



# Millersville University

## CIVIC AND COMMUNITY ENGAGEMENT

Civic and Community Engagement Research Series

Center for Public Scholarship and Social Change

March 2021

**A Program Evaluation of Millersville University  
Student Police Academy: Improving Diversity in  
Policing**

Elizabeth Rohrback, Mary Brogna, Destiny Lebron, David  
Lenig, Ana Carolina Munar, Emma Wright, and Carrie  
Lee Smith<sup>1</sup>

Center for Public Scholarship and Social Change  
Huntingdon House  
8 S. George Street  
Millersville, PA 17551  
**Tel:** 717-871-7622

---

<sup>1</sup> The authors wish to acknowledge the helpful feedback and assistance provided by Mary Glazier, Laura Granruth, and Rachel Preibisch. Correspondence concerning this report should be addressed to Elizabeth Rohrback at [egrohrb1@millersville.edu](mailto:egrohrb1@millersville.edu) or Dr. Carrie Lee Smith at [carrie.smith@millersville.edu](mailto:carrie.smith@millersville.edu).

## **ABSTRACT**

Few studies of police recruitment have investigated successful methods of recruiting women and people of color. This study evaluates the Millersville University Student Police Academy (MUSPA) (which took place in Fall 2020), one of whose goals was to interest students who are women and people of color in a career in law enforcement. This evaluation examines whether the academy increased the participants' interest in pursuing a career in law enforcement, whether the participants gained knowledge of law enforcement, and if attending the academy influenced participants' perceptions of policing. Participants completed a pre- and post-survey, which allowed the authors to collect demographic information and feedback from participants. Our preliminary findings show that participants' level of interest in a career in law enforcement and their knowledge of the law enforcement field both increased after attending the academy. We recommend recruitment strategies that could be used to promote more participation from women and people of color and propose more effective methods of data collection for the future.

## **INTRODUCTION**

The first Millersville University Student Police Academy (MUSPA) took place during the Fall 2020 semester. It met once a week from October 14th to November 17th. In addition, participants were encouraged to attend by Chief Anders (the Millersville University Police Chief) and/or their professors. A flyer advertising the academy was posted in 'Ville Daily, a news source sent to all students by email. As a result, 14 participants were recruited to attend MUSPA. Chief Anders' goals for the Academy were: (1) to recruit underrepresented groups such as women and people of color into law enforcement; (2) increase participants' interest in a career in law enforcement; (3) increase participants' knowledge of the law enforcement field, and (4) establish networking opportunities between participants and professionals currently working in the field.

## **METHODS**

The participants filled out a pre-survey (see Appendix A) with questions that focused on their personal background, knowledge of aspects of law enforcement, level of interest in a career in law enforcement, and the quality of their previous interactions with law enforcement. Of the total 14 participants who attended MUSPA, 13 filled out the pre-survey. 10 participants completed the post-survey (see Appendix B). The post-survey asked participants how much knowledge they gained about law enforcement, their level of interest in a career in law enforcement, whether they would recommend MUSPA to their friends and peers, and if they had a better understanding of civilian-police interactions. Finally, the participants were asked to assess the strengths and weaknesses of the academy.

## **RESULTS**

While there were a total of 14 participants, some participants did not answer specific questions. The percentages provided below are based on valid responses. We first examine the demographics of the participants and compare them to the overall university's student body. Then, we examine the participants' interest in a career in law enforcement and whether the participants would recommend the MUSPA to their peers. Finally, we assess whether the participants self-reported an increase in their knowledge of different areas of law enforcement and better understanding of civilian-police interactions.

Figure 1 shows that the largest group of participants self-identify as white (61.5%), followed by African American (15.4%), Latino/a (7.7%), Asian American (7.7%), and Bi/Multi-racial (7.7%). According to the Millersville University Fact Book, (Fall Department Five-Year Enrollments by Gender and Ethnicity), 73.6% of undergraduate students self-identify as white, 8.5% African American, 10.6% Hispanic, 3.0% Asian, and 1.2% Multi-racial (Institutional Effectiveness & Accountability at Millersville University 2021). The group of participants of color (African American, Asian American, and Multiracial students) who attended the Fall 2020 MUSPA

were overrepresented, compared to the larger university student body.

**Figure 1**  
**Participants' Race (N=13)**

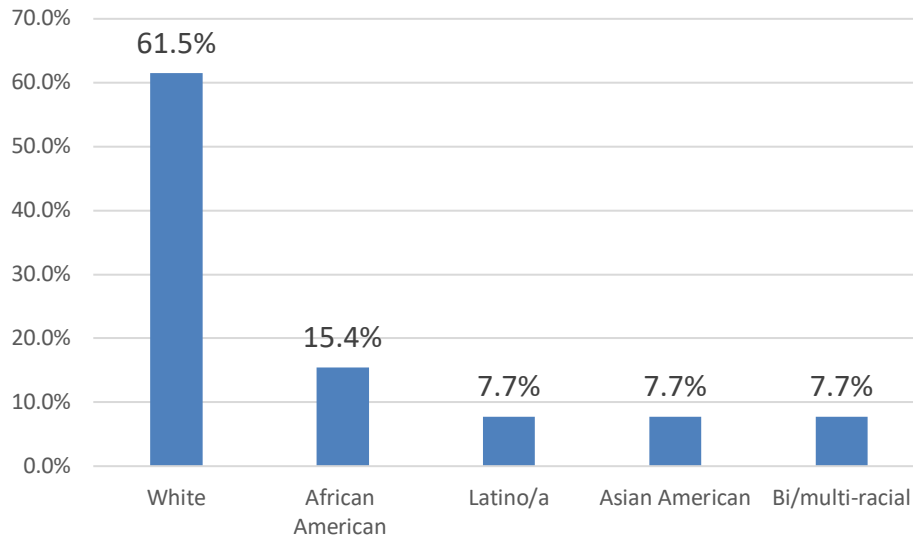


Figure 2 shows that the majority of participants were male (61.5%). According to the Millersville University Fact Book, 59.2% of the university undergraduate population is female and 40.8% is male (Institutional Effectiveness & Accountability at Millersville University 2021). This shows that female participants in MUSPA were underrepresented, compared to the university population.

**Figure 2**  
**Participants' Sex (N=13)**

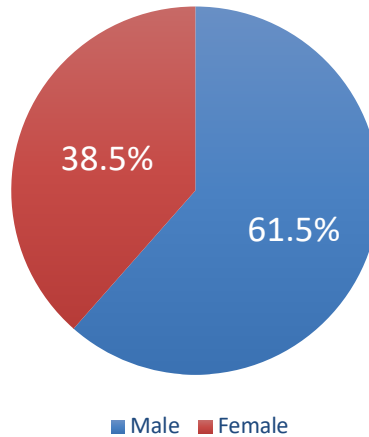


Figure 3 shows that the majority of participants were Sociology majors (with a Criminology concentration) (66.7%). Other majors also included History, Biology, Sports Journalism, and English Education. Clearly many of the participants interested in a career in law enforcement major in Sociology (with a Criminology concentration).

**Figure 3**  
**Participants' Majors (N=12)**

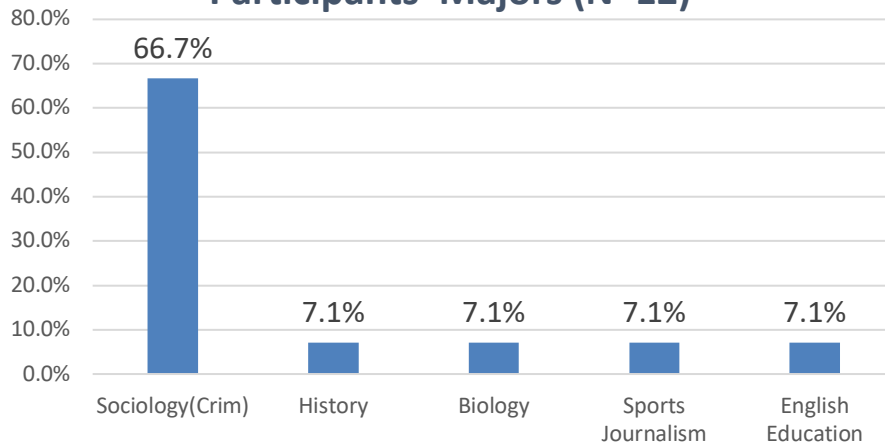
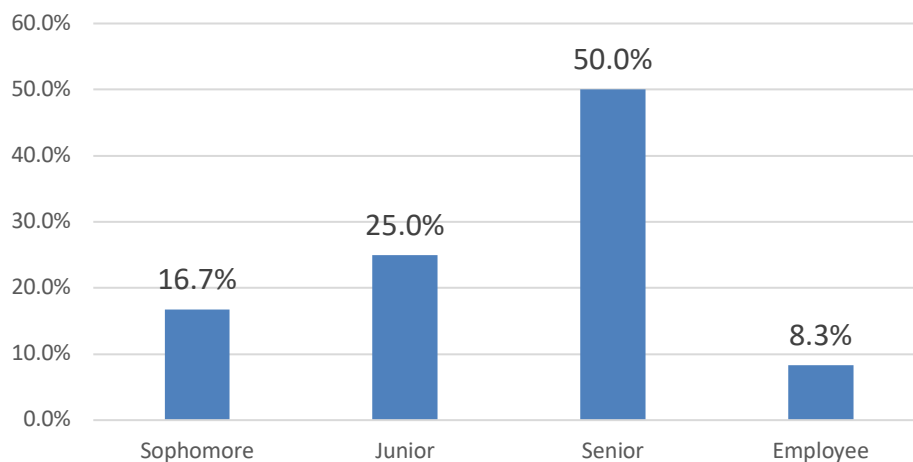


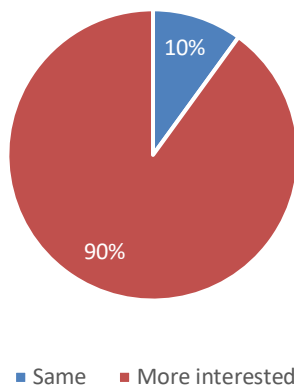
Figure 4 shows that 50% of the participants were seniors, 25.0% were juniors, 16.7% were sophomores, and 8.3% was an employee of the university. The academy seems to appeal more to students further along in their academic careers.

**Figure 4**  
**Participants' Class Standing (N=12)**



In the post-survey, participants were asked whether their level of interest in a career in law enforcement had increased, decreased, or stayed the same. Figure 5 shows that 90% of respondents said that they were more interested in a career in law enforcement and 10% responded that their interest level had stayed the same. All the participants said that they would “definitely” recommend the academy to friends and peers (on a scale of “not at all” to “definitely”). This clearly demonstrates that the Fall 2020 MUSPA excelled in increasing participants’ interest in a career in law enforcement.

**Figure 5**  
**Level of interest post-academy (N=10)**



In addition, participants were asked to rate each academy speaker on a scale from 1 to 5, (1 meaning “I found this speaker to be of little or no value, and I learned nothing or little” to 5

meaning “I found this speaker to be of tremendous value, and I learned a lot”). The mean scores for the speakers ranged from 4.56 to 5, indicating that participants found the speakers to be very valuable.

The participants were asked about the quality of their interactions with police in both the pre- and post-surveys. Table 1 shows that the level of trust among respondents was high in the pre-surveys, a mean of 4.42. However, the level of trust in police increased after participation in the academy with a mean of 4.60. In the pre-survey, when asked whether they would call the police in an emergency, participants responded with a high mean of 4.50, and an even higher post-survey mean of 5.0. Although trust in police was already high, it increased following participation in MUSPA.

**TABLE 1**  
**Quality of interaction with the police pre-survey vs post-survey**

Variable	N=12	N=10
	Pre-survey	Post-survey
	<b>Mean</b>	<b>Mean</b>
1 Level of trust in police	4.42	4.60
2 Call police in an emergency	4.50	5.00

**1 - Level of trust**

- 1 = Not at all
- 2 = Little trust
- 3 = Average trust
- 4 = Most of the time
- 5 = Completely

**2 - Call Police**

- 1 = Not at all
- 2 = Rarely
- 3 = Average
- 4 = Most Likely
- 5 = Definitely

Table 2 shows that on average, after attending MUSPA, participants skewed towards “definitely” having a better understanding of civilian-police interactions, and having a better understanding of the role that police officers of diverse backgrounds can play. The results from Table 2 provide evidence that MUSPA achieved the goals of improving participants’ understanding of the roles and responsibilities of law enforcement officers.

**TABLE 2**

<b>Level which participant has a better understanding of</b>		<b>N=10 Post- survey</b>
<b>Variable</b>		<b>Mean</b>
1	Police interactions with citizens	4.80
2	The role that police officers of diverse backgrounds can play	4.70

**1 = Not at all**

**2 = A little**

**3 = Some**

**4 = Mostly**

**5 = Definitely**

Table 3 measures participants' knowledge of various aspects of law enforcement. The participants were asked to self-report the level of knowledge they had in various areas of law enforcement on both the pre- and post-surveys. The pre-survey results showed that on average, the participants reported having "average knowledge" (ranging from means of 3 to 3.38) in the different areas of law enforcement. In the post-survey, participants now reported being "knowledgeable" with means ranging from 3.8 to 4.78. MUSPA's goal of increasing participants' knowledge of various aspects of law enforcement was clearly met.

**TABLE 3**

<b>Knowledge of Aspects in Law Enforcement</b>		<b>N = 12 Pre- survey</b>	<b>N = 10 Post- survey</b>
<b>Variables</b>		<b>Mean</b>	<b>Mean</b>
1	Police Patrol	3.31	4.1
2	Police Investigations	3	4.4
3	Firearms & Firearm Training	3	3.8
4	Active Shooter Response	3	3.9
5	Community Relations	3.31	4.78
6	Different Areas of Law Enforcement	3.38	4.6

**1 = Least knowledgeable**

**2 = A little knowledgeable**

**3 = Average knowledge**

**4 = Knowledgeable**

**5 = Very knowledgeable**



## DISCUSSION

The four main goals of MUSPA were as follows: (1) to recruit underrepresented groups such as women and people of color into law enforcement; (2) increase participants' interest in a career in law enforcement; (3) increase participants' knowledge of the law enforcement field, and (4) establish networking opportunities between participants and professionals currently working in the field. Preliminary findings show that three of these goals were met. Participants of color were overrepresented compared to the larger student body, demonstrating that the first goal was partly successful in recruiting diverse participants (the academy was comparatively less successful in recruiting female participants). Both the levels of interest and knowledge of law enforcement participants reported increased following the academy, which shows that the second and third goals were met. We did not collect data regarding student-to-speaker networking, but Chief Anders has first-hand knowledge of the students who have been reaching out to him and other speakers for advice and mentorship. Overall, the academy was successful in attaining most of its goals. Below, we discuss additional ways to improve MUSPA, including focused recruitment efforts, refining academy goals, and improving data collection methods.

### *Student Feedback*

Participants listed numerous strengths of MUSPA and provided suggestions for possible improvements. Participants appreciated the networking opportunities that MUSPA had to offer. All the speakers clearly indicated they were willing to assist students interested in the field of law enforcement. One participant stated, "*The most helpful was knowing that I now have several different people I can contact for help/advice...especially Chief Anders.*" Participants reported that they found the sessions highly informative as well. A participant stated, "*I think everything was very helpful and informative. I liked that each session wasn't just Power Points and lectures, but we actually got to listen to personal experiences and testimonies.*"

Participants indicated a wish for more hands-on and interactive activities (e.g., the scenarios and mock traffic stop). One participant stated, "*Although the talking was very helpful, I would've loved more hands-on.*" Several participants also said that they were interested in ride-along opportunities with officers. However, we understand the limitations that COVID-19 safety measures placed on interactive academy activities. Finally, some participants suggested a clearer explanation of the academy at the outset. Many students felt that they did not know what to expect when they signed up to participate. One participant stated, "*I didn't know what to expect when I went there.*" By the end of the academy, the participants enthusiastically reported a memorable experience. However, the initial vagueness might have been a possible deterrent for potential participants.

### *Marketing*

One of the academy's goals was to interest people of color and women in law enforcement careers. Research shows that women, African Americans, Latinos, and Asian Americans are

currently underrepresented in law enforcement. The benefits of hiring people of color and women include increased police legitimacy, improved interactions with members of minority communities, increased confidence from citizens that police officers will understand their problems and concerns (Frydl et al. 2004).

In order to improve recruitment of women and people of color for future academies, we suggest advertising at on-campus events, in classes exploring race relations and gender studies, and student-run clubs and organizations. We propose that outreach be conducted with the following clubs: Black Student Union, Society on Latino Affairs (SOLA), Asian Student Inclusivity Association, Zeta Phi Beta, Alpha Phi Alpha, Millersville Concerned Women, and other similar organizations. We further recommend partnering with the Dr. Rita Smith Wade-El Intercultural Center. The center can not only help facilitate discussions on diversity in policing, but potentially what participants can do to be an ally. MUSPA should consider how it can further encourage structural and cultural change by educating all participants on how to practice and model inclusivity.

Finally, the marketing flyer (see Appendix C) could be improved by providing a general overview of the topics covered during the academy, and by clearly stating the goals, which include recruiting diverse students. Considering that attempts to recruit candidates from minority communities are less successful if there is insufficient outreach, it is important to note that goal on the advertising flyer (Wilson et al. 2013).

### *Structure and Format*

The academy could also be improved by defining more direct and specific goals. MUSPA invited speakers from diverse backgrounds and fields to discuss their own professional background in law enforcement. We suggest that MUSPA focus on a few select fields in law enforcement, while emphasizing the challenges and potential of improved diversity and inclusion. It also might be beneficial to offer sessions such as “Police Academy Preparation,” which would inform participants on when and how to apply for entrance into a police academy. Finally, we would recommend that more time be set aside for questions, discussion, and networking.

### *Data Collection*

We can better evaluate MUSPA with improved research design. First, we suggest removing the speaker feedback questions from the post-survey and asking the participants to provide speaker feedback directly after each session. At the end of the 6-week academy, participants may not remember the individual speakers clearly. On the post-survey, participants were asked to rate the speaker on a scale from 1 to 5 (1 = “I found this speaker to be of little or no value, and I learned nothing or little” to 5 = “I found this speaker to be of tremendous value, and I learned a lot”). We recommend asking participants to rate the speaker and the topic separately. For example, for Assistant District Attorney Lance Greene, the participants would be asked to rate Mr. Greene as a

speaker, and separately on the topic he spoke on (criminal law, procedure, and juvenile law). This way, we can further evaluate if the participants found the speaker and topic to be of similar interest. A participant may have enjoyed listening to the speaker but did not enjoy the topic. This will allow us to assess which topics the participants are most interested in, helping inform topic choices for future academies.

Second, we suggest that a pre-test and post-test be administered to participants before and after the academy. This will serve as an objective assessment or quiz of knowledge of law enforcement, instead of relying on the participants' self-reported knowledge. Since one of the goals of the academy is to increase knowledge of law enforcement, this would be a more robust form of measurement.

Third, it would be beneficial to add additional questions to the survey. For instance, we might consider asking participants how they learned about MUSPA. That might provide helpful data on future recruitment efforts. We might also consider adding questions that assess participants' understanding of diversity and inclusion in both pre- and post-surveys.

Finally, interviewing participants could offer more in-depth information. For example, we could ask participants about their career plans, and whether the academy had an impact on those plans. We could also collect more data on participants' concerns and questions about law enforcement. These data could help with selecting topics of discussion in future academies.

## **CONCLUSION**

Overall, preliminary findings show that the academy's goals of increasing interest in law enforcement careers and knowledge of the field were both met. Participants in the academy were more diverse than the university population, an early indication that recruiting racially diverse students was successful. The Fall 2020 academy occurred during the COVID-19 pandemic, which restricted the type of activities available to the participants. After pandemic restrictions are lifted, the academy has the potential to include more hands-on and interactive activities. We suggest that expanding recruitment, refining goals, and improving data collection strategies could greatly enhance the overall experiences and outcomes of future MU Student Police Academies. It would also be beneficial to follow up with the participants from the Fall 2020 academy at a later point to determine if they have pursued a career in law enforcement or plan to do so. This would provide us with more concrete evidence on the academy's goal of recruiting women and people of color to pursue careers in law enforcement.

## REFERENCES

- Center for Public Scholarship and Social Change. (2021). MU Police Academy data set [Data file]. Millersville University: Center for Public Scholarship and Social Change.
- Frydl, K., Skogan, W. G., & National Research Council (U.S.). (2004). *Fairness and Effectiveness in Policing: The Evidence*. National Academies Press. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=109203&authtype=sso&custid=s3915890&site=eds-live&scope=site>
- Institutional Effectiveness & Accountability at Millersville University. (2021). Five-Year Fall Undergraduate and Graduate Enrollment By Department, Ethnicity and Gender [Data set]. Millersville University of Pennsylvania. <https://www.millersville.edu/iea/ir/factbooks/2021/index.php>
- Reaves, B. (2015) Local Police departments. Washington, DC: *Bureau of Justice Statistics*. <https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5279>.
- Wilson, C.P., Wilson, S.A., Luthar, H.K., & Bridges, M.R. (2012) Recruiting for Diversity in Law Enforcement: An Evaluation of Practices Used by State and Local Agencies. *Journal of Ethnicity in Criminal Justice*, 11, 238–255. <http://doi.org/10.1080/15377938.2012.762755>.

**Appendix A**

**MUSPA Pre-Survey**

Millersville University Police Department  
Student Citizen's Police Academy Application  
October – November 2020

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ M #: \_\_\_\_\_  
          (Last)           (First)           (MI)

Current number of college credits: \_\_\_\_\_ Major: \_\_\_\_\_

Please explain below why you would like to attend MUPD's Student Citizen's Police Academy?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We would like to get a sense of your current background and knowledge about various aspects of law enforcement. Please select the best answer – with 1 being the least knowledgeable and 5 being extremely knowledgeable.

<u>Aspects of Law Enforcement</u>	Least Knowledgeable → Most Knowledgeable				
police patrol	1	2	3	4	5
police investigations	1	2	3	4	5
firearms and firearms training	1	2	3	4	5
active shooter response	1	2	3	4	5
community relations	1	2	3	4	5
different areas of law enforcement, e.g., policing, parole, corrections etc.	1	2	3	4	5

*Please turn over to the next page.*





In your opinion, what are the top three challenges and difficulties facing police officers today?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

In your opinion, what are the top three barriers to recruiting female police officers and police officers of color?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

Finally, we'd like to know a little bit more about you. Please select the response that most applies to you.

Have you or anyone else you know been the victim of a crime?  
YES NO

Gender Identity  
Male Female Other (\_\_\_\_\_)

Racial / Ethnic Identity

White

African-American

Latino/a (specify ethnicity: \_\_\_\_\_)

Asian-American (specific ethnicity: \_\_\_\_\_)

Bi- or multi-racial

Other (\_\_\_\_\_)

Thank you so much for filling out this survey.

If you are interested in participating in an interview at the completion of this academy, please provide us with your contact email and phone number below.

Email: \_\_\_\_\_ Tel: \_\_\_\_\_



## Appendix B

### MUSPA Post-Survey

Millersville University Police Department  
Student Citizen's Police Academy Wrap Up Survey  
October – November 2020

Name: \_\_\_\_\_  
(Last) (First) (MI)

We would like to get a sense of whether attending this academy has improved your knowledge of law enforcement.

Please select the best answer – with 1 being “Attending this academy did not add to my knowledge of law enforcement” and 5 being “Attending this academy added significantly to my knowledge of law enforcement.”

<u>Aspects of Law Enforcement</u>	Did not add to knowledge → Added significantly to knowledge				
police patrol	1	2	3	4	5
police investigations	1	2	3	4	5
firearms and firearms training	1	2	3	4	5
active shooter response	1	2	3	4	5
community relations	1	2	3	4	5
different areas of law enforcement, e.g., specialty units (SWAT/SERT) drug investigations, courtroom testimony, community policing, relationships with District Attorney etc.	1	2	3	4	5

After attending this academy, how would rate your interest in a career in law enforcement? Please select the answer that best suits your experience.

Less interested than before attending

Same level of interest than before attending

More interested than before attending

*Please turn over to the next page.*

We'd like to know how much you learned from the speakers and instructors. Did you find the content of their presentations valuable? Was their experience and background helpful?

Please select the best answer – with 1 being “I found this speaker to be of little or no value, and I learned nothing or little” and 5 being “I found this speaker to be of tremendous value, and I learned a lot.”

If you did not attend a speaker's presentation, please select “N/A.”

Assistant District Attorney Lance Greene (criminal law and procedures, juvenile law)

1                      2                      3                      4                      5                      N/A

Sergeant Jim Jacobs (courtroom testimony, traffic and patrol procedures 1)

1                      2                      3                      4                      5                      N/A

Chief Pete Anders (vehicle stop safety, community policing, police reflecting community)

1                      2                      3                      4                      5                      N/A

Trooper Ruben De Los Santos (patrol procedures and operations, vehicle code enforcement)

1                      2                      3                      4                      5                      N/A

Officer Alan Anderson (county SERT/WAT and active shooter response)

1                      2                      3                      4                      5                      N/A

Detective Mike Cavanaugh (firearm qualification information, drug investigations)

1                      2                      3                      4                      5                      N/A

Sergeant Kim Geyer (crisis intervention, responding to special needs, community policing)

1                      2                      3                      4                      5                      N/A

Detective Will Smith (community policing, criminal investigations)

1                      2                      3                      4                      5                      N/A

*Please turn over to the next page.*





In your opinion, what were the strengths and weaknesses of this academy? What was most and least helpful to you? Is there anything that you wish you had learned? Feel free to elaborate and provide more detail on your responses.

---

---

---

---

---

---

---

Would you recommend this academy to your friends and fellow classmates?

Not at all      Maybe      Neutral      Yes      Definitely

Thank you so much for filling out this survey.

Once again, if you are interested in participating in an interview now that you have completed this academy, please provide us with your contact email and phone number below.

Email: \_\_\_\_\_ Tel: \_\_\_\_\_

## Appendix C

### MUSCPA Marketing Flyer

**WE WANT YOU**

**To learn about policing our diverse communities.**

Join us at Millersville University's first Student Citizen's Police Academy!



Learn the job from experienced Law Enforcement professionals and see if this job is right for you!

**WHEN:** Every Tuesday from 7pm – 8:30 pm Starting October 13<sup>th</sup>

**WHERE:** Located in the McIlwaine Room on the first floor of Gordinier.

**WHO WILL BE THERE:** Millersville University Police Department is partnering with the PA State Police, Lancaster District Attorney Office and multiple local police agencies to provide the training sessions.

We are looking for 20 motivated students, with at least 30 credits, interested in a community centered law enforcement career.



To register, please email Officer Mary Reynolds at [mary.eckert@millersville.edu](mailto:mary.eckert@millersville.edu) by October 6<sup>th</sup>!

## RESPONSE TO STUDY

Pete Anders,  
Police Chief, Millersville University

I thank the student researchers with the Center for Public Scholarship & Social Change under the direction of Dr. Carrie Smith for their evaluation of the Millersville University Student Police Academy, particularly as it assesses potential for policing to better reflect the communities we engage and serve. I particularly note Elizabeth Rohrback's role within the study as instrumental with gathering pre and post surveys and observing and recording the academy sessions in a manner that was seamless for the instructors and participants. My response to acknowledge their work as it will assist future academies, provide additional context for the challenges that exist nationally with gender and race disparity in policing, and to affirm the direction of future academies with interest in continued evaluation by the Center.

My providing response to the study is first and foremost as appreciation to all the students involved with the program evaluation. I had the pleasure of viewing their presentation to the faculty with the Center a few weeks ago in advance of the Made in Millersville presentation. In short, I was blown away by the group effort and interest in how the Student Police Academy may realize goals with race and gender gaps in policing as well as the objective assessment of their own methodology. I am keenly aware that the authors, completed the observation and evaluation during a pandemic which compelled most classes and meetings to a virtual format. Their agility and commitment mirror our University EPPIC values.

Throughout my 30-year career in law enforcement with Lancaster City Police and Millersville University I have strived to be engaged and immersed in the communities I have served. I recognize a community is healthy when residents feel safe, and when there is engagement, partnerships and trust between the community and their police. I have also observed that law enforcement both locally and nationally has struggled to reflect the community both with officers of color and women. I understand gender and race is disparate in numerous fields, including engineering, nursing and elementary education. The realities of the gap within policing are stark, particularly with women. Nationally, about 27% of full-time police officers are black, Hispanic, or of other races and about 12% were female (Hyland & Davis 2019).

With the current Bureau of Justice statistics, I feel the academy was a particular success with women on campus attending the student academy as we observed 2 out of 5 attendees were women; noting our police agencies have 1 out of 8 women as officers (Reaves, 2015). I agree with our student authors that there is room to improve further with recruitment of underrepresented and female students for future academies but feel we accomplished this goal as it relates to the larger national reality.

To this end, one of the areas we did not measure was the diversity of the group who presented to our students. About half of the presenters were non-white or women, and over half of the presenters were Millersville University alum. I felt this contributed to the strong relationship between the participants and the presenters. All of the presenters have asked to engage in future sessions and look forward to more participator situational presentations after the pandemic.

Last, I appreciate the recommendations with future direction with the MU student police academy. I feel we very well achieved our goals of recruiting women and students of color into law enforcement, increase the participants interest in a career in law enforcement as well as exposing the students to both PA police academy curriculum combined with experience related from a diverse group of officers, investigators and prosecutors. Thank you for the opportunity to provide feedback and I look forward to partnering with the students of the Center with future programs.

Additional Reference: Hyland, S. S. & Davis, E. (2019) Local Police departments. Washington, DC: *Bureau of Justice Statistics*. <https://www.bjs.gov/content/pub/pdf/lpd16p.pdf>