank you in advance for your assistance and cooperation in this research project. I may also be contacted at home on most evenings at (201) 585-1721. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,


Dominick Varricchio



COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION
(973) 761-9397

143

Seton Hall University

South Orange, New Jersey 07079-2685

June 18, 1998

Dr. Robert Cipolla, Ed.D
42 Cleveland Avenue
South River, NJ 08882

Dear Dr. Cipolla,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of law enforcement personnel in higher education in relation to career success. The nature of this study involves a qualitative design utilizing various research instruments - particularly, surveys, questionnaires, and an interview process.

The purpose of this letter, however, is to request your help in reviewing a specific instrument in which I designed to utilize in my study, for it's content, validity, and reliability. The name of this instrument is the "Job Success Indicator" or "JSI" for short, and it's purpose is to identify and measure the perceptions of the study population - higher education students from the law enforcement profession.

There are a total of eight categories on the JSI, in which literature suggests are related to higher education. A section has also been included to solicit the student's own feedback on respective category.

The study population is the 400 students currently enrolled in the New Jersey State Police Graduate Studies Program. This instrument will be distributed to every member and completed in an anonymous and voluntary manner. A demographic survey will accompany this document, in addition to a Consent Form, for application in a future interview process.

I have requested your assistance because a "Jury of Experts" must review any self-designed instrument utilized in a study. Because of your extensive academic and experiential background in the fields of education and law enforcement, you have been selected by this researcher for such purposes. Your comments and amendments are most welcomed and accepted in the highest regard.

Thank you in advance for your assistance and cooperation in this research project. I may also be contacted at home on most evenings at (201) 585-1721. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,

Dominick Varricchio

The Catholic University in New Jersey - founded in 1856

APPENDIX H
VERBATIM TRANSCRIPT OF INTERVIEWS

PARTICIPANT A**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Well, at first I really wasn't interested in going back to school, but a lot of my colleagues at work who are pretty sharp people started to talk to me about joining the program. At first I wasn't sure whether, first, I'd be accepted and, secondly, whether my ability to cope with the program would be enough. That was always a factor for me. And I decided to take a shot and see what it was about. Luckily I did.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think my ability to lead people and not be because the position was given to me, but because I earned it and because I received the respect of my peers as a supervisor, as a commanding officer.

I think that success is measured by the trust and confidence that your personnel have in you.

Also, their ability to work along with you and be happy or glad that they have that ability to work along with you as a supervisor and as a boss, the respect that they have for you. That's how I measure success.

Question #3:

What is it that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by your being in this program?

Answer #3:

I think at first my intuitiveness has been picked. I've had the ability, I'm learning how to be more inquisitive intellectually. I've been challenged and I like that. I like to research and learn things, and definitely this course has been a major factor in that when I left college, undergraduate level, I really didn't do the kind of research that I've had to do in the past two years in this program, and it's meant a big increase in my ability to do my job better because now I know how to obtain resources. I know how to go about researching a topic. It may not necessarily involve school but it may involve something in my job that maybe some of my colleagues don't know how to obtain. I've been able to learn how to do this by simply attending this course.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Every instructor has his own way of presenting a course and how to get what they're trying to get to the student out to them, and since I have to do presentations both in my office and throughout my organization, I've been able to pick and choose how I want to adapt what I've observed.

And, what I've learned from each instructor and use that. Many of my courses, I've been able to adapt and restructure to help in my organization.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

My immediate goal is to retire. I have about a year and three, four months left. Actually I'm not counting. But my long-term goals are possibly to teach at the college level and this has been a major factor in my ability to get there. Good luck to you. Thank you. By the way, in the near future I will be teaching at a very known college. I've been accepted. Congratulations. Thank you very much.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

Well, in many ways. I have learned how to be an instructor. I have learned how to give a presentation without stuttering for the most part, how to keep, how to get and keep an audience interested in what I'm trying to say, and for the most part, the course has helped me just to be a more rounded individual. That's a lot of itself, at least for me.

Question #7:

Please comment on who profits most likely from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

All of the above. I certainly have. And I think the instructors, they've learned a little bit from, I think, each student. They've learned what works for them and what doesn't. As for my boss, my boss has gotten a better employee, a more educated employee.

My family has gotten my ability to help them in more technical and, for lack of a better term, intellectual necessities that we need to do in our own homes and lives.

Sometimes our families aren't be able to cope with some of the paperwork, and myself, I've been able to learn enough so that I can help them to do what I have to do at home.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT B**Question #1:**

What was it that attracted you to join this Particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Well, what attracted me, I looked at this as an opportunity, when you're going through your career, you're going through life, a lot of times there are opportunities that are placed in front of you and when you can recognize something as being an opportunity and you take advantage of it and you can better yourself along the way, I think it's a wise decision.

This idea of a graduate program which would be situated for us mostly at the Port Authority Police Academy lent itself to being convenient, lent itself to an environment that was a teaching environment because it was in the Police Academy, a familiarity with some in-house instructors.

Lieutenant Varricchio, and also people from Seton Hall on the outside, Father Hynes and Arnie Raffone and Alfred Johnson, just to name a few of the professors who came in to do an instruction, are all in their own right very good.

They are very informative and there was a lot of information to be gotten from them.

So initially I looked at it as a real good opportunity to go forward and pursue a master's degree, which I think is very valuable in today's climate, super-competitive no matter what you do out there and you need to get as much of an education as you can if you want to be at pace with everyone else.

Everyone else is on a treadmill and if you don't continue your education, you're walking along the sidewalk and they're passing you by on the treadmill, you've got to jump on that treadmill if you just want to stay even, let alone get ahead, but just to stay even, you have to do that and if things work out well, then you pursue it to the next level and you go for the doctorate degree.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think it's global. It's family, it's friends, it's relatives, it's peers, it's people that you meet every day.

When you sit down and you have a conversation with someone, that you can relate to them on an intellectual level. I mean not that you speak at such a high level as

people, be condescending toward people, but just so that you can sit down and if someone is talking about the stock market, you can have an intelligent conversation, if they're talking about baseball, you can have an intelligent conversation, if they're talking about what's happening in government, if the budget is balanced this year even though President Clinton is having his problems in his personal life, you can sit down and you can have a conversation with the person on an intellectual level.

So that's one of the successes, your family, watching you going through your career in different things that you do. And it's measured in a lot of ways. It's measured in awards and achievements that you get.

It's measured sometimes in promotions. It's measured in how your peers look at you, how the people below you look at you, how the people at the same level look at you, how the people above you look at you. And usually in your chosen profession, what you want someone to say about you either while you're there or after you're gone is that you were fair, that you were a gentleman, that you worked hard and that you gave it the best that you can give. So that's a huge measure of success. And it's very comforting to go home and feel that you've done the best that you can do and you know that and everyone you work with know that.

To me that's probably the biggest measure of success. It's a comfort level with the people that I work with and for and that work for me.

And I don't even like to say that people work for me. I like to look at it as I work with people, whether they're below me, whether they're on top of me, I don't like to say, "I work with that person" rather than, "That person works for me." That always sounded a little bit condescending to me. They know who you are. They know if you're the chief, they know if you're the lieutenant, they know if you're the captain. You don't have to remind them. You don't have to tell them.

You just do your job and not refer to it so much as he works for me or she works for me. That goes without saying and you don't dwell on that. You do your job. Usually if there's that kind of comfort level, you are successful in getting the job done and you have fun with the people that you work with. That's the whole job, the people that you work with and again, as I say, global, family, if they have a satisfaction that they see a job well done and I think that covers it.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Well, I think one of the big ticket items for me in

this course is that I am getting a chance to rub elbows with several different segments of law enforcement and even outside of law enforcement but mostly law enforcement. You have law enforcement professionals here from DEA, from state police, from several different municipal police departments.

You get a chance to sort of pick their brain and you find out what law enforcement is like outside of the law enforcement that you're accustomed to, what is traditional in my case, Port Authority law enforcement, a little different from what other people do, and you talk with your counterparts, sometimes you find that things that they do are similar to what you do and sometimes you find out that they're dissimilar.

I think it also forces you to think outside the box. Sometimes the problem is easily solved if you can get outside the box, but because you're used to the culture that you're in and the way that things are done in that culture, sometimes you're your own worst enemy that you don't look for a solution that is foreign from what you're used to. Sometimes it's the best solution.

Sometimes in talking with other law enforcement agencies, you find that solution in your interaction with them. You have also have a network and a contact, a mechanism where you can speak with them at any given time to get information that you need.

Also the instructors, most of the instructors are not law enforcement. There are a couple sprinkled within, but most of them like Arnie Raffone is a principal in Staten Island somewhere.

Father Hynes obviously has a law enforcement background and Alfred Johnson is one of the best guys that are here. He did the human resources thing, human learning, and he hit a different approach as to how adults learn and different things that you can do and he hit an enlightening approach of how things should be done, so I thought that those several different things are things that work for me with regard to the program.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Well, I think a high degree of dedication to what they want to accomplish. I think that, first of all, they were a little surprised, not that they said it but when they come and the traditional thought process when you think of law enforcement and police is that maybe we're a little bit slow intellectually and we have a way of doing things that is not far removed from prehistoric cavemen times, but that's quite the contrary.

We're professionals and that's how I like to speak of us, law enforcement professionals, and when we're in the classroom and sometimes we talk with an Arnie Raffone or an Alfred Johnson or Joe Guider and some of the things that we say and do, you can see the little sparkle in their eyes and they sort of like "Gee, whiz, I never thought of that" or "Gee, whiz," things that we learned from being out in the street in a law enforcement function that they haven't been able to learn in the classroom and conversely there are things that they've picked up in the classroom that we haven't learned out on the street and you meld the two together, we pick up the best that they have to offer and they pick up the best that we have to offer, so what could be better. So it's a learn-learn situation.

Obviously they're the professors and they give us the information, but at the end of the classes, more times than not, they would say to us, "Gee, whiz, I learned a lot from you guys, thanks a lot," so you feel good that they respect you for what you do and we respect them for what they do and it's a real good environment for learning.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

Three to five years, more than likely I'm going to continue where I am now with the City University of New York up at Lehman College doing public safety up there and I like it. It's a little bit of a slant from traditional law enforcement because it's public safety at a college venue and it's not the high-profile cops-and-robbers thing like the New York City Police Department, but again, like I said before, it's a learning experience. You get to find out what it takes for the job to get done in that venue and you adjust. You fine-tune, you massage a little bit so that it works and the things that you've learned along the way help you but you continue to learn.

I think the emphasis is that you continue to learn, which is another reason that I came back to this master's degree program. You always learn. You learn from people, you learn from courses that you take, you learn from getting an advanced degree, and you should never be satisfied, you should always have an appetite. The next step, to go further, to conquer the next horizon, because like I said before, you know, the world is a treadmill, and as soon as you jump off the treadmill and you slow down and you stop and you start walking, you know, that's when your life starts to slow down and it's sort of like it's over. It's not something I like to think of. I like to think of being active and energetic as long as I can, and when I'm forced to have to slow down.

And for whatever reasons it might be or I choose to, that's when it will happen, but as long as you can get up and be out there, I think that you owe it to yourself. You only pass through here one time.

The next ten years, just in furtherance of the thirst for knowledge, to find out as much as I can, I see myself relocating out of the New York City area and down to a warmer climate because I don't do well in the cold and maybe racket down a little bit but still not stop trying to quench the thirst for knowledge and maybe get into a teaching environment somewhere in a southern college, something like that, and maybe I can impart some of the things that I've learned over 25, 30 years of law enforcement.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I think just having a better appreciation of what it takes to go for the advanced degree, what it means with regard to the law enforcement profession that you can say well, I'm confident, I have a master's degree, I'm a cop, I have a doctorate degree, an advanced degree, and I can relate with people at their level and I'm comfortable with it and they're comfortable with it.

Also, and I talk global a lot, sometimes especially early in your police career, you have blinders on. You look at things straight ahead and you think that the world revolves around the law enforcement profession. Quite the contrary. The law enforcement profession is just a small sliver of life or of what anyone does. When you go into a program like this and you interact with people from different walks of life, law enforcement included, and then you go back into the real world, you find out that the real world is not law enforcement, it's everything else.

Law enforcement is just a piece of a multi-faceted or a big puzzle, just one single piece of a thousand-piece puzzle, so it's sort of a reality check. It's a reality check and you go out and you're not too impressed with yourself and you say, "Okay, there are other things out there, let's make sure that we stop and smell the roses."

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Everybody does. Everyone profits. I think, though, the community that we serve because we're still in the law enforcement venue and it's service-oriented and we try to give as much as we can to the community.

The more you take a look at the entire playing field, I think the more different things you can do to help people, help the community, to help your family. Certainly for your bosses you're more confident and you can understand how all the pieces fit into place and what you need to do to make the machinery run a little more smoothly. So everyone profits.

It's a win-win situation, which is the best of all scenarios.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT C

Question #1:

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

It was an opportunity and that was also the opportunity on the availability of the site locations and also of the financial help they were giving in regards to the discount.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Self-fulfillment. Wherever you are in your job, if you're happy and you feel that whatever you've done is positive, whether it be patrolman, you don't necessarily have to progress. That is self-fulfillment in the job that you're doing if you're happy in your work.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Career opportunity, and about this program, too, we also have networking which I think is very good within here and the opportunity again is going to help us.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I've been very impressed with their intellectual level and their knowledge of their particular field. More from the instructional staff. Students, we're all learning and everyone has different levels, but I've been very impressed by the teachers.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

Well, I just recently got promoted to sergeant so within three to five years, I think it's becoming very knowledgeable as a first-line supervisor. Within the next ten years, it's going to be to succeed on the ladder and hopefully and I have to do another 9 and a half years, that would take me up to my ten years.

So in other words, career advancement is my long-term goal beyond the rank I presently hold and that would also not only be for my own self-fulfillment but also for my pension, which would be important, I'm sure, after I'm done with my career.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I think the information we learn here is applied and you can kind of see it during your daily activities where you might just happen to use a certain scenario which was an example in school and you kind of smile and say "Oh." That's where I can relate it to. And then also in this program, I notice giving the verbal presentations, a lot of people weren't used to that and I think it's good and especially with police officers, we deal with so many people, it's always good to practice that.

Probe:

Q. In other words, direct application between the academic and the professional career?

A. Yes. And even more so here, you get some feedback through the class, which is something you really don't get on the outside.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I would say almost everybody a little bit. Myself in general because you wouldn't be here unless you don't want to succeed or have growth and development. My colleagues because they also see what you're going through, that also sets an example.

I also, I motivated George to come into the program and I actually pushed for others to get involved. My boss, which would be my organization, because they're getting more qualified of a person, which only reflects on the organization itself which I think would be positive.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT D

Question #1:

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Father Hynes, yourself, also Timm; McGovern, and just to better my life and effect change if I can.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Most people measure it in money, in finance, but I think personally if you're happy with where you are in your career and you can help your family advance and better themselves, I think that's the real key.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

This program particularly, it makes you come out of your shell a little bit. You have to speak in front of people, you have to express your ideas, and I think that once you do that, it helps your individual self.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

It's always a positive attitude. It's a program that pushes you to succeed, not only in policing but also in the private sector.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

The three to five years, since I am in policing, I would like to advance to supervisor, and I feel by promoting myself into this program and educating myself, I could do that, and also the long-term, maybe after I retire, into teaching and the career, maybe in a local college or something after I retire.

Probe:

Q. So as you mentioned earlier, you would measure career success through a promotion?

A. Yes.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

As far as profession, some of the instructors are supervisors of mine, so I kind of feel that I know where they're coming from a little bit. You hear them speak and then when they make decisions at work, you kind of understand where it's coming from because most of it is management and leadership skills and stuff like that so you kind of understand. It opens your eyes to it. And in general I would say a lot of the career decisions that are made outside in the private world, you kind of get a feel where they're coming from.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I wouldn't single out any of them.

I would say it's a combination of all of them. I would it filters through all of them. I think it makes everyone around you a better person. I know especially my family, my wife helps me do all the paper, all the papers and stuff so she gets the education as well.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT E

Question #1:

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Approximately two years ago, my current supervisor at the time had completed the program and that's how I actually even found out about the program. I had not heard of it prior to that. Once in the program, I found that I enjoyed the fact that everybody was law enforcement personnel with

the exception of a few education majors or career people, and just the fact that everybody was law enforcement and you got a feel for different aspects of the field, which was good to me having only been out of college maybe five years.

And to remain in the program has really been the people and the instructors have been wonderful and a lot of the different classes, I have the same students, fellow classmates in my class which I've gotten to become very friendly with and I think just the connections and the networking and all that has been great and I hope to graduate in May.

I actually am thinking I'm going to miss it if I finish up in May as planned.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think career success would be feeling complete in terms of the fact that you did an undergraduate program, and as myself in the master's program, using that education in my career. Now, I have been with my particular job for six years and I feel that just staying there isn't enough for me. I need to move on to bigger and better things and just to feel fulfilled.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Again, like I said, dealing with all different people from so many different aspects of law enforcement. Just the conversation alone that I have twice a week at nighttime, I really look forward just to hearing people's thoughts and opinions and experience in the program on how it's affected their jobs.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I think that all the instructors that I've had at this point want to be there. They're not here just because it's a paycheck for them. I feel that and especially the idea that most of the instructors have done the program, the master's level themselves, I think is great and I think that just their interest in each individual and the class just shows that they're concerned and, you know, want to be there.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

I hope that once I finish the master's program, I can use it. I'm already beginning to look outside of my current employment in terms of job success and career advancement, and hopefully within the next three to five years, I'll have a new job with different responsibilities. Within the next ten years, just keep moving up, moving on and taking on new jobs.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I think it's made me, I won't say a better person but a more well-rounded person in terms of just the knowledge that I'm receiving from fellow classmates and the instructors, things that I never knew before in law enforcement or just in life in general. Just the conversations that we have in class, things that I never knew before has been real good.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Myself definitely. I'm not doing it for anybody but myself. Like I said, just hopefully to get out of my current job and to hopefully get a better job for myself.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT F:**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

What attracted me initially, I heard about it through my job. It sounded like an interesting program. I went to Seton Hall undergraduate so that helped. I already knew what Seton Hall was like. I spoke to Father Hynes who was in charge of the program at the school and he has a lot of energy, he's very enthusiastic. He encouraged, he's enthusiastic and his energy made me interested and he gave me a lot of literature. He made it easy to get into initially and he did a lot of work. He was very helpful. Although I had in the back of my mind that I was considering playing around with some kind of graduate studies.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Career success to me is a personal thing. It's an individual thing. It's not necessarily achieving rank

although I believe that's what I would like to do because I think I can contribute in some way to that. It's setting goals, working towards those goals and achieving those goals. I have several things that I would like to do. One is I like to work. I like to do different jobs.

I like to try a few different experiences at my job, do well at them and move on maybe to another one. Eventually I would like to get promoted and have a management or some kind of leadership in that way.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

A big factor is just the people that you associate with, the instructors and the peers in the class. You have people that come from both similar professions and some from professions that aren't really law enforcement.

But they have a desire to get into law enforcement or they have some kind of desire to understand it better. And what they contribute and what people from other departments contribute, the supervisors and rank and file who have different ideas helps you think and expand your focus and gives me a lot of focus and insight, a lot of things to consider. And academically since we have some instructors

who are in the profession and have achieved some degree of success, both in the department I'm in and in other departments, they can contribute and it's a good balance between the practical and academic.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I guess I answered it in the last question but you have people from different backgrounds and the similar connection is law enforcement. You have federal, state, municipal government agencies. Some people have business backgrounds or liberal arts backgrounds and that helps to contribute to a lot of big diverse backgrounds, diverse understanding of people. What I like is being in this area of the country, too, you have a lot of different types of people and a lot of different types of people in law enforcement and they are all represented in this program.

You have male, female, black, white, Hispanic, and they have all something to contribute and you get to understand another perspective and to me it's very, I really enjoy it.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

The next three to five years or actually one to three years I would say are to improve myself professionally, myself, really understand what I'm doing. I'm pretty good. I have about five years on the job now and I want to just sharpen those skills a little bit. Three to five years, I would like to move towards promotion, one level up, and long-term goals, I would like to be chief of the department.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

Life in general, I start with my family first. My older son is 9 and I want him to go to college, and my nephew who actually lives with me just turned 16.

I very much want him to go to college. My younger son is 2 so he doesn't understand that.

But I believe by example you help. I believe example may be the biggest way you help people, your children, so first I influence my family in that way and particularly my nephew, he wants to go into law enforcement and

he's definitely going to college now and professionally workwise, my communication skills and understanding different aspects of my job and of law enforcement in general, that's helped me.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Probably myself followed by my family and then my job and then the general public because I believe I'm a better police officer, I'm a better well-rounded person, and that helps me first and foremost and, of course, that helps my family and then that contributes to my job and that contributes to the people I interact with.

Are there any further comments which you would like to make regarding this interview?

I think it's a great area, fantastic in this area. I think the better education for law enforcement personnel, the better, more rounded person you'll be and the better you'll do the job.

And being that the general public, particularly in this area, you deal with a lot of different types of people, you deal with a lot of educated people, it's important to present yourself in a professional manner.

it's important to present yourself in a professional manner.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT G**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Well, initially when I heard about the program, it was by mostly friends of mine who are minorities and they had strongly suggested to me to seek more information about the program, it would be of great use to you, if not on the job, personal. I investigated and got information about it. At first I was slow about it, slow to move on it, and then after really considering my time and not having a lot of responsibilities outside of myself, I figured it was the best thing to do and I haven't regretted it since then. It really has been a personal growth for me and that's why I initially, that was my real reason for coming here.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

At this time, I would say career success is not necessarily based on promotion. For me it's based on personal growth.

I believe in order for you to want to succeed at any level of management or supervision, you have to first be firm in who you are and where you stand on issues, whether it's public or personal, because they will come into play in some supervisory skills and decision-making.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Well, from the people that I've spoken to, their success really has been, I would say on a personal level or either if they're at a supervisory level, it has enhanced them or gained some, maybe the necessary tools they needed to make more effective decisions, and even as a police officer, you see how you think differently in terms of approaching situations. You even start to apply supervisory skills and knowledge, although you may not be one yourself, to the situations before calling a first-line supervisor.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Communication. I believe that's the biggest key. The professors has been very clear in their message of their topic, very knowledgeable and very helpful in improving the student communication skills. And also making it comfortable enough for you to be able to make mistakes and to be corrected to further improve upon communicating your idea, your thoughts, whether it be orally or written.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

My immediate goals would be that within the next three years, I would like to feel comfortable in taking the sergeant's exam and feel that I have the tools enough to at least begin making decisions or at least have the wherewithal to know or where to find the information to make these decisions.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

Well, personally it has helped me to organize.

Or, I should say reorganize my life.

A lot of times you don't see life as management or managing, a way of managing or learning how to apply management techniques.

And I think that's how first and foremost any type of graduate programs or management skills start to come into play because you start to reorganize your life, which in turn organizes your professional goals. You start to analyze and see your environment, not so much of yourself but how you affect others around you.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Number one, I would say yourself, and when you start with self, all the other areas is a spillover effect because if you're good to yourself and you're solid and clear in your thinking and how you direct your life, everyone else will benefit from it.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT H**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

I had a personal interest in going back to school for a number of years for personal development purposes. I met Orlando Caprio who was a graduate of the program who spoke very highly of the program. I enjoyed the flexibility of the program and the numerous sites and I also appreciated the fact that it was targeted to the law enforcement community, a group that I felt I had a lot in common with, and it made the endeavor go more smoothly.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

In a couple of different ways. One, personally feeling that I've accomplished something during my career. Additionally how I was regarded by my coworkers, if I was considered someone who was knowledgeable and had been successful or productive during my career.

And to a lesser degree having achieved some level of promotion in the agency, having been formally acknowledged for my successes.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I've had some personal, direct personal and professional effect from this program. It's hopefully improved my writing skills, improved my oral communication skills, and interpersonal skills. It's given me some insight into things that I never really thought about beyond the surface in terms of management and motivation of employees.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I've been impressed with the personal interest in the instructors and their particular program. They're not just out there to earn a dollar by teaching or instructing the classes but you can see that they have their heart and soul into the topic that they're instructing.

They seem to have a genuine interest in the development of the students. It's not just a number in a classroom but they want everybody to walk away with something out of their class.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

My immediate short-term goals are I'm anticipating a transfer to Washington, D.C. from my headquarters.

That tour could be two to four years, and hopefully at the completion of that tour, I'll receive another promotion, hopefully be assistant agent in charge of a medium-sized division somewhere in the United States, and I'm 42 years old and I expect to retire when I'm 50 so I have eight years to go and I'm hoping that this program will give me the opportunity to be more competitive in the employment market after I retire and I'm hoping that I can use this program to become maybe an adjunct professor somewhere down the road at the college level.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I've done a considerable amount of research in preparation for writing research papers and on topics that I was not normally completely familiar with, so it has expanded my base of knowledge on a variety of topics. That knowledge and the writing skills that I've developed doing the research paper helped me in my daily activities at work.

Most of my work involves writing and managing people and there's a direct correlation between the skills I developed in these courses and my daily activities.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I think for me personally, I personally profit the most by opening up my eyes and making me more knowledgeable or worldly, but I think there's an ancillary benefit for my subordinates, my superiors and my family and the agency as a whole. So I think everybody profits. But to answer your question directly, I think I gain the most benefit out of the program.

Are there any further comments which you would like to make regarding this interview?

I find it extremely interesting.

I would like to know more about how the process occurs to develop the questions and how the questions and the responses directly impact the research. Because I hope somewhere down the road I'll be sitting on the other side of that tape recorder.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT I**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Basically there are a lot of factors which attracted me to this program, one of which was the price. I believe that when I started, it was a 40 percent discount in tuition to police participants. Also the idea of getting a master's degree appealed to me because it was something prestigious. Also my father was a working-class man. He was an immigrant from Asia, from China, and he worked as a chemical worker for a pharmaceutical company and none of us, nobody in the family had much education except for my brother who went to college and myself, and I wanted to get this master's degree just for my parents or for myself. Plus we get a pay raise increment in the police department which I work in. I first heard about this program while I was an intern at Rutgers.

I was interning in the Police Academy in Somerset County and the director of the academy had been a graduate of Seton Hall, and at the time he was doing his doctoral work and he was someone who I greatly admired and he suggested that I enter this program.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

The greatest measurement of professional success to me would have to be experience to have experienced these great things in the field in which you work and to be able to relate those experiences to people who are coming into the profession after you so they can learn from your experiences.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I would just say that learning the techniques so that we can enhance our profession, experiencing that, because coming into this profession in police work in my profession, it seems some of the older people who are role models are less educated and the profession is perceived as blue collar and we're bringing it into an area where it seems to be, where it has standards and parts that are learned from programs such as this.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Persistence I would to say. Many of the instructors in this program are former graduates of this program and they've put their time out to do the research and do the studying and everything like that, and I would have to say that even for these students who work in these professions such as we do who work odd hours could take the time out from their families and their profession and their hobbies to pursue this degree of this program, it seems to me that persistence is what makes them successful.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

For the most part I work as a patrolman now so anything in the succession of the chain of command would be one of my immediate goals, short-term up to five years. After I graduate from this program, I would like to go to law school and pursue something in the criminal justice field, either defense attorney or prosecutor, and evolve from, use the experience that I already have to build on that.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

For the most part, this is an educational program the concepts that we've learned in adult learning and psychological implementations, I've learned in a Police Academy course called Methods of Instruction.

It helped me do well in that course, I believe. Also in training other people, because we have a ride-along program, an intern program in our Police Department, and using the educational strategies, just to teach the interns what we do and to relate our job to them in a better manner, I think that's what I got out of this program.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I believe I'm the greatest benefactor of this. I think I gain most out of this experience. Secondly, I would have to say long-term my employer because where I work, as I said earlier, everybody in the chain of command is really not well-educated and our department is not well-organized.

And I think some of the courses that we've taken here, the leadership course and the management courses, are going to help build our department into something greater than it is now.

Are there any further comments which you would like to make regarding this interview?

Not that I can think of, but in the future, if I have any, I'll bring them up with you.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT J**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

The person that attracted me to the program was somebody in my immediate office. They had mentioned that there was a graduate studies program for law enforcement personnel. I think that this particular graduate studies program is influential to me because I'm interested in combining the law enforcement aspects as well as the use and putting the both together as far as intervention and prevention of aspect of law.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think that job satisfaction is the most important thing. I don't necessarily think that the financial aspect has a lot to do with it. For me it's just job satisfaction.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I think the fact that you have, that it's a law enforcement program and you see people from all aspects of law enforcement from the federal all the way down to the local municipalities being involved in this, and their participation I think and their comments have greatly influenced me and it makes me want to pursue the field even more so than I presently have.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

The professionalism I think that you have here with everyone from the instructors all the way down to the students I think is very important. Everyone with their personal opinions and their experience and what they bring to the table has enlightened me and has allowed me to better understand some of the things that people have to do in law enforcement as far as all aspects of law enforcement.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

The immediate goal of mine would be to become a federal agent, and then long-term goals would be to somehow be a part of -- the DEA.

The DEA has a demand reduction initiative, which is going into the community, working with kids and the schools which I think is very important as I mentioned earlier as far as the prevention and intervention aspects of law enforcement.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

As far as professionally, I'm thinking about, if the opportunity arises for me, I would like to start teaching in a community college. I think that is important to not only give back to the community but to start educating other people about the opportunities and stuff in law enforcement and criminal justice.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I believe that all of them benefit from me attending this program. I think most importantly -- I'm single. I don't have any children -- myself right now would benefit from it. Hopefully someday when I have a family, they will benefit from it. I think it's very important that when you do have a family and you do have people that may look up to you, that a lot of times with your educational experience if you were to have children, they will then also reach for or achieve higher education than yourself.

Are there any further comments which you would like to make regarding this interview? No.

I guess the most important thing is that I just think that in law enforcement we have to instead of just like working on locking them up and locking up the bad guys, especially when it comes to youth and kids, we need to spend more time in intervention and prevention, especially when they're young, and do more of a rehab type of thing and rehabilitation instead of just putting them in jail and educating them why they're there.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT K**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

What attracted me is I've always attempted to receive my master's studies. I was injured back in 1977 when I first started my graduate studies. I just never got around to going back. Father Hynes was very influential in pushing me towards it. I've always wanted it. He's known I've always wanted it. I couldn't fit it in with my police career. But he pushed me towards it and now I'm almost completed with it.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Naturally everybody, and myself included, is the rank attained. I've attained a high rank. I'm very proud of that. But even more important to me than that is the respect of the citizens of the town in which I work and also of my men. To me, that's the most important thing. Money can't replace that.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I find that this program, the main thing that I've experienced is the camaraderie, the ease with which the staff can get across the subject matter to their students on the level of law enforcement. It seems that it's a lot easier for them to communicate because of the police backgrounds. What I find is most important as I said is the ability of the teacher to get across their points of view using jargon from police work and also from the texts.

I find that the most important thing, the ability, the ease with which this program came about. For me. Other people are having a harder time, but for me the camaraderie, the ability to understand the teacher on the level of law enforcement and the many things, psychology, management, everything fits in very well with my program and with what I do at work.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I find that the staff themselves are very conscientious of what they're teaching. They take pride in what their studies, I guess, I'm trying to think of the word, that they set up, it would be the lesson plans. The lesson plans I have seen of the staff are very, very professional. I've been a policeman for 28 years. I've done lesson plans for studies, and I see that they spent a lot of time, a lot of effort. It's not a haphazard way that they put their plans together and their ability to get it across is very important.

The students are conscientious. They come here to learn. You're spending money. You're going to get your bang for your buck. You're going to get your degree if you apply yourself. It's not going to come easy. It takes time. It takes effort. But this is going to enhance you for your police department.

If you work in a police department, federal, state, local level, education will never hurt you. You always have to test for an advancement and this will give you the ability to have that edge on anybody else that hasn't gone to school.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

Three to five, I only have about two left. Then I'll have thirty years. I'll be looking at retirement, possibly not. My long-term goals there, I am the deputy chef. That's the highest rank that you can hold in the town that I have. There is no chief of police. There's a director but I would not want to be a civilian director.

After I leave this police department, I plan on teaching. I don't know if it will be in graduate studies. It may be in study groups for promotional. I've been offered positions of that. Nothing is set in stone. I'm 52 years old so I am also looking, the main goal is retirement, to relax and get some pleasure out of the time I've put in.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I have a staff of training officers. I've taken several of the syllabuses that I've had here and I've showed them the way to set up our study guides. As you know in law enforcement, you have numerous mandatory subject matter that must be covered every year, use of force, high-speed pursuit, domestic violence, and we've taken a lot of the study guides from this and we've more or less tailored the use of force within these study guides, question and answer.

Where before it was just reading it to them and I know from when I was a young officer when this was instituted.

I didn't pay attention when people just read something at you rote. And it's twice a year, so it's very extensive training and the syllabus and the type of studies, type of outline that I received from this, the teachers in this program, we've instituted that in and it became more enjoyable and it becomes a dialogue, you get to talk back and forth. It's not just somebody pushing something down your throat. And I think that the younger officers appreciate it and it has helped my department a lot.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I would say my colleagues mostly. Myself, I'm doing this now -- as I said, I'm older than an average parent, and by the education I'm learning here that I'm acquiring, the extra education, I'm be able to instill this into my men that work for me, my captains, my lieutenants who in turn send it down through the ranks. The real winner of this is the township in which I work, which is Belleville.

The people are having more professional police officers with better judgment and, better knowledge of the laws. They have better knowledge of leadership, which is number

one. I mean if you're not a leader -- as a police officer on the street, you are a leader. You are the boss of that police car.

There's not always somebody sitting over your shoulders and what I've taken in here has assisted them in their decision-making processes.

Are there any further comments which you would like to make regarding this interview?

The interview, the questions now, just reviewing the questions now, not being prepared for the interview, I like the questions. The questions are very tactful, they're very to the point and they do cover the program and I just wish you good in your endeavors.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT L**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Well, I wasn't aware of the program right away. I always knew after college I would like to attend grad school. I didn't do it right away obviously, but a woman that I'm friends with who works in the Prosecutor's office brought it to my attention through a sheet that was going around. I was interested in it but again it was a money factor involved and as it turned out, my contract paid for the whole thing so that was a huge factor in going through this work. The main influence of staying in this program is my father, who all the time constantly says, "Stay in it." He's a police officer also. And just the other day we had a major conversation and he was like, "Whatever you do, don't stop, finish this program," whatever, so he has been the major influence to stay in it.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Career success, I think you know transitionally I looked at it as obviously the more money could be your success, but obviously we're not in a money-making profession. So what I'm trying to do is there's things about my job right now that I don't like and I don't perceive wanting to do the same thing forever. This may help me. Success would mean doing something where I want to do every single day where I could express more of my own, have more influence of my own on the job. That would be more successful.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Success factors, one of the things I like and actually he promotes it but I was thinking of it anyway, Dr. Carlton promotes it, is you do have a good professional networking. You're going to many different classes. You're meeting many different people who are also in the same field as you who are also going through this program and you're going to keep in touch with them so you will have a professional network eventually when you graduate. Success factors, I kind of like through some of the studies.

I think it breaks up the mundane aspects of the job. It kind of takes you out of a rut coming to these classes.

You get a new way of looking at things other than the same way you look at something on the job every day. It breaks you from the rut and you look at things differently that way, I would say.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I think they have a different way of thinking than most police officers. Chain of command, we have to listen to superiors without question, so forth and so on, chain of command. Most teachers are in police work and they promote independent thought, independent thinking, think for yourself, look and achieve, which is totally different, I think, than police work. I have to do what I'm told. I have X amount of things I have to do. What I'm told here, you're taught to think independently where normally you have to listen to what the supervisor says. You only have so much discretion. You have a lot but only so much. I think they stress independent thinking.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

The next three to five years -- I should probably have gone this way before that -- but maybe finding some application in this or another.

Maybe in law enforcement, maybe another field, maybe another area. I would like in the next three to five years to find another place to work, a new career path per se. It could be involved in law enforcement, not necessarily out of it. Long-range, I've always considered studying law so that's an option I'm considering.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I think I touched on it earlier. I think I've taken some of the things we have heard about in class and I've thought about on different job calls or different -- I look at the way my organization is running differently after -- I'm trying to take some of the context we've learned in this class and apply it to where I'm at and apply it to where, if I have these ideas.

What I could do to change certain things. even though I'm not in a position to make any of those changes right now but it makes me think about it that way a little more intelligently than before.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Who would profit the most? I think in general, any police officer right now that's in this course is going to benefit. Us as a group taking this program because there's very few police officers with a four-year college degree let alone that are going to have a master's. So it's going to take police work -- I think police work in general in the long-run could benefit the most from something like this because it's just going to promote more educated people in police work. But in terms of benefit for family, I think there's more benefit.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT M**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

The attraction to this program was actually my desire to obtain my master's degree. If anybody influenced me, it would have been the state troopers in the New Jersey State Police Academy who were in this program or graduated from this program who I thought were pretty squared-away individuals and I would like to emulate, mentors definitely.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I would measure career success primarily by a means to an end. The means being never being complacent, always pursuing different goals, including obtaining degrees, going through different -- just gaining knowledge and what that transpires to as far as advancements and placement.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I would say the dedication that you can see in the professors, the staff that teach the program. I think viewing them and knowing the dedication they have into it, I think that's -- I think that contributes to my personal success. I see what they are, maybe different professions, but I see they've obviously set goals for themselves, obtained them, and I think that's a great attribute to them and I would like to emulate that.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I would say dedication. That's one. I think that's an extremely relative quality to what we're dealing with here as far as police work and whatnot and what the degree will enhance. When I see that quality, it makes it all worthwhile to deal with.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

In terms of immediacy, I would say within three years, I would like to graduate from the program. After that, you could branch off in many different ways and I haven't focused. Not that I don't look towards the future, but I look within the next three to five years and I think this degree will help me in my pursuit of other accomplishments down the line.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

As I said before, this is my second semester. I had a course in ethical foundations in police work. I think you could apply it very well to my job. And as far as just being more observant and just opening my eyes to certain things and the people in the class as far as telling me about what their experiences are and what my experiences are and just being a more keen observer. That course itself was, I had that course and a curriculum design course and I think that was more I could apply to this job.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Everybody definitely profits from it. I would have to say myself personally. It helps me be a better rounded person. I'm kind of the top of the pyramid on that, not arrogant but more confident I would say. It affects everybody, the teachers, the colleagues, my bosses. If I'm content and do well and set these goals and reach these goals, it will definitely affect my family life. My boss will have an easier time obviously. But I think I'm at the top of that pyramid. I see myself as the one who profits the most.

Are there any further comments which you would like to make regarding this interview? No. That pretty much sums it up.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT N**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

The thing that attracted me was actually the schedule, the convenience of it. I've already got a couple of graduate credits from Trenton State. And the format, this is offered one night a week and the schedule I have right now is perfect for me. I'm working in a school during the day Monday through Friday 8 to 4 so this is the perfect opportunity for me to do it. Any other program you just can't fit it into your schedule, especially with a rotating schedule. I've talked to a couple of people actually and a co-worker of mine had gotten accepted into the program. He told me about it and he pretty much convinced me to go ahead and do it.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Do I dread coming to work every day? If I can get up and actually want to go to work every day regardless.

Of what your rank and whatever happens, as long as I still enjoy going to work every day, that's success.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I think dealing more with your coworkers. I haven't had some of the human relations or any of that. I'm only halfway through. But the classes I've taken have to do with leadership and things like that. I think in terms of dealing with your co-workers that's what's going to benefit me the most.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I think the students are here because they want to be, not because it's something they feel they have to do. The program, the teachers are extremely understanding. They understand what our jobs are. They're very professional and it's an education department but they gear it towards law enforcement.

The examples they give are towards law enforcement, so it holds our interest a little bit more. I think it does a lot as far as helping us out. But the students are all self-motivated.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

Three to five years, hopefully I'll make sergeant but we'll see.

I would like to get involved in the training aspects, and beyond that, I would like to be promoted to lieutenant. I don't know what my chances are of going further up. In our department, people tend to hang on for awhile. I transferred actually from the teaching profession so I have six years already in the pension system so I've got like ten years in now and the people that are there are real young so the people that are there are going to be there for awhile. Would I like to rise up through the ranks? Yes, I would.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

I've been doing some teaching at the Academy, and as far as some of the different adult learning and things like that, I've tried to apply that. I've only been doing it for a year so I haven't had that much opportunity. I've only been in the program, this is actually my second year. As far as the opportunities to apply it, I haven't really been there yet.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I would say myself. My colleagues, sometime in the future if I'm ever in the position to have to utilize the information, it would be my colleagues. I would say everybody benefits from it, but the most would probably be myself and my colleagues. Me career-wise, my colleagues if I'm ever in a position as a supervisor, I want to do what's best for them so I would say they would also benefit.

Are there any further comments which you would like to make regarding this interview?

No, not really, but I'm sure everybody said the same thing.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT O**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

My quest for education drove me to this and it was through the efforts of Father Hynes that I actually wound up here and continue here. Once I got here, it was very easy to enjoy it and stay with the program.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think that it's all based on the individual and on how the individual feels about themselves. If they feel good, if they enjoy what they're doing, then they're successful, providing that's within the scope of your organization.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

The education that I'm getting here, I can't measure. The professional people that I'm dealing with on both sides of the podium, the interaction is enormous. The wealth of that is, I can't put a barometer on it either. It just gives you such an expansion of education and areas to go for people for mutual cooperation and ideas.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I've been dealt with and again on both sides of the podium nothing but praise. Everybody who has lectured is cognizant of their subject matter.

And my fellow students have acted accordingly and have contributed to making that a whole.

Question #5:

What are your immediate professional goals within the

next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

My immediate goals and my long-term goals are virtually the same. I'm now teaching at two colleges.

I have been rehired for next semester by both colleges. And once I retire, I will decide if I want to go for a track position and I still am debating. My qualifications are going on for a doctorate degree.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

A lot of what I've learned here and the people I've been surrounded by.

The impact has been immediate. I've been able to take a particular course at night and bring that information and use it the next day on the job.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I think everybody does. Myself, the feeling is that I'm getting the most out of it.

But, by the same token, I'm giving the most back to my family, my organization and to the public in general.

Are there any further comments which you would like to make regarding this interview?

Just to reiterate the fact that be everybody that I've been surrounded by has acted in the most professional and intelligent manner. It's probably one of the greatest experiences I've ever had.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT P**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

I was first interested in the program as a response to a job transfer so I could get myself a better position where I'm working now, and my fellow employees influenced me to stay with the program. Several of them are in the program now.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think it's individual. I think my own success would be defined as my happiness with the job and the best I can be in my job. That would be career success to me.

Question #3:

What is that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I'm not sure I exactly understand that. Can you say that one more time? I think that I'm gaining a lot of self-confidence in public speaking and demonstrations and actually being able to teach the information to other students. I've gotten more information and networking also out of the class, fellow officers in the class.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I think they're all ambitious and they're interested in the topic. They all want to learn more and they want to teach more. They want law enforcement to be as professional as it can be.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

In the next three to five years, I'm hoping to go from the state level to the federal level, and in the next ten years, I would hope to move into some type of supervisory, managerial or administrative position.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

As I said earlier, it's given me a lot of more self-confidence in presenting information. I think my writing ability has improved with reports on my job and my ability to articulate as performance has improved and I think that basically the, I'm not sure exactly how to explain it but I suppose I have more of a broader perspective on things that are important to my job because of the program.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

Myself, definitely myself, and probably my family second.

Are there any further comments which you would like to make regarding this interview?

Nothing I can think of.

Thank you for your time and thoughtful consideration in responding to these questions.

This concluded the interview.

PARTICIPANT Q**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Firstly because of the location. I work here right at the Academy. I always wanted to go back to school but this made it impossible to turn down. And numerous people, Captain Brady and Lieutenant Varricchio, encouraged me to stay in the program the first semester.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

If you reach a level where you're comfortable, money is always an issue, but if you find you're comfortable in your position and you're happy, I think that's success.

Question #3:

What is it that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if

any, were influenced mostly by you being in this program?

Answer #3:

What I can accomplish it gives me some confidence, that I accomplished the course. So I'm almost finished and that's good.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Everybody was very professional in their attitude, very helpful, always going above and beyond if you needed any help. And it goes along with that the students as well. If you had a problem, everybody is willing to help everybody.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

If I retire from the P.A. maybe in the next three to five years and then if possible take this degree and maybe teach in a community college part-time. God willing if I'm around in the next ten years, I'll do the same thing. You

never know whatever opportunity may lend itself. A master's degree gives you more opportunity, may open some more doors.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

Right now I'm an instructor in the Academy so naturally everything you learn in here enhances what I'm doing in the Academy and it just gives you an insight a little bit more into problems that you run across.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I think it's hard on the family. Eventually they're going to profit because you do get your degree. You profit by the knowledge of the degree.

Naturally the company is going to profit because they have somebody who's more trained and more versed in certain areas and gets a more professional student.

Are there any further comments which you would like to make regarding this interview?

No, that's it.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT R**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Cost was first. And no one really influenced me. I just read the bulletin and asked questions.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I only could mention my own and I would say some part of my personal success would be financial, how I've increased my salary and movement, how you may move throughout ranks, position, and still be happy.

Question #3:

What is it that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

I think one of the things I've learned in the program is really how to research information and put it together, and unlike undergraduate, which is a lot of memorization, theories and formulas, this is more like getting information, how to obtain information and technology and break it down, sort of like explain things instead of just verbatim memorization.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Most of the people here seem very orientated towards bettering themselves. I think that's what the main purpose of the program is. So it's good.

And not everybody is young, so there are people who have waited and possibly cost was a factor with them and I think we kind of motivate each other because you look at people and you say, "How could you be here," you know, "What am I doing here," and then you look at someone else. And I have the same things like you, family, wives, husband, children, jobs, supervisors, responsibilities. I think the bottom line is that everyone is looking for maybe not just job advancement but personal, I think a lot of people here are for personal achievement more than the job.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

Well, I would like to finish this program. That's for one. And basically the purpose of me doing, besides personal, personal gratification, was to keep from falling between the cracks. Because of that 20-year pension, we get kind of comfortable and we make a substantial amount of money for what we do.

Not realistic to think that you're just going to step out this door and walk into a financial position that you've left here. Not to say that it's not possible, but for what you do to make that money, I don't think it's possible. And long-term, I don't know. I always thought about opening my own business and being my own boss and say I don't have to work 40 hours, if I want to work 15 hours with that pension to back me, that's what I want to do.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

Like I said, the research portion. Because I'm a detective, we do a lot of research, looking for information.

So it gives me a broader base in which maybe to search or look and that's really about it. Nothing else. I'm not looking to advance myself just because it doesn't fall in my plan financially.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I think everyone profits a little but you want to know who profits the most. I would say I would profit the most because I'm the person who is going to go out and sell myself. Really the program really benefits me. If I go and I work the program, I benefit from it and hopefully it is to better me because I'm at a high educational level. The school benefits a little bit from it because it's word of mouth. It's sort of like free advertisement, and if they put out quality people, then other people will come and use their school. Family, I guess if you have children, then you present yourself in that role model like position like hey, this is achievable and it's not too hard and guess what, you can have a job and I don't have to pay for you to go to school because now your children see that you've worked to get to that position. No one put me through school and it's not taken for granted.

I would say, if you have high-school-aged children who

see a parent working and struggling and paying bills and trying to just stay ahead.

Are there any further comments which you would like to make regarding this interview? No.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT 8**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Essentially it was the convenience of coming to the graduate program. I work in the area in Newark and it was conducive to my schedule, classes, graduate classes, and in addition, I think, I believe there's like four or five other supervisors in DEA that's also attending this graduate program.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

Career success basically is how you get promoted and go up the ladder in your organization or police agency. That's my feeling.

Also on the personal side is personal satisfaction in terms of success as it relates to maybe furthering your education, which I'm doing right now.

Question #3:

What is it that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Success in terms of this program, I guess you graduate with a master's degree which brings you one notch above the people with an undergraduate degree. That's my understanding in terms of success. For me personally, it's personal satisfaction trying to attain a master's degree.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

The qualities, they expound on their experiences. The instructors, they have a personal touch and they tend to be more personal with the students. That's my opinion.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

My immediate goals within the next three to five years

is basically to become a stable supervisor. This is my first, I'm going in my first year at DEA as a supervisor.

Maybe working a couple of more years in the enforcement aspect as a supervisor and eventually going to headquarters, in about three to five years going to headquarters in Washington, D.C. In terms of long-term success, probably a promotion to the next level, which is, ours would be considered grade 15, the next level.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

With this graduate program, I'm doing a lot of public speaking in the classes, expressing my views and opinions, getting up in the class, and I think that helps with my current job where I have to be in front of people, the public, and address and give briefings.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I think everyone has an interplay in everything. You get the master's degree. Your family benefits probably

financially. If you do get a master's degree, it may become additional pay in certain agencies and groups. You get to interact with the instructors.

And they get the feedback from you as a student and you get the instruction from the professors or the doctors.

Are there any further comments which you would like to make regarding this interview?

Nothing at this time.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT T**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

What attracted me was the fact that I could come one night a week, which was conducive to my personal situation with small children. The classroom time wasn't too involved. And the person who influenced me actually was the surveyor to stay in this program because I've had several of your classes and I've been very impressed.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think career success is measured by the way you feel at night when you put your head on the pillow.

If you maintain your integrity, you have a direction. Your whole career success is directed in a straight line where you know where you're going. Here's a beginning, there's an end, it's not open-ended for you. There's gratification there and personally you feel like you're making a difference.

Question #3:

What is it that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

Just so forth to begin with. By being in this program, the education that I'm getting, I do take a lot of it even to the job. As far as people skills, I think some of the skills we've learned in the classroom has definitely helped me communication-wise skills, the people skills, the people I deal, that would be number one I would say.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

I think everybody for the most part that's been involved in it, both professional and student, have been very focused. I think that everybody has been very serious about the program, especially here at the Police Academy because it was something new for us here. Everyone wanted to make it go well and I think everybody is very positive about it and everybody is taking it very seriously and working very hard.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

I'm in my twelfth year on my job. My immediate professional goals, I would like to achieve some type of rank in the department, but a more immediate goal is to finish this program, which hopefully I'll do in '99. I would actually like to start teaching next year in some form, whether it be a community college or somewhere maybe even within this program or learning how to go on further. But teaching is definitely where I want to be, even down the road ten years, that's what I want to do is retire from this job and to be already actively teaching at the college level.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

Life in general, it just helps keep the structure really. Structure is the key word even with the job. When I go to work, again like I said a few questions back, some of the skills that I've learned as far as organizational skills, they've helped me tremendously at work.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

I think everybody benefits from it all the way around. I think I benefit from it most obviously for personal reasons, the fact that I'm hoping to use this as a steppingstone to something else for the rest of my life, but just the way I would conduct myself after what I've learned through the program, I think obviously being at work, it's going to involve people at work and it's going to involve people at home because my wife is a teacher also.

Are there any further comments which you would like to make regarding this interview?

Just the fact that I'm grateful for the opportunity to have a chance to be in the program. I never thought I'd even have the time to do this because I finished my undergraduate at night and the last year that I had to finish, after going two years full-time many years ago, it was really hard and it's just been a great opportunity and I'm grateful.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT U**Question #1:**

What was it that attracted you to join this particular graduate studies program, and who, if anyone, influenced your decision to remain in the program?

Answer #1:

Well, there are two people who influenced me right off. One was yourself, Domenick Varricchio. The other one was Father Hynes, the way he presented the material. The main reason why I entered the program was, A, the availability of it. It was located here in the Tech Center which is very convenient to me, and the other was, and I took it because of the course materials, supervision and administration, being a lieutenant on the Port Authority police, it was an area that I thought I needed more expertise in and this seem to suit the bill.

Question #2:

Professional success may be defined in numerous ways. In what terms and in your own words, how would you measure career success?

Answer #2:

I think career success has everything to do with being happy in your job and feeling fulfilled in what you do and feeling challenged. Challenge is probably the largest part. Of minor consequence but of some consequence still is the

issue of money.

But, to wake up every day to go into a job and be challenged and feel like you achieved something, that I feel is a big part of personal success.

Question #3:

What is it that people like yourself are experiencing in this particular program which may contribute to professional success? What particular success factors, if any, were influenced mostly by you being in this program?

Answer #3:

On a personal level, what I've learned in this program is my ability to manage my time, and I've gotten those different techniques through the administrative part of this course. And also it's funny that this question -- I took a directed research course and although that has nothing to do with my present job, some of the aspects I utilize in researching that I need to at work in Internal Affairs.

The success factors that are influenced is probably my ability now in the administrative aspect of my occupation.

Question #4:

What qualities have been exhibited by both the instructional staff and students throughout the program which may lead to professional success?

Answer #4:

Two qualities that come to mind right away are the

professionalism of the instructional staff and their dedication to the educational aspect of the field.

It's a very type of hands-on education. We're not just sitting back and listening to professors. It's very interactive, and it's that interactive part of the educational experience that means a lot to me.

Question #5:

What are your immediate professional goals within the next three to five years and what are your long-term professional goals within the next ten years?

Answer #5:

Well, I just began a new job within the department so I anticipate staying in that job for the next three years approximately, upon which I'll probably look for employment elsewhere hopefully in the college security field, mainly in the management part of it. Long-term within the next ten years, that would probably be to become a director of security in some college institution.

Question #6:

How have you already applied the acquired program knowledge or skills to your current profession, position or life in general?

Answer #6:

What I think the education here at Seton Hall has afforded me is the ability to look at my job in a different

light. The administration and supervision, I neglected to mention the supervision aspect of it, but the techniques that were taught about supervision was certainly utilized.

Utilized by myself in my day-to-day activities when I was a tour commander in the field.

Question #7:

Please comment on who profits mostly from this academic experience that you've just explained. Yourself, your colleagues, your boss or your family?

Answer #7:

It's a tie. In position number one, it's a tie, and that tie is between myself and the organization that employs me. A better-educated officer first of all is an officer who thinks clearly, thinks distinctly, thinks very highly of himself and the fact it's the job in that he's a true attribute to the job. That's a tie for number one. Number two I think would be the family. Having the children know that their parents are educated and has achieved success gives them a good role model to look up to.

Are there any further comments which you would like to make regarding this interview?

Just that I'm very grateful for the opportunity that Seton Hall has afforded me to complete my master's degree. It's been a wonderful experience and they really did make it

easy as far as the location of these satellite programs and it's something that I'll always be grateful for.

Hopefully other people within the police department and other law enforcement fields will take advantage of it.

Thank you for your time and thoughtful consideration in responding to these questions.

This concludes the interview.

PARTICIPANT: Chief Thomas Farrell
Port Authority Public Safety Department

The interview concerns the research involving the study between higher education and perceptions of career success among law enforcement personnel.

Q. Good evening, Chief, and thank you for taking the time to be with us tonight.

A. Good evening, Dom.

Q. I would like to start off by asking you generally to comment on your perception of police personnel seeking higher education and what the potential for job success and in any way does your position of chief, can it be attributed to achieving higher education?

A. It certainly can, particularly under my current Director of Public Safety. He espoused the program from the moment he came aboard and pretty much sent a message out about education in general being a quantifiable measure for promotion, particularly from the ranks of captain and above.

Q. In other words, the success in the profession therefore can be measured by certain variables which have been influenced by academic excellence?

A. Absolutely. It influences both promotion boards and the director's final decision on promotions.

Q. Let me ask you this, Chief. To what extent has this particular police graduate studies program impacted the success of its population in the work place, particularly in your department?

A. Well, within my department, most recently graduates from the graduate study program all endeavoring to become captain or enter the managerial ranks have done so successfully.

Q. So in your own opinion a relationship does exist between once again the qualities exhibited through motivated students in the program and a direct application to their job performance and success?

A. Absolutely.

Q. Shift away from that just for a second and let me ask you in your own words the following:

How has higher education benefitted the officers' family, their friends, their community or even in your own case?

A. Well, certainly the degree from Seton Hall adds a measure of recognition both to my family members -- I'm the only one in a large family that has a graduate degree. They look upon you, first off, that you worked hard to get it, that your success is somewhat attributed to that hard work and it's a reflection of your ability to motivate yourself and your peers.

Q. In addition to of course the obvious achievement of the highest rank that there is in the uniformed force and that is of chief, three-star chief, are there any other benefits that you can equate with success measured and derived besides promotion in the work place and are there any other variables you would identify, attribute to the education?

A. Well, from my particular standpoint, the other measures are if you're looking for retirement or you're looking to go beyond the police ranks and maybe go forward into some corporate structure or even an education structure for that matter, that you certainly have a step up on the other candidates.

Q. Are there any other comments you would like to add to this particular interview or any other comments on your reaction to the nature of these questions?

A. Well, particularly on my family, they're very proud, first off, that I have a graduate degree.

Second, it leads them to believe, particularly my younger ones -- I have one in undergraduate school, one entering high school, another one in grammar school -- they all see Dad sit down and work and do the homework and it motivates them to do the same thing. So I don't have to answer their questions anymore about why is education important.

Q. Once again, leadership by example.

A. Yes.

Thank you very much, Chief, for your time and thoughtful consideration in responding to these questions.

This concludes our interview with Chief Thomas Farrell of the Port Authority Police Public Safety Department.

PARTICIPANT: Lieutenant Colonel Robert Dunlop
New Jersey State Police

The interview concerns the research involving the study between higher education and perceptions of career success among law enforcement personnel.

Q. Good afternoon, Colonel Dunlop, and thank you for meeting with me this afternoon for this interview. I would like to begin by asking you to generally comment on your perception of the relationship between higher education and career success and particularly include your own success as the Executive Officer of the New Jersey State Police.

A. I think education, higher education specifically and we're talking about a four-year college degree and above, is very important, more so important today than ever to law enforcement. I believe that overall the people that are educated, college educated, will make better police officers, do make better police officers and will continue to make better police officers than non-college graduates.

Q. Thank you. Colonel, can you briefly comment on the relationship between the higher education and the law enforcement profession and the impact this particular graduate studies program has had with the success of the student population, particularly members of your department.

A. Let me break that down into two parts. The first part you're asking is -- can you just read the first part?

Q. Just a comment on the impact that or to comment on the relationship between higher education and success and the impact the program has had with the students who are members of the New Jersey State Police.

A. First of all, I think higher education has had a tremendous impact within this organization. What I see is better report writing. I see better court testimony in college-educated troopers. I see a better degree of the ability to think problems out. Decision-making I think is increased in college-educated troopers. Not to say and I'm not downgrading anybody that doesn't have a college education that's a trooper. These Newark troopers that are coming in are college educated with four years of college.

And even the ones that are going to college since they have been a trooper, I do see a difference in, like I said, the report writing, the ability to think things through, decision-making. I think it all improves with a college education. I think the criticality of decision-making in law enforcement almost dictates a four-year college degree now. I mean our people have to decide things within moments if not seconds, and I think, I believe, that the college-educated people are able to do that a lot better than non

college-educated.

Q. Thank you. In other words, that success in the profession not only depends on college core advancement but particularly for the day-to-day operation within the profession?

A. Absolutely and that's the key. I think this is a profession. And if it was just a single task-oriented job, we may be able to say that we don't need college, all we need is to meet the standard and then pass, but this is a profession, just like the law profession, and you have to have a wide base of knowledge. I think that's the key here. The better-educated or the college-educated troopers we're getting in have a background in sociology, in politics, in political science.

They're able to make decisions more sound because of that broad-based knowledge.

Q. Thank you, sir. Returning to one of the original research questions, how would you in your own words define career success and to what can you attribute the higher education, how it plays in that success?

A. I believe success, a paramilitary organization like ours is very easy to define. Most of the time it's by your rank. The higher up you are, I think that is what we equate

success to. And I'm not saying that that's the only criterion.

But in this organization like the Port Authority or any other police organization which is very paramilitary, the rank structure can measure success. And I think one of the things that enables one to go higher up into the ranks and I know especially in this organization you're going to need, will require a college education. In fact as of the year I believe it is 2002, in order to make captain and above, you're going to have to have a master's degree.

Q. So that education will be a mandate for the higher ranks in the department?

A. Absolutely.

Q. Let's shift away from that for just a second. In your own words, how do you feel education has benefitted the members of your department in terms of their relationships with family, friends or even the communities they work in?

A. I don't think I can speak on how it has affected the families. I can't do that. But I can say how it affects the community. I think the better-educated police officers, especially troopers, are serving the community better because of their education. They're more well-rounded.

They have a broader base of knowledge, like I said before, in sociology and political science, and I think they're just better capable of handling situations.

Q. Are there any benefits that you'd be able to equate with higher education and success in addition to those you mentioned already?

A. I did touch on this but I think the ability to articulate facts is one of the prime assets of a college education.

I think after someone gets out of a four-year college, they're going to at least be able to write a report accurately and without a lot of grammar mistakes. I think that's one of the important things because, as you know, in a court of law you have to be able to articulate the facts. If you can't put it on paper, there's a good chance you're not going to be able to articulate in front of a jury either. I think that's one of the advantages of education. And also I think the more educated you are, the more apt you can deal with the community that you serve.

Q. Are there any comments, Colonel, you would like to add to this particular interview or to the nature of these questions?

A. No. I think other than a personal observation from my

education. As you know, I'm continuing my education in the master's program and I'm almost 52 years old and I still am learning an awful lot from participating in the master's program.

A lot about organizational structure, organizational behavior as well as individual behavior. I think it is very beneficial and I really would like to see us continue with this master's program.

Thank you very much, Colonel, for your time and consideration in taking the time out of your busy schedule to answer these questions and the best of luck and continued success in your career.

A. Thank you.

This concludes our interview with Lieutenant Robert Dunlop of the New Jersey State Police,

APPENDIX I
THANK YOU LETTER TO PARTICIPANTS



COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION
(973) 761-9397

Seton Hall University

South Orange, New Jersey 07079-2683

257

December 1998


Dear _____,

I wish to extend my sincerest appreciation for your voluntary participation in my dissertation research project, investigating the perceptions of law enforcement personnel in higher education in relation to career success. It has truly been a rewarding and enlightening experience for me to interact with so many wonderful and talented members within our academic community.

You will be pleased to know that as a result of all the collected data, and also the candid responses during the interview process, I was able to complete my investigative study with a degree of certainty on this correlation. Yes, we as a group, will tend to achieve a higher order of success, and I would be more than happy to share the final results of the completed dissertation at your request.

In closing, the best of luck to you and your families and continued good fortune for a healthy, happy, and successful future.

Sincerely,


Domenick Varricchio
(201) 585-1721 H.P.

APPENDIX J
TABLE OF RANDOM NUMBERS

Random
Numbers

10400	43011	05524	02011	08661	31664	49179	18181	43990	34207	70067	00570	51731	30700
07240	46877	25597	05207	30995	01100	27902	52002	03561	34099	52664	19574	31815	39501
21120	40460	28237	37265	14391	61001	15170	26820	49160	32001	30690	10635	61340	56870
42167	32023	06243	81604	07256	16776	39410	52517	75862	37004	00645	70917	07720	16370
37620	33975	03177	14654	04271	91702	40460	61305	49484	60073	34110	06927	01761	54641
79021	00007	13000	47751	27756	52400	10402	70659	90755	15051	21211	01025	44304	42000
09562	72005	50430	40956	94072	31015	71194	10720	60013	08040	63212	25069	10624	42000
94201	01327	05461	07072	10070	20023	34992	34003	49914	60065	10425	15002	42004	12007
03577	14147	13621	10201	17451	14121	52710	33721	12564	04021	04021	44041	05501	36941
05475	14657	53747	51900	15060	59511	10667	67100	00150	17001	04021	14548	14502	60352
20020	69570	00221	21210	70991	70934	50665	05005	90160	31595	01547	15590	91610	70100
63551	40061	40215	04477	04625	89465	10661	22005	52100	30043	13124	00211	37701	90227
07479	32005	32036	92757	04074	31400	00320	17017	30015	00270	04105	27155	30012	74932
10205	01120	07020	05419	40227	52067	56000	92314	04511	00200	04100	20005	29950	07004
07110	07335	71040	00170	72221	13034	47504	01006	03115	05971	29757	74661	24551	90207
51005	12765	51071	51250	27652	16506	60756	90144	47042	52000	70000	42001	75601	46710
02360	21102	52004	60254	03060	19005	10025	40010	01100	01100	52525	64011	42010	46710
01011	30002	21162	00000	31275	04140	10504	10504	10504	10504	10504	10504	10504	10504
62162	51016	46560	50504	23210	18511	02140	00734	31405	04254	04254	10504	35126	25740
07050	07620	13070	09500	42020	06671	76900	13062	51051	61004	00114	10000	25675	50104
40643	31045	02020	14146	00120	30220	00734	51913	21170	30021	03666	07904	23012	42012
51044	50401	23421	24403	47030	25304	74664	24104	54151	04646	21324	15227	00009	44592
32020	12165	00000	42000	13363	10005	04202	20720	35006	04917	17002	41161	10204	22001
30736	27001	04073	07200	50711	00254	45074	16104	04557	11131	10167	07604	36100	10530
04400	10462	70034	07351	17731	03020	00052	41204	50001	47650	27500	06677	54720	90452
01575	22095	00030	34422	24070	07651	40501	14710	70707	11700	13300	37074	79406	95220
20076	20591	00006	04432	45991	20045	03965	10510	00015	10639	12252	37102	00430	25005
00942	57392	39044	46432	04070	40025	72052	41102	00017	00001	04760	46504	00000	00000
05264	04211	25000	24427	44401	40040	37307	67904	45504	46124	79420	46504	00000	00000
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00725	60004	42707	04010	04324	00072	76120	20000	04607	51311	70034	60005	72010	16330
40018	05705	95070	53295	10900	37254	26575	04075	00001	39200	29041	00100	12779	40001
20020	57040	23001	00004	07917	40704	10912	02271	65124	49752	32611	50202	63263	00000
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71055	50101	90000	43127	20014	50011	04115	20542	10000	00000	73700	07917	20102	42791
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70152	00001	04024	04014	00000	00000	00000	00000	00000	00000	00000	00000	00000	00000
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00027	01023	32162	42230	01030	91030	92479	46204	00400	45005	46565	04102	46000	47990
24916	43076	00326	27165	34470	17032	07509	00016	23427	70003	70063	70063	00062	77995
70044	20277	20475	46437	34470	17032	07509	00016	23427	70003	70063	70063	00062	77995
33976	50314	04930	07245	60350	33420	04070	20012	00075	04004	19661	73020	00102	04704
76079	30015	40900	07201	50745	20774	22007	22007	00007	00207	47006	44006	00541	07000
90736	52210	03074	20992	60013	30052	50490	07765	50003	14061	23720	50270	54290	41044
64360	07412	21330	21926	14001	24013	50764	92251	97079	02000	35031	50004	04010	00000
00962	00030	31667	25000	01647	34072	01163	10000	50003	09252	40797	04210	00000	00000
95011	00170	71126	70785	10592	00943	11250	00010	00010	00010	00010	00010	00010	00010
15004	10403	20002	10101	91122	21095	99516	40434	27295	40323	46751	39033	72461	00000
10000	03009	04153	50310	70001	21430	43005	02350	36002	31230	50449	33781	27772	00230
10025	01053	05020	21962	04120	10002	10002	20022	00000	00000	00000	00000	00000	00000
73515	15001	04000	04000	90016	71000	00004	70010	10715	20004	31113	20004	23165	00000
54001	16701	21007	03023	60022	32323	13044	40000	00000	00000	00000	00000	00000	00000
30000	03004	20792	14622	15005	05792	33116	17992	09001	03001	04000	04000	30755	20470
46031	20004	05000	06375	32000	52000	16015	09290	03752	20000	71013	37023	01961	46027
30073	20004	42055	70005	06200	32164	24369	34204	30003	19007	10002	10002	10002	10002
30095	64002	40549	02674	66512	44113	00657	33592	35970	17024	43211	30004	43707	50004
11004	70214	17401	53903	44107	64006	47150	70004	70004	31401	10011	23070	60332	90270
70015	10474	37623	70009	47914	20504	17400	30001	72102	37330	34004	00000	00000	00000

Abridged from Handbook of Tables for Probability and Statistics, 2nd ed.,
 edited by William H. Beyer (Cleveland: The Chemical Rubber Company, 1968).
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APPENDIX K
APPROVAL BY INSTITUTIONAL REVIEW BOARD



OFFICE OF GRANTS
AND RESEARCH SERVICES
400 PRESIDENTS HALL

Seton Hall University

South Orange, New Jersey 07079
(973) 275-2774
FAX: (973) 275-2978

261

September 3, 1998

Domenick Varricchio
555 North Avenue, #10M
Fort Lee, New Jersey 07024

Dear Mr. Varricchio:

At its August meeting, the Seton Hall University Institutional Review Board for Human Subject Research reviewed and approved as submitted your proposal entitled "Higher Education in Law Enforcement and Perceptions of Career Success." Enclosed please find the signed Request for Approval form for your records.

The Institutional Review Board Approval of the project is valid for a one-year period from the date of this letter. Any changes to the research protocol must again be reviewed and approved by the committee prior to implementation. Thank you for your cooperation. Best wishes for the success of your research.

Sincerely,

A handwritten signature in cursive script that reads "Robert C. Hallissey".

Robert C. Hallissey, Ph.D.
Acting Chair
Institutional Review Board

/pls

c: Anthony Colella