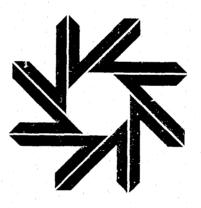# EVALUATION OF
CLASSIFICATION AND RECORDS
TRAINING SESSIONS
MARCH 1, 1978 AND MARCH 15, 1978

Virginia Department of Corrections
Division of Administration
BUREAU OF RESEARCH, REPORTING & EVALUATION

March, 1978

Report No. 7825

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INTRODUCTION AND NARRATIVE SUMMARY

The present report is an evaluation of the In-Service Training conducted by Classification and Records Services, in two four-hour sessions, on March 1 and March 15, 1978. The training was conducted at .ue Pre-Release Activities Center in Chesterfield County, Virginia. Treatment personnel from the Division of Adult Services, Central Administration and institutions were invited to attend.

The instructor for the course was Dr. Leonard J. Hippchen, Professor, Department of Administration of Justice and Public Safety, Virginia Commonwealth University. The text used was the Handbook on Correctional Classification: Programming for Treatment and Reintegration edited by Dr. Hippchen and soon to be published by the American Correctional Association.

Any questions regarding the course of instruction should be directed to Dr. Hippchen. Comments or inquiries about the evaluation should be directed to the Bureau of Research, Reporting and Evaluation, 22 East Cary Street, Richmond, Virginia, 23225. The evaluation was conducted, analyzed and written by J. Allen Hinshaw, Program Evaluator with the Bureau.

The evaluation is based on the responses to an anonymous questionnaire and it is divided into three sections. The first addresses the issue of the degree to which the stated goals and objectives of the course were met in the opinion of the participants. The second section asks the trainees for their opinion on the specific conduct of the course and includes the adequacy of the course materials, ratings on the methods used in the course and the proficiency of the instructor.

The final section deals with the respondents' likes and dis-
likes about the training program, and inclusions which might have
been helpful in the course. In addition, summary material pre-
ceeds the main body of the report.

The training session received an overall rating from
the participants indicating an above average performance. Of
the 28 participants 60.7% judged the training session to be
better than the average they had attended and 82.1% judged
the session to be average or better. Only five people (17.9%)
felt the sessions were less than they should have been.

The attainment of goals and objectives was rated some-
what lower than the overall conduct of the course. While 73.2%
of the responses rating the conduct of the course were above
average, only 45.8% of the responses rating the attainment of
the course goals were in the same range. The reader is
cautioned to interpret the findings on the attainment of course
objectives only as a comparison to the overall conduct of the
course. Goal attainment in the course was actually quite
good, with 79.3% of the responses either better than averge
or average. The rating is "low" only when compared to the
excellent rating the respondents assigned the conduct of the
course.

The primary purposes of the training were (1) to achieve
a better understanding of the key functions in the classifica-
tion process and (2) to stimulate interest in the development and
application of new methods. At the completion of the training
89.3% of the respondents felt they have achieved a better
understanding of key classification functions, (#1, p.10)

and fully 96.4% felt that their interest in new methods had
been stimulated. (#2, p.10).

For only two objectives (#4 p. 12 and #6 p. 13) did at
least one third of the respondents agree that the treatment
was not adequate. The two objectives had to do with the
assessment of the applicability of the concepts discussed
to the Virginia System and the development of a plan for
new directions in classification management and correctional
programming within the Virginia Correctional System. Dr. Hipp-
chen has correctly pointed out that these objectives could be
approached only in a very general and tentative form, since he
has not conducted any study of the classification or programming
efforts in the Virginia System.

Analysis of the open-ended questions at the end of the
questionnaire (beginning on p. 20) indicated that interest
in the concepts presented was stimulated and that the respon-
ents want to pursue the practical application of those con-
cepts. The participants would have liked more detailed instruc-
tion on the subjects covered and more concerning the adapta-
tions of the material to the Virginia System. There was some
sentiment expressed that the length of training should be in-
creased, that the training be given to a broader spectrum of
participants, and that better classroom facilities be provided.

In the section on the conduct of the course, the section
on teaching methods practicality (p. 17) received the lowest
rating and the section on instructor preparation (p. 18) the
highest. The majority of the ratings in this section were
above average.

RECOMMENDATIONS

1. It is recommended that a study of the Virginia Classifi-
    cation System be conducted (a) to assess the applicability
    of the concepts discussed in the training sessions to the
    Virginia System and (b) to aid in the development of a
    plan for new directions in classification management and
    correctional programming.

2. It is recommended that classification determine the feasi-
    bility of offering the training to a wider range of correc-
    tional employees.

3. In the event the training is offered again, it is recom-
    mended that at least one additional block of 4 hours be
    devoted to the training unit and that more frequent
    breaks be allowed.

SUMMARY OF THE OVERALL RATINGS

.The respondents were asked to make an overall judgement about the classification training sessions along the dimension:

    (1) best I ever attended to (5) not at all useful.
         Although the categories between the two ends of
         the continuum were not specified, for the purposes
         of analysis they were assumed to be:

    (2) better than average

    (3) average

    (4) less than average

TABLE 1

Overall rating of the training session

	Best Ever	Better Than Average	Average	Less Than Average	Not At All Useful
Number	2	14	7	4	1
Percentage	7.1%	50.0%	25.0%	14.3%	3.6%

Fully 60.7% of the respondents judged the training session to be better than the average training session they had attended and 82.1% judged the session to be average or better. Only five people (17.9%) felt the training sessions were less than they should have been.

TABLE 2

Overall Rating – Goals and Objectives Attainment

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	NO RESPONSE
Percent of Responses	11.9%	33.9%	31.5%	15.5%	6.5%	.6%

    Overall 45.8% of the responses rating the attainment of the course objectives were above average, 31.5% average, and 22.0% below average. Missing responses represented .6% of the data.

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TABLE 3

Overall Rating – Conduct of the Course

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
Percent of Responses	33.9%	39.3%	19.3%	6.4%	1.1%

    Overall 73.2% of the responses rating the conduct of the course were above average, 19.3% average and 7.5% below average.

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TABLE 4

Overall Rating - Course Materials

	EXCELLENT	GOOD	AVERAGE	FAIR
Percent of Responses	28.6%	45.3%	19.0%	7.1%

Overall 73.9% of the responses rating the course materials were above average, 19.0% average and 7.1% below average.

TABLE 5

Overall Rating - Course Methods

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
Percent of responses	25%	38.4%	26.8%	7.1%	2.7%

Overall 63.4% of the responses rating the course methods were above average, 26.8% average and 9.8% below average.

TABLE 6

Overall Rating - Course Instructor

	EXCELLENT	GOOD	AVERAGE	FAIR
Percent of Responses	51.2%	34.5%	9.5%	4.8%

Overall 85.7% of the responses rating the instructor were above average, 9.5% average and 4.8% below average.

EVALUATION OF SPECIFIC COURSE OBJECTIVES

Participants in the course were asked to judge the degree
to which each stated objective had been obtained for <u>him</u>.
Specifically excluded on the form was that which <u>others</u> might
have gotten out of the training. Each objective was judged by
the participants on the basis of a five point-scale ranging from:

(1) completely obtained to (5) not at all. The
   intervening categories are assumed to be:

(2) mostly achieved,

(3) adequately achieved, and

(4) less than adequately achieved.

For the purpose of reporting the results the first two and
last two response categories have been combined to eliminate the
effects of the extremes. The three response categories reported
here may be interpreted to mean the objective in question was:

(1) more than adequately achieved,

(2) adequately achieved, and

(3) less than adequately achieved.

Each item in the evaluation is presented separately:

TABLE 7

OBJECTIVE: 1:   To examine and achieve a better understanding of
                key functions in the classification process.

	MORE THAN ADEQUATE	ADEQUATE	LESS THAN ADEQUATE
Number	12	13	3
Percentage	42.9%	46.4%	10.7%

Of the respondents, 89.3% felt they did achieve a better
understanding of the key functions of the classification pro-
cess. Only 10.7% felt the presentation, and therefore their
understanding of the key functions, was inadequate.

TABLE 8

OBJECTIVE 2:   To stimulate interest in the development and appli-
               cation of new methods in the clasification process.

	MORE THAN ADEQUATE	ADEQUATE	LESS THAN ADEQUATE
Number	19	8	1
Percentage	67.9%	28.6%	3.6%

Fully 96.4% of the respondents felt that interest in the development and application of new methods had been stimulated. Only one person out of the 28 attending felt this objective had not been adequately achieved.

TABLE 9

OBJECTIVE 3: To identify potential problem areas in classification and various means by which they might be addressed realistically.

	MORE THAN ADEQUATE	ADEQUATE	LESS THAN ADEQUATE
Number	14	7	6
Percentage	50.0%	25.0%	22.2%

Of the respondents, 77.8% felt an adequate or better job had been done in identifying problem areas and presenting various solutions to them. However, 22.2% did feel this objective was not adequately obtained and one respondent failed to make a rating.

TABLE 10

OBJECTIVE 4: To identify viable options in classification
management and correctional management and
assess their applicability to the Virginia
Correctional System.

	MORE THAN ADEQUATE	ADEQUATE	LESS THAN ADEQUATE
Number	8	9	11
Percentage	28.6%	32.1%	39.3%

Sixty point seven percent of the respondents felt this objec-
tive was adequately met. Thirty-nine point three percent felt that
either the viable option had not been identified or their applica-
bility to the Virginia Correctionl System had not been assessed.

TABLE 11

OBJECTIVE 5: To achieve a better understanding and appreciation
of the classification process, i.e. definition,
principles, application of diagnostics, case
management, decision-making and related issues.

	MORE THAN ADEQUATE	ADEQUATE	LESS THAN ADEQUATE
Number	11	14	3
Percentage	39.3%	50.0%	10.7%

Of the respondents, 89.3% felt they did have a better understanding and appreciation for the classification process. Only 10.7% felt this objective was not adequately met.

_____

TABLE 12

OBJECTIVE 6: To develop a plan for new directions in clasifi-
cation management and correctional programming
within the Virginia Correctional System.

	MORE THAN ADEQUATE	ADEQUATE	LESS THAN ADEQUATE
Number	10	5	13
Percentage	35.7%	17.9%	46.4%

Just over half of the respondents (53.6%) felt this objective had been adequately handled. However, 46.4% of the participants did not feel that an adequate plan for new directions had been developed during the training session.

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EVALUATION OF THE CONDUCT OF THE COURSE

This section of the evaluation deals with respondent ratings
concerning the course materials, the methods used to teach the
course, and the instructor. In all cases the respondents rated
the various categories along the dimension (1) excellent,
(2) good, (3) average, (4) fair, and (5) poor. For the purpose
of reporting the results the first two categories and the
last two categories have been combined. The new categories
may be interpreted to mean:

    (1)   better than averge

    (2)   average

    (3)   below average

TABLE 13

Course Materials Appropriateness

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	20	6	2
Percentage	71.4%	21.4%	7.1%

Fully 92.8% of the respondents rated this materials appro-
priateness above average or average. Only two people (7.1%)
felt the course materials were inappropriate.

TABLE 14

Course Materials Understandability

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	21	5	2
Percentage	75%	17.9%	7.1%

Of the respondents, 92.9% rated the understandability of the course materials to be above average or average. Only two people (7.1%) rated the materials below average on understandability.

TABLE 15

Course Materials Readability

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	21	5	2
Percentage	75.0%	17.9%	7.1%)

Again, 92.9% of the respondents rated the readability of the materials either above average or average. Only two (7.1%) people felt the materials were not readable.

TABLE 16

Teaching Methods - Objectives Clear

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	22	6	0
Percentage	78.6%	21.4%	0.0%

Every participant in the training rated the clarity of the course objectives either above average or average. None of the respondents felt the objectives of the course were not clearly stated.

TABLE 17

Teaching Methods - Techniques Used

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	17	10	1
Percentage	60.7%	35.7%	3.6%

The teaching techniques used were rated above average or average by 96.4% of the course participants. Only one person (3.6%) of the respondents felt the techniques used were poorer than average.

TABLE 18

Teaching Methods - Organization

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	21	5	2
Percentage	75.0%	17.9%	7.1%

The organization of the course was rated above average or average by 92.9% of the respondents. Only two people (7.1%) of the respondents felt the organization of the course was below average.

TABLE 19

Teaching Methods - Practicality

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	11	9	8
Percentage	39.3%	32.1%	28.5%

Of the respondents, 71.4% rated the practicality of the course methods either better than average or average. The practicality of the teaching methods was rated below average by 28.5% of those attending.

TABLE 20

Instructor Preparation

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	27	0	1
Percentage	96.4%	0.0%	3.6%

Twenty-Seven of the 28 respondents (96.4%) rated the instructor's preparation above average. No one rated his preparation average and only one person (3.6%) below average.

TABLE 21

Instructor Teaching Skill

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	21	4	3
Percentage	75.0%	14.3%	10.7%

Twenty-five or 89.3% of the respondents rated the instructor teaching skill as above average or average. Only three (10.7%) felt the instructor was below average in his teaching skill.

TABLE 22

Instructor Enthusiasm

	BETTER THAN AVERAGE	AVERAGE	BELOW AVERAGE
Number	24	4	0
Percentage	85.7%	14.3%	0.0%

Every participant in the training course rated the in-
structor's enthusiasm as either above average or average.
None of the respondents rated his enthusiasm as below average.

EVALUATION OF THE OPEN-ENDED QUESTIONS

In the open-ended sections for positive comments about the training session only two people failed to make a response. In all, 26 respondents listed 52 positive entries for an average of two entries for each person making a response. Table 23 illustrated the breakdown on the 52 positive remarks.

In all there were 20 favorable comments about the instructor and the materials he used. Six of these responses were very general in nature and spoke about how the instructor used a "refreshing approach" or the degree to which the material was well organized. Among the responses which were more specific, half of the responses concerned the openness of the discussion and the degree to which both positive and negative feedback were allowed. Four of the 20 concerned the group projects used by the instructor and the fact that they liked the handouts. Those who made favorable comments about the instructor said that he was enthusiastic and stimulating and his presentation was positive.

Some 23 of the favorable comments concerned the content of the training session. Again seven of the responses were very general and spoke about how the sessions were "informative" or how the respondents enjoyed hearing about "new research" or the "crucial areas" in classification. As can be seen from Table 23, several of the responses spoke to the degree new concepts and related research were introduced or contrasted with "existing

TABLE 23

Favorable Comments

Instructor & Materials				Training Content					
Discussion and Feedback	Group Projects and Handouts	Instructor Attitude	General Favorable	Raised Important Issues	Discussed Current and new Approaches	Specific Course Content	Need for Change	General Favorable	Other General Favorable Comments
7	4	3	6	4	6	5	6	7	4

views of classification/correctional management". When the respondents specified particularly what they liked about the course content most mentioned were the biochemical areas and nutritional therapy and "the need for a more complete diagnostic approach" in corrections. Several of the respondents indicated they were more impressed with the need for change. One respondent said that was a "clear point" from the presentation and another that he was impressed with "what could be done".

Finally, four of the respondents indicated they were glad the training had been provided by the Department. Two people indicated it was a good opportunity to "meet other professionals" and share ideas and another that "staff skills were improved" by the training.

Concerning those things the respondents did not like about the training sessions, two people said there was nothing they didn't like and another five made no response. The 21 people responding in this section made a total of 36 entries for an average of 1.7 entries per person. Table 24 illustrates the breakdown of the 36 negative remarks.

A comparison of Table 24 with the preceeding table indicates there were 20 favorable comments about the instructor and the materials he used in the course, and only six unfavorable comments. Three of the comments had to do with the interactive group projects. It is noted however, that the respondents were not objecting to the use of the projects but rather there seemed to be "inadequate time to build a foundation" for the exercises

TABLE 24

Unfavorable Comments

Instructor & Material		Training Content				Physical Properties of the Sessions		
Projects and Handouts	Instructor Attitude	Adaptation of Material to D.O.C.	Impractical or Unrealistic	Utopian or Idealistic	Concentration of the Information	Length of Training	Facilities and Environment	Training Targets
4	2	6	5	3	5	4	5	2

and that their purpose" was somewhat vague. One of the respondents felt there was too much "jargon" in some of the handouts. Only two of the comments were unfavorable to the instructor.

As Table 24 indicates, the majority of the negative comments centered around the training content. The respondents apparently would like to have seen more adaptation of the material presented to the Virginia Department of Corrections. Their comments indicate they were looking for immediate solutions to current problems while the training was geared to significant research and future possibilities. It is noted that the respondents objections were not to the material presented but rather that implementation of some of the instructor programming suggestions seemed too far in the future. Five of the comments concerned the concentration of the information presented in the training sessions. The respondents felt the material presented was too broad to be covered in two, four hour sessions. It is apparent from their responses they would have liked more detail concerning the subjects covered.

Another theme in the respondents' comments had to do with the physical properties of the session. Four of the comments concerned the length of the session and the length of training. The respondents felt the length of the training session was too long and the length of the training itself, too short. Sentiment was expressed for shorter sessions

and more of them. It is noted there were no comments advocating
a shorter-length of training. The physical facilities and en-
vironment of the training were the subject of five of the com-
ments. Two people commented on the need for a better class-
room facility and others said the room was overheated or that
there were too many smokers. Two people expressed the concern
that perhaps the training was being given to the wrong group.
It was felt that implementation might be better facilitated
if there was "more involvement from superintendents (and) divi-
sional administrators".

The last open-ended question concerned the things the
respondents would like to see included in later training pro-
grams. Seven of the 28 participants made no response. The
21 who responded made 28 entries for an average of 1.3 en-
tries per person. Table 25 illustrates the breakdown of the
28 responses.

TABLE 25

Inclusions in Future Training

Training Content			Physical Properties of the Session		
Incorperate idea to D.O.C.	More on programs that work	More on specific covered topics	Length of Training	Training Targets	Other General Comments
4	5	8	1	4	6

As can be seen from the table, the largest category of responses had to do with more specific details of the techniques introduced in the present training. Specifically the respondents asked for "more detail about the diagnostic approaches", "specific instruction in treatment techniques to enhance emotional maturity and...restructuring personality". Several of the respondents wanted more information about "programs that work" and others wanted to see more application of the ideas and concepts presented in the training to the Virginia Department of Corrections. Concerning the physical properties of the session one respondent wanted breaks every hour in the training instead of one break in each four hour session. Concern was again expressed for the participation of a broader spectrum of correctional employees (especially management) in the training.

Of a more general nature, one respondent wanted to see more "samples of specific measures", and another more about "methods of evaluation to measure the validity of current programs". Finally, one respondent just wanted to be invited to any future training sessions that were held.

APPENDIX I

Statement of Purpose and Specific Objectives:

PURPOSE: To examine and achieve better understanding or key functions in classification and stimulate interest in the development and application of new methods in the classification process and field of correctional programming.

SPECIFIC OBJECTIVES:

1. To achieve a better understanding and appreciation of the classification process; i.e., definition, principles, application of diagnostics, case management, decision making and other related issues.

2. To identify potential problem areas in classification and various means by which these areas might be addressed realistically.

3. To identify viable options in classification management and correctional programming and assess their applicability to the Virginia Correctional system.

4. To develop a plan for new directions in classification management and correctional programming within the Virginia Correctional system.

APPENDIX 2

INSERVICE TRAINING PROGRAM OUTLINE

Session I--March 1, 1978

I. Introduction.

    A. Introduction of participants.
    B. Objectives of training.
    C. Subjects and procedures to be followed.
    D. Procedures for obtaining C.U. credits from V.C.U.

II. Background of Classification Use.

    A. Early developments in classification use.

        1. 1933 Handbook
        2. 1947 Handbook
        3. 1946 Manual of Correctional Standards, revised
            1959, 1963, 1966, 1973; Task Force Report,
            1967.
        4. Standards and Goals Commission, 1973.
        5. Correctional Classification and Treatment Reader
            ACA, 1975.
        6. Handbook on Correctional Classification: Programming
            for Treatment and Reintegration.

    B. Some major controversies in classification and treatment.

        1. The philosophy of corrections: punishment vs. reha-
            bilitation; treatment vs. reintegration; resocializa-
            tion.
        2. The reception center vs. institutional classification.
        3. Correctional classification vs. classification
            in the jail.
        4. Classification for management decisions vs. reha-
            bilitation.

    C. Some developing new approaches to corrections that work.

        1. The therapeutic community approach.
        2. Classification and treatment terms of professionals.

3. Treatment approaches: biochemical deficiency and nutritional diets; correction of developmental defects; self-development and social education.
4. Need for research evaluation and feedback on projects.

III. Case Management Approaches in Classification and Treatment.

A. The classification process.
B. The case file: needed forms.
C. Sources of Information for the Case File
D. Maintenance of Case Records.
E. Case Management and the Classification Committee.
1. Staffing.
2. Organization.
3. Responsibilities.
4. Procedures.

IV. Special Diagnostic Approaches in Classification and Treatment

A. The Biochemical Area.

1. Blood analysis
2. Urine analysis.
3. Hair analysis.
4. Diet analysis.
5. Glucose-tolerance testing.
6. The HOD and EWI tests.

B. The Growth - Development Area.

1. Sensory studies: seeing, hearing, speech-defects.
2. Skeletal defects.
3. Endocrine system defects, general health.
4. Appearance defects.
5. Motor functioning defects.

C. Intellectual functioning

1. Brain injury
2. Neurological defects.
3. Scholastic achievement and defects.
4. Level of skill development in reading, writing, math.
5. Reasoning ability.
6. Intuitive functioning.
7. Expressive aptitudes.

D. Psychological development.

1. Level of emotional maturity; self-esteem.
2. History of deviance: sex, drug, alcohol, gambling, etc.

3. History of delinquent and criminal behavior.
4. Evaluation of social attitudes, relationship ability.
5. Religious attitudes.
6. Psychosomatic symptoms.
7. Suicidal tendencies, experience.
8. Aggressive tendencies, experience.

V. Diagnostic Exercises: Case Applications.

A. Group A Problem: the underachiever.
B. Group B Problem: the hyperactive person.
C. Group C Problem: the evader.
D. Group D Problem: the manipulator.

Session II--March 15, 1978

I. Introduction.

A. Review of Session I.
B. Procedures for C.E.U. credit.
C. Outline for Session II.

II. Quality Control in Classification Decision Making.

A. Models for Classification Management.

1. The Community Correctional Model.
2. The Correctional Custody Model.
3. The Correctional Reintegration Model.
4. The Correctional Socialization Model.

B. Staff Management and Training.

1. Training of Correctional Officers.
2. Training of Classification and Treatment Personnel.
3. Organizational Management of Classification Staff and Procedures.

C. Some Important Areas of Decision Making Classification

1. Security.
2. Work.
3. Correctional Programming.

         4.   Discipline.
         5.   Correctional Re-Programming.
         6.   Transfer.
         7.   Pre-Release.
         6.   Parole.

D.   Quality Control Application Exercises.

         1.   Group A: Community Corrections Problem.
         2.   Croup B: Correctional Custody Problem.
         3.   Group C: Correctional Reintegration Problem.
         4.   Group D: Correctional Socialization Problem.

III.   Approaches to Improving Prognosis and Prediction Decisions.

A   Relating Diagnostics to Programming Decisions.

         1.   Diagnostic Areas: biochemical, growth-development,
            psychological functioning, social functioning,
            psychological development.
         2.   Programming Areas: security, work, corrections,
            discipline, re-programming, transfer, pre-release,
            parole.
         3.   Prognostic concerns.
         4.   Prediction areas.

B.   Studies Utilizing Criteria Prior to Institutionalization.

C.   Studies Utilizing Criteria During Institutionalization.

D.   Measurement of the Social Environment: Models of
    Community, Custody, Reintegration, Socialization.

         1.   Environmental scales.
         2.   Staff attitudes.
         3.   Organizational structure.
         4.   Processes and Procedures.

IV.   Prognosis-Prediction Application Exercises.

         A.   Group A: Community Model
         B.   Group B: Custody Model
         C.   Group C: Reintegration Model
         D.   Group D: Socialization

V.   Review of Questions

VI.   Evaluation of Training Program

Vll.   Planning for New Directions

VIII.   Adjournment

APPENDIX 3

BIBLIOGRAPHY OF RESEARCH HANDOUTS

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    cal Training Center, Amarillo Air Force
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APPENDIX 4

EVALUATION QUESTIONNAIRE

The two In-Service Training sessions you have attended

had a stated PURPOSE and specific OBJECTIVES related to

that purpose. The Bureau of Research, Reporting and

Evaluation would like to ascertain the degree to which

you feel the goals and objectives of the course were met.

DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE

Please answer the following in relation to what <u>YOU</u> got out of the training sessions. <u>DO NOT</u> respond to what you feel <u>OTHERS</u> may have gotten out of the training.

Please indicate the degree to which each stated objective has been obtained for YOU.

1. To examine and achieve a better understanding of key functions in the classification process.

        Completely   Not at all
            1   2   3   4   5

2. To stimulate interest in the development and application of new methods in the classification process.

        Completely   Not at all
            1   2   3   4   5

3. To identify potential problem areas in classification and various means by which these areas might be addressed realistically.

        Completely   Not at all
            1   2   3   4   5

4. To identify viable options in classification management and correctional programming and assess their applicability to the Virginia Correctional system.

        Completely   Not at all
            1   2   3   4   5

5. To achieve a better understanding and appreciation of the classification process, i.e., definition, principles, application of diagnostics, case management, decision making, and related issues.

        Completely   Not at all
            1   2   3   4   5

6. To develop a plan for new directions in classification management and correctional programming within the Virginia Correctional system.

        Completely   Not at all
            1   2   3   4   5

7. Overall I would rate the training sessions.....

    Best I Ever Attended   Not at all Useful
            1   2   3   4   5

EVALUATION OF IN-SERVICE TRAINING PROGRAM

RATINGS:

My rating of the Materials: Circle appropriate answer

APPROPRIATENESS	Excellent	Good	Average	Fair	Poor
UNDERSTANDABLE	Excellent	Good	Average	Fair	Poor
READABLE	Excellent	Good	Average	Fair	Poor

My rating of the Course Methods: Circle appropriate answer.

OBJECTIVES CLEAR	Excellent	Good	Average	Fair	Poor
TECHNIQUES USED	Excellent	Good	Average	Fair	Poor
ORGANIZATION	Excellent	Good	Average	Fair	Poor
PRACTICALITY	Excellent	Good	Average	Fair	Poor

My rating of the Instructor: Circle appropriate answer.

PREPARATION	Excellent	Good	Average	Fair	Poor
TEACHING SKILL	Excellent	Good	Average	Fair	Poor
ENTHUSIASM	Excellent	Good	Average	Fair	Poor

OPEN-ENDED EVALUATION:

1. Things I liked about the training program:

2. Things I didn't like about the training program:

3. Things I would like to see included in later training programs:

APPENDIX 5

Complete Data Results - Objectives

Question #	Response Frequency				
	1	2	3	4	5
Key Functions	1	11	13	3	0
New Methods	7	12	8	1	0
*Probable Areas	4	10	7	5	1
Viable Options	2	6	9	8	3
Understanding	4	8	13	2	1
New Directions	2	8	5	8	5
Overall Rating	2	14	7	4	1

*1 case missing data.

APPENDIX 6

Complete Data Results

	Excellent	Good	Average	Fair	Poor
Materials					
Appropriateness	11 (39.3%)	9 (32.1%)	6 (21.4%)	2 (7.1%)	0
Understandable	4 (14.2%)	17 (60.7%Z)	5 (17.8%)	2 (7.1%)	0
Readable	9 (32.1%)	12 (42.8%)	5 (17.8%)	2 (7.1%)	0
Course Methods					
Objectives Clear	9 (32.1%)	13 (46.4%)	6 (21.4%)	0	0
Techniques Used	4 (14.2%)	13 (46.4%)	10 (35.7%)	0	1 (3.5%)
Organization	10 (35.7%)	11 (39.3%)	5 (17.8%)	2 (7.1%)	0
Practicality	5 (17.8%)	6 (21.4%)	9 (32.1%)	6 (21.4%)	2 (7.1%)
Instructor					
Preparation	19 (67.8%)	8 (28.5%)	0	1 (3.5%)	0
Teaching Skill	8 (28.5%)	13 (46.4%)	4 (14.2%)4	3 (10.7%)	0
Enthusiasm	16 (57.1%)	8 (28.5%)	4 (14.2%)	0	0
TOTAL	95 (33.9%)	110 (39.3%)	54 (19.3%)	18 (6.4%)	3 (1.07%)

END