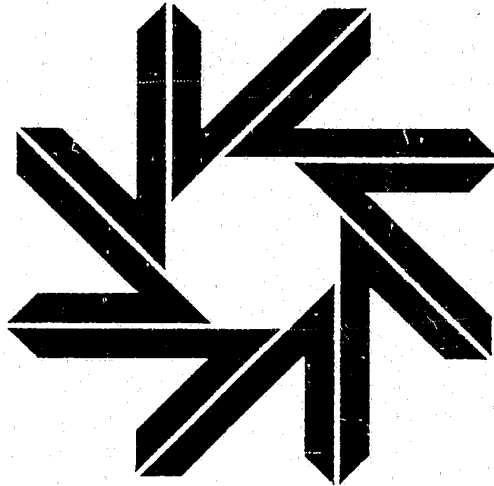


**ADVANCED OFFICER
TRAINING SCHOOL:
FINAL REPORT**



RESEARCH AND REPORTING UNIT
Division of Program Development & Evaluation
VIRGINIA DEPARTMENT OF CORRECTIONS

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Introduction

Between October 13 and November 4, 1977, the first session of the Adult Services Advanced Officer Training School (AOTS) was held in Waynesboro. A preliminary evaluation of that session, based on the results of a content test, was published by the Bureau of Research, Reporting and Evaluation (now the Research and Reporting Unit) as Report #7728, Leadership Training for Adult Services Personnel: A Preliminary Assessment. In this report, it was noted that the Bureau would conduct a follow-up of the trainees six months after the training.

On March 20, 1978, the second session of the AOTS was begun. The Bureau agreed to extend its evaluation efforts to encompass this second group of trainees. The content test was altered, and a final trainee evaluation form was designed. These were administered to this second group of trainees.

This report presents the results of both of the initial evaluation efforts as well as follow-up of the first session of trainees. Copies of the data collection instruments may be found in the appendices to the report.

Description of the Trainees

Tables 1-6 describe the composition of the first and second AOTS classes.¹ Entries in all tables are rounded to the nearest whole percentage.

Table 1 shows the institutional assignments of the 44 trainees. Although at least one person from every major institution was included in Group I, this was not the case for Group II. Specifically, there were no trainees from James River, Southampton or VCCW included in Group II. For both classes, the field units provided 27% of the trainees. Of the major institutions, Staunton provided the most trainees (6 or 14% of the total) while Southampton and James River provided the least (only 1 each).

Table 2 shows the ranks (job titles) of the trainees. Both groups are quite similar in this respect. Overall, 35% of the trainees were corporals, 19% were sergeants and 16% were officers. A total of 5 treatment personnel (counselors or psychologists) attended the training.

Table 3 shows the education levels of the trainees. As the table shows, Group II had on the average completed less than Group I. For example, 32% of the Group I trainees were

¹Several variables included in the preliminary report were not found to be related to test scores, and are not included in this report. These variables are: contact with inmates, number of personnel supervised and military experience.

Table 1

Institutional Assignments of
the Trainees

<u>Institution</u>	<u>Group I</u>		<u>Group II</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Bland Correctional Center	1	5	3	13	4	9
James River Correctional Center	1	5	0	0	1	3
Mecklenburg Correctional Center	2	9	3	13	5	11
Penitentiary	1	5	3	13	4	9
Powhatan Correctional Center	1	5	2	9	3	7
Southampton Correctional Center	1	5	0	0	1	3
Staunton Correctional Center	4	19	2	9	6	14
St. Brides Correctional Center	2	9	2	9	4	9
Virginia Correctional Center for Women	2	9	0	0	2	4
Field Units	6	27	6	26	12	27
Others	0	0	2	9	2	4
Totals	<u>21</u>		<u>23</u>		<u>44</u>	

Table 2
Ranks (Job Titles) of the Trainees

<u>Rank</u>	<u>Group I</u>		<u>Group II^a</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Officer	3	14	4	18	7	16
Corporal	7	33	8	36	15	35
Sergeant	5	24	3	14	8	19
Lieutenant	3	14	2	9	5	12
Captain	1	5	2	9	3	7
Treatment Staff	2	10	3	14	5	12
Totals	21		22		43	

^aOne Group II trainee's rank is unknown.

college graduates, while only 17% of Group II had completed college. Overall, 25% of the trainees in both groups were college graduates, while a total of 89% reported having had at least some college.

Table 4 shows the ages of the trainees. Group II trainees were somewhat younger than Group I trainees, with the former group consisting of more individuals in the 22-29 age group, and less in the 40 and over age group. The overall mean age for both groups was 34.2 years.

Table 5 shows the trainees' length of time with the Department. Group II trainees had been with the Department for a longer period of time than Group I trainees. However, as the table shows, this is due to the greater variability in the length of time for Group II (compare the standard deviations in Table 5) and the greater number of individuals in the "5 year and longer" category. Overall, the average number of years with the Department was 3.75.

Finally Table 6 shows the trainees' length of time in present rank. As would be expected from the previous findings, Group II trainees had been in their present ranks for a longer period of time than Group I. Overall, most trainees had held their ranks for 1-2 years.

To summarize, then, on the average, Group I trainees were better educated and older than Group II trainees, although the latter group had been with the Department and in their current ranks longer than Group I.

Table 3
Education Levels of the Trainees

<u>Category</u>	<u>Group I</u>		<u>Group II</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Completed high school	2	9	3	13	5	11
Some college	11	52	11	48	22	50
Associate's Degree	1	5	5	22	6	14
Bachelor's Degree	3	14	1	4	4	9
Some graduate school	2	9	1	4	3	7
Master's degree	2	9	2	9	4	9
Totals	<u>21</u>		<u>23</u>		<u>44</u>	

Table 4
Age of Trainees

<u>Age Rank</u>	<u>Group I</u>		<u>Group II</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
22-29	7	33	10	43	17	39
30-39	7	33	9	39	16	36
40-60	7	33	4	17	11	25
Mean Age	35.1		33.3		34.2	
Standard deviation	9.9		9.2		9.55	
Range	22-60		22-56			

Table 5
Length of Time with the Department

<u>Number of Years</u>	<u>Group I</u>		<u>Group II</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
less than 2	6	29	7	30	13	29
2-3	5	24	2	9	7	16
3-4	5	24	6	26	11	25
4-5	2	9	1	4	3	7
more than 5	3	14	7	30	10	23
Mean	3.0		4.5		3.75	
Standard deviation	2.8		3.8		3.3	
Range (years)	1-19		1-14			

Table 6
Length of Time in Present Rank

<u>Number of Years</u>	<u>Group I</u>		<u>Group II^a</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Less than 1 year	5	24	6	27	11	26
1-2 years	10	48	11	50	21	49
more than 2 years	6	29	5	23	11	26
Mean	1.5		2.2		1.85	
Standard deviation	1.4		1.5		1.45	
Range	2-48		2-60			

^aOne Group II trainee's time in present rank is unknown.

Pre/post Content Test

Table 7 shows the comparison between the results of the two groups' test scores.² It should be noted here that the two groups did not take the same test, although the two versions of the test had 82% of their items in common. Thus, scores may not be directly comparable.

Group II trainees did considerably worse on both the pretest and the posttest than Group I. Neither group increased their performance to the extent that would be expected, although Group I showed more improvement than Group II.

The lower score of Group II on the pretest when compared with Group I is probably due to a combination of factors. As previously noted, Group I was better educated and older, which may have resulted in better performance on the test. Another explanation, however, was the fact that the test was altered in an attempt to increase its validity. This was expected to result in lower pretest scores, which was the case. Further discussion of the test itself will be deferred to a later section of this report.

Another problem with interpreting these test results is the fact that six out of the 23 Group II trainees failed to answer all of the pretest items. This suggests some problems with the administration of the test.

²Individual test scores for Group II trainees are shown in Appendix A of this report. This table is comparable to the one on page 10 of the preliminary report.

Table 7
 Summary of Test Results
 for Both Trainee Groups

	<u>Group I</u> (n=21)	<u>Group II</u> (n=23)
Percent correct (pretest)	72%	62%
Percent correct (posttest)	81%	69%
Change	9%	7%
Pretest range	62-83%	46-74%
Posttest range	70-88%	53-81%
Percent of trainees whose scores increased	100%	74%
Percent of trainees whose scores decreased	0%	17%
Percent of trainees whose scores remained the same	0%	9%
Most improvement	16% increase	26% increase
Least improvement	1% increase	9% decrease

As Table 7 shows, fully 17% (four trainees) of Group II trainees scored lower on the posttest than on the pretest, while an additional two trainees (9%) showed no change at all (this may be contrasted to Group I, where all trainees increased their scores at least minimally). Unless the material taught in the school was directly contradictory to the material contained in the syllabi for the sessions (from which the test questions and answers were drawn), it does not seem possible that trainees could do worse on the posttest. This finding, then, also suggests some other source of problems.

In addition to the pre/post test under discussion here, 3 weekly tests were also administered to the trainees. These tests were of the "take-home" variety, and scores on these tests for both groups were consistently high (at least 90% correct in most all cases). These tests were not developed by the evaluator, but were based, naturally, on the same material. Indeed, some of the questions on the weekly tests were duplicated almost word for word on the pre/post test.

Having taken four tests on the same material in 3 weeks, it is easy to understand how the trainees could have failed to perform to their utmost capacity on the fifth and final test. Clearly, then, very little valid interpretation may be placed on the results of these tests, and they are almost useless in assessing the amount of knowledge acquired by the trainees. If the AOTS is to be continued, these weekly tests should be eliminated.

Trainee Characteristics and Test Scores

The preliminary report of the Group I trainees found that rank and education level were positively related to pretest performance. These relationships were confirmed for Group II, with positive correlation coefficients observed between pretest scores and rank ($r=.44$, $p<.05$) and pretest scores and education ($r=.45$, $p<.05$). In addition, pretest scores for Group II were found to be negatively related to age ($r=-.49$, $p<.01$) and length of time in present rank ($r=-.37$, $p<.05$).

In order to clarify these relationships, partial correlations were computed between pretest scores and each of the variables. The results of these analyses showed that the relationship between test scores and rank was largely an artifact of education. The negative correlations between pretest scores and age, however, held when the effects of each of the other variables were partialled out.

Individual Session Ratings

After each individual session, the trainees rated the content and the instructor by indicating the extent of their agreement or disagreement with six statements.³ The statements asked about the instructor's command of the material, organization, and understanding of questions, as well as the helpfulness of the presentation and its relevance to job performance. Table 8 summarizes the ratings of both groups of trainees. Note that the ratings on the three questions dealing with the instructor have been combined, as have both questions dealing with the presentation itself. (see Appendix B for a sample of this instrument).

The highest ratings given for both the content and the instructor were for Session 15, the Correctional Manager's Role in Classification. Other sessions which received high ratings on both content and instruction included Post

³This form was devised by Adult Services and not by the evaluator.

Table 8
 Summary of Individual Session
 Content and Instruction Ratings

Session	Content			Instructor		
	Group I	Group II ^a	Overall Rank	Group I	Group II ^a	Overall Rank
1	4.5	4.4	4	4.5	4.4	5
2	4.4	4.2	6	4.5	4.3	6
3	4.2	4.4	6	3.6	4.2	14
4	4.4	4.5	4	4.3	4.5	6
5	4.5	4.7	2	4.4	4.7	3
6	3.9	4.7	6	4.1	4.6	7
7	4.2	4.6	5	4.2	4.3	9
8	4.4	4.5	4	4.3	4.4	7
9	4.4	3.9	8	4.3	4.1	10
10	4.3	4.5	5	4.4	4.5	5
11	3.9	4.4	8	4.0	4.3	11
12	4.3	4.1	7	4.3	4.1	10
13	4.2	4.1	8	4.2	4.0	12
14	4.5	4.1	6	4.6	4.0	8
15	4.8	4.6	1	4.9	4.5	1
16	4.6	-	2	4.6	-	2
17	4.6	-	2	4.5	-	4
18	4.3	-	6	4.0	-	13
19	4.3	-	6	4.3	-	8
20	4.5	-	3	4.4	-	6
21	4.3	-	6	4.3	-	8
22	4.4	-	5	4.3	-	8
23	4.6	-	2	4.6	-	2

Note: Scores in the table represent mean ratings given on a 5-point scale, with 5.0 being the most positive rating and 1.0 the least positive. All equal ratings have been given the same rank. Thus, for "content", a rank of 1 represents the session most highly rated, while a rank of 8 represents the sessions rated lowest. For the instructor rating, a rank of 14 represents the lowest rating.

^aGroup II's ratings for Sessions 16-23 are not available.

Instructions (#16), Leadership Styles and Techniques (#5), Emergency Plans (#23), and Security Inspection (#17).

Those sessions which received the lowest ratings included Legal Rights and Obligations of the Offender, (Session #3), Inmate Activities, (#9), Institutional Work Programs (#11), Commissary Operations (#12), Minimum Standards and Division Guidelines (#13), and Counting (#18).

The two groups agreed on most of their ratings, although there were some important differences. Session #6 (Courtroom Testifying and Evidence), for example, was rated quite highly by Group II but much lower by Group I. This may indicate some improvement from the first to the second offering.

Final Evaluation (Group II)

In assessing the procedure used with the first AOTS class, it was decided that a final course assessment was needed in order to obtain further information regarding the trainees' opinions of the training. An evaluation form was designed and was completed by the trainees in the second group (see Appendix C for a sample form).⁴

⁴Due to an unfortunate mix-up, the final evaluation forms for Group II were not received in time to distribute at the last training session. The forms were subsequently mailed out to the trainees. A total of 19 out of 23 trainees returned completed forms within 2 weeks of the end of training.

The final survey began by asking the trainees six general questions regarding the AOTS training. Table 9 summarizes the responses to these questions. Overall, the training received very high marks, with 79% of the trainees rating it as excellent and 21% as good. None of the trainees thought the training was only fair or poor.

The trainees were somewhat less enthusiastic about the quality of the instruction, with only 42% rating it as excellent. Still, none of the trainees rated the trainers as fair or poor.

The third question was designed to judge the extent to which the AOTS material was new to the trainees. As Table 9 shows, the majority of the trainees (79%) report that less than one-half of all the material presented was new to them, and of these, 32% report that one-quarter or less of the material was new. Only 21% stated that 50-75% of the material was new, and none of the trainees thought that 75-100% of the material was new.

With regard to the length of the training, none of the trainees thought that the 3-week program was too long, and 74% thought that it was too short.

Finally, the trainees were asked their opinions of the idea of using different instructors for each individual session. The responses suggest a small amount of uncertainty on the part of the trainees, with 47% rating the idea as

Table 9
Responses to Final Trainee
Evaluation General Questions

<u>Question^a</u>	<u>Response</u>	<u>Percentage</u>
How would you rate the quality of the training?	Excellent	79%
	Good	21%
	Fair	0%
	Poor	0%
How would you rate the quality of the instruction?	Excellent	42%
	Good	58%
	Fair	0%
	Poor	0%
What percentage of the material was new to you?	0 - 25%	32%
	25 - 50%	47%
	50 - 75%	21%
	75 -100%	0%
How was the length of the training?	Too long	0%
	Too short	74%
	About right	26%
How was the idea of using many different instructors?	Excellent idea	47%
	Good idea	47%
	Fair idea	6%
	Poor idea	0%
How much of the material will you be able to apply to your own job situation?	0 - 25%	10%
	25 - 50%	16%
	50 - 75%	32%
	75 -100%	42%

^aSee Appendix C for the exact wording of these six questions.

excellent, and 47% rating it as good. Again, no one thought it was a poor idea.

The second part of the final evaluation asked trainees to list the two most interesting and least interesting sessions, the two sessions on which more time and less time should have been spent, the two sessions which provided the most and least new information, and the two sessions which would prove to be most and least useful back on the job.

Before examining the responses to each of these individual questions, it may be useful to combine the responses to all of the questions to see which sessions fared best. Table 10 summarizes this information.

The number of each session is listed in the first column of the table. The next column shows the total number of times that the session was mentioned in a positive manner, that is, as being the most interesting, the one which more time should be spent on, the one which provided the most new information, and the one which would be most useful on the job. Since there were a total of 19 trainees who completed the final evaluation, the maximum number of times an area could possibly have been mentioned is 76. This would represent total agreement by all trainees on all questions. As would be expected, the maximum number of times mentioned came nowhere near this upper limit.

Table 10
Summary of Final
Trainee Evaluations

<u>Session</u>	<u># of times mentioned (positive)</u>	<u># of times mentioned (negative)</u>	<u>Difference</u>
1	5	4	+1
2	6	6	0
3	11	0	+11
4	9	1	+8
5	10	3	+7
6	0	4	-4
7	4	0	+4
8	9	0	+9
9	1	4	-3
10	6	11	-5
11	2	10	-8
12	10	16	-6
13	23	0	+23
14	7	4	+3
15	18	1	+17
16	2	7	-5
17	2	2	0
18	0	20	-20
19	3	7	-4
20	1	3	-2
21	2	9	-7
22	4	14	-10
23	17	0	+17

The third column of Table 10 shows the total number of times each session was mentioned in a negative context (i.e., the least interesting session, the session on which less time should have been spent, etc.). Again, the maximum number of times an area could be mentioned is 76.

Finally, the last column of Table 10 shows a net rating for the area, obtained by subtracting the number of "negative mentions" (column 3) from the number of "positive mentions"

(column 2). Thus, positive scores here represent more favorable overall assessments, while negative scores represent less favorable assessments.

The session which received the most favorable ratings was #13, Minimum Standards and Division Guidelines. Others which were rated positively were session #15, Classification, and session #23, Emergency Plans.

The most negatively received training session was #18, Counting. Other sessions which fared poorly overall included Institutional Work Programs (#11), Firearms Control (#22), and Key and Tool Control (#21).

It must be noted that these are summary data which ignore the distinctions between the questions, thus making interpretation for some areas difficult. Session #12 (Commissary Operations), for example, shows 10 positive responses and 16 negative ones. In order to further clarify this assessment, we must turn to the responses to the four individual questions.

Table 11 presents the responses to each of these questions. The numbers in the table show the number of times a particular session was mentioned. So, for example, we see under the question of which session was most interesting that one trainee mentioned Session 1 as most interesting, but three trainees thought that Session 1 was the least interesting. Note that each trainee was asked to name two sessions for each part of each question, that is, the two

*
Table 11
Responses to Individual Questions
on Final Trainee Evaluation

Session	Question							
	Interesting		Time		New Information		Usefulness	
	Most	Least	More	Less	Most	Least	Most	Least
1	1	3	2	-	1	1	1	-
2	3	-	1	3	1	1	1	2
3	2	-	3	-	3	-	3	-
4	4	1	2	-	2	-	1	-
5	4	-	4	1	1	1	1	1
6	-	1	-	1	-	-	-	2
7	-	-	3	-	-	-	1	-
8	1	-	2	-	3	-	3	-
9	-	1	1	1	-	-	-	2
10	1	5	-	3	4	-	1	3
11	-	4	1	2	1	1	-	3
12	2	6	2	3	5	-	1	7
13	6	-	7	-	4	-	6	-
14	3	2	1	1	3	-	-	1
15	4	-	3	1	5	-	6	-
16	-	3	-	1	-	2	2	1
17	1	1	1	-	-	1	-	-
18	-	1	-	4	-	12	-	3
19	1	2	2	-	-	5	-	-
20	-	-	1	-	-	1	-	2
21	-	2	1	1	-	4	1	2
22	-	4	1	2	1	5	2	3
23	5	-	1	-	5	-	6	-

most interesting and the two least interesting. Thus each trainee gave a total of 16 responses. However, since each trainee chose two different sessions for each part of each question, the total number of times that any given session could have been mentioned was 19 (i.e., the total number of respondents).

Looking at the first major column of the title (labeled "interesting"), we can see that Minimum Standards and Division Guidelines (session #13) was mentioned by more trainees as being the most interesting of the sessions. Also mentioned more often were Emergency Plans (#23), Classification (#15), and Leadership Styles (#5). The least interesting sessions were Care of the Physical Plant (#10), Work Programs (#11), Commissary Operations (#12), and Firearms Control (#22).

Turning to the question regarding time, the session on Minimum Standards (#13) was again mentioned by most trainees as being the one for which more time would have been desirable. The trainees would have also liked more time to be spent on Leadership Styles (#5), Legal Rights (#3), and Inmate Discipline (#7). On the other hand, the trainees would have liked to have seen less time spent on Counting (#18) and, Physical Plant (#10).

The trainees' assessments of which areas presented the most and least new information are interesting. High ratings here were given to Commissary Operations (#12), Classification (#15), Emergency Plans (#23), Physical Plant (#10), and Minimum Standards (#13). On the negative side, on no other question was there more agreement: Counting (#18) provided the least new information. Other sessions which were mentioned have included Contraband and Shakedowns (#19), Key and Tool Control (#21), and Firearms Control (#22).

Finally, Minimum Standards, Classification, and Emergency Plans were mentioned most often as the sessions expected to be the most useful on the job. Also mentioned were Legal Rights (#3), and Institutional Operations (#8). Mentioned as providing less useful information for the job were Commissary Operations (#12), Work Programs (#11), and Counting (#18).

The problems with Session #12, Commissary Operations, are more clearly shown in Table 11. This session was rated as one of the least interesting, as well as the one which provided the least useful information for the job. The explanation for this is simple: many of the trainees worked at institutions (field units, e.g.) which do not have commissaries. Thus, they could not see why it was necessary to include this information.

Tables 10 and 11 must be interpreted with extreme care. Any one of the questions presented in Table 11, for example, could stand by itself as a criterion for evaluating the individual training sessions. Whether or not it would be desirable to do this is, however, debatable. We have just seen, for example, that Commissary Operations was not a relevant (and therefore not interesting) session for many of the trainees. However, if the purpose of the AOTS is to train potential managers, then it is obvious that commissary operations are important to know about. Although the present corporal may not need to know anything about operating

a commissary, the future major will indeed need to have this knowledge.

Overall, however, by the standards described here, the "best" of the training sessions, according to the trainees, were Classification, Emergency Plans, and Minimum Standards and Division Guidelines, while the "worst" sessions were Counting, Tool and Key Control and Firearms Control.

All of these latter sessions which were rated poorly fell under the general heading of "The Correctional Manager's Duties in the Security and Custody Operation." These are all areas in which the trainees (with the possible exception of counselors and psychologists) are intimately familiar, since they perform these duties on a daily basis.

Finally, it should be noted that some of the trainees did not respond to the questions asking for the "least interesting" or "least useful" sessions. These trainees indicated that they thought all of the sessions were interesting and useful.

It should be remembered that these results are those of Group II only. Looking back to Table 8, it can be seen that this group's ratings for sessions 16-23 were not available. Thus, while Post Instructions (#16) and Security Inspection (#17) were given high ratings by Group I in their individual ratings, the second group's final evaluation indicates a less positive assessment of these two areas (see Tables 10

and 11). Another discrepancy between the individual ratings and the final evaluation completed by Group II can be seen for Minimum Standards and Division Guidelines (#13). This session was rated lower than most of the others by both groups on the individual evaluations, and yet was rated quite positively by Group II on the final evaluation. For most of the other sessions, however, including Classification, Emergency Plans, Commissary Operations and Counting, there was a fair degree of consistency between the individual ratings and the final evaluation.

Six-Month Followup Evaluation

In order to further assess the impact of the training, a final survey form was designed to be sent to the trainees and their supervisors six months after the end of the training. These forms were mailed out to Group I trainees and their immediate supervisors in April of 1978. (see Appendix D for a sample copy of the follow-up survey for trainees).

There were a total of 21 trainees who attended the first meeting of the AOTS. Two of these 21 resigned during the subsequent 6-month period, leaving a total of 19 trainees for follow-up. Completed surveys were obtained from all but one of these 19 individuals. A total of 16 supervisors returned the questionnaire, resulting in a total of 16 trainee-supervisor response pairs.

Promotions

It was agreed that one valid measure of the success of the training would be the number of promotions which had occurred in the six-month period covered by the follow-up survey. A single question on the follow-up survey asked the trainees whether they had been promoted during the past 6 months. A total of 5 trainees reported having received promotions during this time period.

These five trainees were asked to rate how important a factor they thought their completion of the advanced officer training had been in their promotion. Three of the trainees thought that the training had been "somewhat important" in their being promoted, while the other two rated the training as being "very important". This same question was also put to the four supervisors (who returned questionnaires) of the employees who had received promotions. Two of the supervisors thought that the AOTS had been "very important" in the promotion of the trainees, while the other two "couldn't say" how important a factor the training was.

The same question was put to the trainees who had not received promotions, asking them to indicate how helpful they thought the AOTS training would be in their being promoted. A total of six trainees, or 46%, thought the training would be of "very much help" in their getting a promotion, while an additional five trainees, or 38%, thought the training would be of "some help". Only two trainees thought that the training would be very little or no help. This same question

was also put to the supervisors, with the result that half thought that the training would help very much, and another third thought it would help some. Two of the supervisors thought it would be of very little help.

Clearly, both the trainees and their supervisors perceived that the AOTS would help its "graduates" receive promotions. Since one of the preliminary notices regarding the training stated that "successful completion [of the AOTS] will be taken into consideration by promotion review boards but does not guarantee a promotion", it is not surprising that the trainees had this perception.

Although no criteria was decided upon, the fact that five of the 19 trainees who completed the AOTS were promoted within the subsequent six months seems to indicate the success of the training. Unfortunately, this information fails to take into account the possibility that these individuals were being considered for promotion before they received the advanced officer training. Considering the comparatively rigorous standards set for entry into the first AOTS class, this seems a likely possibility.

While information regarding this problem is not available for the first group of trainees, an attempt was made to deal with it by asking the trainees who attended the second AOTS class if they were currently being considered for promotion. Fully 9 out of 23, or 39%, reported that they were currently being considered for promotion. Admittedly, there are

problems with this method, since employees may say they are being considered for promotion when in fact they are not. However, the fact that 9 of 23 Group II trainees reported being considered for promotion before they completed the training may make assumptions concerning the training-promotion connection suspect.

Finally, the trainees were asked to indicate whether or not they would volunteer to attend the training if it were given during non-working hours. Fully 67% of those who replied stated that they would have volunteered to attend the training; an additional 28% were not sure, while only one trainee would not have volunteered to attend the training.

The next part of the follow-up questionnaire asked the trainees to indicate, for each of the 23 sessions, the extent to which they had opportunities during the six months after the training to apply the knowledge acquired to the job. Table 12 shows the responses to this question.

The session which received the most favorable reaction here was one which had not received especially high ratings on the other components, Inmate Discipline (#7). Other sessions which were rated positively in the follow-up included Minimum Standards (#13), Leadership Styles and Techniques (#5), Security Inspection (#17) and Shakedowns (#19).

Table 12
 Follow-up Ratings of Opportunity
 for Application to the Job

Session	Response ^a				Mean
	Almost never	Occasionally	Often	Almost always	
1	6%	44%	39%	11%	2.5
2	12%	41%	35%	12%	2.5
3	6%	33%	33%	22%	2.9
4	11%	28%	28%	33%	2.8
5	0	6%	44%	50%	3.4
6	44%	39%	11%	6%	1.8
7	0	0	39%	61%	3.6
8	11%	17%	39%	33%	2.9
9	6%	28%	39%	28%	2.9
10	33%	22%	28%	17%	2.3
11	17%	28%	28%	28%	2.7
12	61%	22%	6%	11%	1.7
13	0	11%	22%	67%	3.5
14	17%	33%	22%	28%	2.6
15	28%	33%	22%	17%	2.3
16	11%	28%	22%	39%	2.9
17	11%	6%	28%	56%	3.3
18	11%	11%	33%	44%	3.1
19	6%	6%	39%	50%	3.3
20	11%	22%	28%	39%	2.9
21	6%	17%	39%	39%	3.1
22	17%	17%	33%	33%	2.8
23	22%	33%	11%	33%	2.5

^aTrainees were asked to indicate how often during the six-month follow-up period they had had the opportunity to apply the knowledge they had gained in each session to their own job situation.

The session which received the least favorable reaction was Commissary Operation (#12). Fully 61% of the trainees reported that they almost never had the opportunity to use this information. This provides further support for the previous interpretation of the low ratings for this session, quite simply, most trainees are not directly involved in commissary operations at their institutions.

Other sessions which received low ratings on the follow-up included Courtroom Testifying and Evidence (#6), Physical Plant (#10), and Classification (#15). Note that the classification session was rated quite favorably in the evaluations discussed previously. The information contained in this session, and in these other sessions which received low ratings on the follow-up, was just not directly applicable to the current job duties of many or most of the trainees.

This question of whether or not the trainee had an opportunity to use the information in carrying out day-to-day job functions must be interpreted cautiously. As noted previously, this is only one possible aspect on which the value of the training could be assessed. In the case of the AOTS training, this issue becomes even more problematic, since the knowledge being imparted can be viewed as being for future use. These problems will be discussed further in a later section of this report.

The final part of the follow-up survey was designed to tap various attitudes and behaviors relating to the training

and its effect on job performance. A set of 20 questions were developed⁴ to be answered by the trainees and their supervisors. These questions were designed to tap six general questions: has the trainee assumed more responsibility on the job, is the trainee being treated differently on the job (and within this, is there any resentment toward the trainee), can the trainee better identify with the supervisor and his role, was the knowledge learned used on the job, did the training effect the job performance of the trainee, and was the training appropriate for all trainees (given their different ranks and positions).

Responsibility. Two questions here were designed to determine whether the trainee had been given any additional responsibility since completing the training, and whether the trainee had offered to take on additional responsibilities and duties.

Table 13 shows the responses of the trainees and their supervisors to these two questions.⁵

As the table shows, trainees and their supervisors shared similar perceptions on both of these items. Slightly more than half of the trainees agreed that they have offered to take on additional responsibility since completing the training. A large proportion (44%) were apparently not sure

⁵Responses to these items were given on a 5-point scale, ranging from "strongly disagree" to "strongly agree." The two "agree" and two "disagree" responses have been combined to form two overall response categories.

Table 13
Responses to Follow-up
Survey (Responsibility)

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating^a</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
<hr/>				
<u>Trainee has offered to take on additional responsibility.</u>				
Trainee	56%	44%	0	3.7
Supervisor	62%	19%	19%	3.7
<hr/>				
<u>Supervisor has given trainee more responsibility.</u>				
Trainee	39%	39%	22%	3.1
Supervisor	56%	19%	25%	3.6

about this item, since they did not indicate agreement or disagreement. About 3 of the 15 supervisors disagreed with this statement, indicating that the trainees had not offered to take on more duties. The majority of the supervisors (62%), however, agreed with the statement.

The second responsibility item questioned whether the supervisor had given the trainee more responsibility. Only 39% of the trainees indicated that they had been given more responsibilities, and 22% said they had not. A much higher percentage (56%) of the supervisors said that they had given the trainees more responsibility, even though a comparable percentage indicated that they had not.

^aRatings above the midpoint of the scale (3.0) indicate general agreement with the statement, while ratings below the midpoint indicate disagreement with the statement.

Thus, within the natural confines of the job and its requirements, it seems that trainees are more willing to take on additional duties and responsibilities since completing the AOTS training and to a lesser extent have been given more responsibility by their supervisors.

Treatment by peers and supervisors. The responses to the three questions designed to tap this area are shown in Table 14.

The first item here questioned whether the supervisors asked for the trainees' opinions more often now than before. The perceptions of both groups were quite similar here, with just less than half agreeing and about one fourth disagreeing.

The next item asked whether the trainees' co-workers asked them for advice more often now. Just over half of the trainees (56%) agreed that this was the case, while only 37% of the supervisors thought so.

The last item in this category just asked in general whether or not the trainee was treated differently now. Most of the trainees and supervisors did not think that the trainees were treated differently now than before.

Overall, there is some perception that at least some of the trainees are asked for advice and opinions more often since completing the training, both by co-workers and by their supervisors. The disagreement with the statement that the trainee is treated differently now might reflect the fact

Table 14
Responses to Follow-up
(Survey Treatment)

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
<hr/> <u>Supervisor asks for trainee's opinion more often now.</u> <hr/>				
Trainee	45%	33%	22%	3.2
Supervisor	44%	31%	25%	3.2
<hr/> <u>Co-workers ask for advice more often now.</u> <hr/>				
Trainee	56%	33%	11%	3.4
Supervisor	37%	38%	25%	3.2
<hr/> <u>Everyone treats trainee differently now.</u> <hr/>				
Trainee	17%	39%	44%	2.6
Supervisor	13%	31%	56%	2.4

that the trainees do not receive any preferential treatment since completing the training.

Resentment. Since admission to the AOTS was highly competitive, two items were designed to determine if there was any resentment on the part of co-workers or supervisors toward the trainees. Table 15 presents these results.

Generally, there seems to be no resentment toward the trainees as perceived by themselves or their supervisors. There were, however, two trainees who did feel some resentment leveled toward them by their supervisors, although the

Table 15
Responses to Follow-up
Survey (Resentment)^a

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating^a</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
<hr/>				
<u>Co-workers resent trainee's attendance at AOTS.</u>				
Trainee	6%	17%	78%	1.8
Supervisor	0	25%	75%	1.9
<hr/>				
<u>Supervisor resents trainee's attendance at AOTS.</u>				
Trainee	11%	6%	83%	1.8
Supervisor	0%	0%	100%	1.5

^aFor the second item here, it was assumed that asking supervisors if they resented the trainee's attendance at the AOTS would not encourage honest responding. The item for the supervisors simply stated "I don't think this employee should have attended the AOTS".

supervisors deny thinking that the trainees should not have attended the training.

Identification with supervisors. Much of the material presented at the AOTS was geared toward having the trainees view some of the aspects of correctional work and institutional operations through the eyes of correctional managers. Two questions were designed to determine the trainees' understanding of the problems of their supervisors, and how well they had learned what they had been taught. This latter issue was operationalized in an item which asked the respondents to indicate whether or not the trainee was now able to point out some of the supervisor's mistakes.

Table 16 shows the responses to these two follow-up items. There was agreement by almost all of the trainees and their supervisors that the trainees could now understand the problems faced by their supervisors. This did not extend, though, to the trainees pointing out their supervisors mistakes. About a third of the trainees and supervisors agreed that this was the case. An equal proportion of the supervisors disagreed that the trainees could now point out the supervisor's mistakes. The largest proportion of both groups neither agreed nor disagreed with the statement. This might be expected, and, considering the potentially controversial nature of the question, it probably does not truly reflect the situation. Regardless of whether or not the trainees gained enough knowledge to recognize the supervisor's

Table 16
Responses to Follow-up
Survey (Supervisory Perspective)

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
<hr/>				
<u>Trainee better understands supervisor's problems.</u>				
Trainee	94%	6%	0	4.3
Supervisor	82%	12%	6%	4.2
<hr/>				
<u>Trainee is aware of supervisor's mistakes.</u>				
Trainee	34%	44%	22%	3.0
Supervisor	31%	38%	31%	3.0

errors, many would be reluctant to admit that this was the case.

Use of knowledge. Five questions were designed to explore whether or not the trainees had used the knowledge gained at the AOTS on the job, and the reasons for this use or non-use. A single item determined the extent of the use of the knowledge during the 6-month period. Other items were established to explore possible reasons for non-use. Thus, one item questioned whether the trainee had had the opportunity to use the knowledge. Since the AOTS was "future-oriented", another item asked whether the trainees thought that they would eventually use the knowledge. Another item questioned whether they had been encouraged to use the knowledge.

Finally, the last item was designed to explore the notion that knowledge imparted in training and the actual operation of an institution are at different ends of the spectrum.

Table 17 presents the responses to these "use of knowledge" items. As the table shows, there was general agreement that the trainees did indeed make use of the knowledge. This overall perception changes slightly, however, when each more specific item is examined. For instance, supervisors tended to disagree more often with the idea that the trainees had had the opportunity to use the knowledge that they were taught. Most all did agree, however, that the trainees would be able to make use of the knowledge eventually. Again, this same pattern is true for the item regarding whether or not the trainees were encouraged to use the knowledge acquired. Although most thought that they had been encouraged, there were a few trainees who felt that they had not been encouraged to use this knowledge. Interestingly, two supervisors disagreed with the statement that they had done their best to encourage the trainees to apply the knowledge they had learned. This may represent some disagreement between what was taught at the AOTS and what these supervisors believed to be proper procedure.

Table 17
 Responses to Follow-up
 Survey (Use of Knowledge)^a

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
<u>Trainee has made use of the knowledge acquired.</u>				
Trainee	89%	11%	0	4.1
Supervisor	94%	6%	0	4.4
<u>Trainee has had the opportunity to use the knowledge acquired.</u>				
Trainee	83%	11%	6%	4.1
Supervisor	69%	6%	25%	3.7
<u>Trainee will eventually use the knowledge acquired.</u>				
Trainee	94%	6%	0	4.4
Supervisor	94%	0	6%	4.2
<u>Trainee has been encouraged to use the knowledge acquired.</u>				
Trainee	67%	17%	17%	3.7
Supervisor	75%	12%	12%	3.9
<u>Knowledge taught represents the way things should be done, not the way they are done.</u>				
Trainee	28%	28%	44%	3.1
Supervisor	0	25%	75%	2.1

^aOn the last item, the statement for the supervisors was slightly different from that of the trainees. The supervisors' statement was phrased to determine whether or not they felt that there was a difference between the way the AOTS said things should be done (the "correct" way) and the way the institution does things (the "best" way).

For the final item, supervisors were asked to agree or disagree with the idea that even though the AOTS may have taught the trainees the "correct" way to do things, this is not the "best" way to do things. None of the supervisors agreed with this statement, and 75% of them disagreed with it. The trainees were asked to indicate their agreement with the statement that although the training taught the way things should be done, this was not the way things were done at their institutions. While 44% of the trainees disagreed with this statement, 28% agreed. There is some question as to the equivalence of these two statements; however, there is some difference in the responses of the two groups.

In general, then, the trainees and their supervisors seem to believe that the trainees were able to make use of the knowledge acquired at the AOTS. A majority (though not all) of the respondents agreed that the trainees had had the opportunity to apply this knowledge and had also been encouraged to do so.

Job performance. Table 18 presents the responses to the three items developed to determine how the training had effected the trainees' ability to carry out their job functions.

As the table shows, the majority of both groups agreed that the training had a positive effect on the trainee's ability and confidence to perform his/her job functions. On all three items, however, supervisors were less willing to report such changes than the trainees were.

Table 18
 Responses to Follow-up
 Survey (Job Performance)

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
<hr/> <u>AOTS had no effect on the way trainees perform their jobs.</u> <hr/>				
Trainee	6%	0	94%	1.6
Supervisor	12%	12%	75%	2.1
<hr/> <u>The knowledge gained made trainee a better worker.</u> <hr/>				
Trainee	88%	6%	6%	4.3
Supervisor	69%	12%	19%	3.6
<hr/> <u>Trainee is more self-confident now.</u> <hr/>				
Trainee	88%	6%	6%	4.2
Supervisor	75%	6%	19%	3.7

Appropriateness of training. The final three items were developed to determine how appropriate the trainees and supervisors thought the training was for themselves and others. Since a mix of positions was represented at the training, it seemed important to try to determine how applicable the training was to these various job functions.

Table 19 presents the responses to these "appropriateness" items. As the table shows, the vast majority of the trainees and their supervisors thought that the training was quite appropriate to the particular job duties of the trainee. Moreover, all of the trainees, and 84% of their supervisors, said that they would recommend the AOTS training to someone else who asked.

Table 19
Responses to Follow-up
Survey (Appropriateness)

<u>Respondent</u>	<u>Response Category</u>			<u>Mean Rating</u>
	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	
	<u>What trainee learned does not apply to his/her job.</u>			
Trainee	0	0	100%	1.5
Supervisor	6%	12%	82%	1.6
	<u>The AOTS was good, but not for someone like the trainee.</u>			
Trainee	0	6%	94%	1.4
Supervisor	6%	0	94%	1.9
	<u>I would recommend this training to someone else.</u>			
Trainee	100%	0	0	4.5
Supervisor	88%	12%	0	4.2

Looking at Tables 13-19, then, the AOTS fares very well in all areas tapped by these 20 questions. Both the trainees and their supervisors felt that the training was appropriate, and that the trainees had been able to utilize the knowledge they acquired, which in turn had a positive effect on the way they performed their jobs. There was less agreement regarding more behavioral indices such as whether the trainees were offered or had assumed more responsibility and whether they were asked for advice more often by their peers and supervisors. There is, however, no evidence that we should expect such behavioral changes and, as mentioned previously, many other factors may come into play in determining such actions. Thus, on the basis of this part of the follow-up survey, it appears that the AOTS training did have some positive impact on the trainees which extended back to their job situations.

Summary and Conclusions

As noted previously, this project was not originally intended to involve a comprehensive evaluation of the AOTS. Rather, the components of a basic evaluation design for this training were developed one at a time, over the six-month period between the groups. Planning for the evaluation and communication between the author and Adult Services personnel was, for the most part, minimal. Given these facts, it would be presumptuous to discuss the relative merits of the "evaluation design" as described here. There are, however, some points which need to be made should this procedure be

carried through and used to evaluate other sessions of this training.

First, the results regarding the content test suggest several problems regarding administration and construction of the test. The best solution to the administrative problem is to have the evaluator attend the first and last sessions of the training, in order to administer the test and other evaluation instruments. In this way, it can be guaranteed that all instruments will be administered at the proper time and completed fully and correctly.

The second recommendation with regard to the test is that the three weekly tests developed by Adult Services be eliminated. It is not clear why these tests were implemented in the first place, and their utility is questionable. Conversely, the deleterious effects of repeated testing within this short time span make the interpretation of the results from any of the tests impossible. If the tests are meant to be used for study purposes only, then this should be explained to the trainees and these tests should not be scored. The alternative here would be to eliminate the pre/post test and just use the three weekly tests. For a number of reasons, this would not be the preferred approach.

Finally, it is suggested that if the pre/post test developed here is to be used for future sessions, it should be subjected to continuing item analysis. This was done for the pretest responses of both groups of trainees. In

general, many of the items on the first version were not good discriminators, being too easy or too difficult. In an attempt to rectify this situation, ten questions were rewritten for administration to the second group of trainees. As noted earlier, pretest scores for this group were lower than for the first group. This cannot, of course, be directly attributed to an improvement in test construction. However, the item analysis did show more items which were better discriminators on the second test. For example, there were a total of 14 items which all respondents answered correctly on the first pretest. This number was reduced to 7 items on the second pretest. A good test, of course, would have no such items. Thus, further revision of the test will be necessary before firm conclusions can be drawn from the results.

In addition, the content of the test needs to be validated. The items were constructed from course materials by the evaluator, who has no familiarity with institutional policies and procedures. It is therefore recommended that each instructor review the test items from his or her particular area, in order to ensure that the items tap the most important concepts of the instructor's presentation, and that the answers listed as correct are consistent with the content of the presentation. A pool of test items could also be created from questions written by each instructor for their own particular area. This would greatly facilitate the test revision process.

Finally, each of the other instruments used here (the individual session assessments, the final evaluation instrument, and the followup assessment) should be revised by the evaluator and those in charge of the training. There is some question as to the validity and utility of the information obtained, especially on the follow-up questionnaire. More creative alternatives should be explored with the goal of obtaining more useful information on which to base evaluative judgments.

All of these various problems and issues must be kept in mind in interpreting the results and conclusions presented here. Despite the problems identified, several recommendations regarding the training itself can be made.

There can be little doubt that the concept of training personnel to take on the duties and responsibilities of correctional managers is a worthy goal. The concept of the AOTS therefore seems to be a sound one, and many of the topical areas within the training seem relevant. Unfortunately, other areas are not very relevant, and the content of the training sometimes falls short of its goals. It will be recalled, for example, that fully 79% of the Group 2 Trainees reported that less than half of the material presented was new to them. This is typified by the comment of one trainee who noted that some sessions were quite useful in that they refreshed his memory. This is fine if this is the purpose of the training, and arguments can certainly be advanced for the

value of such training. The AOTS, however, is certainly not the context in which this type of material should be presented.

Is it necessary, for example, to present an overview of the Department of Corrections and the Division of Adult Services to individuals who have been with the Department for an average of 3 years? This time would certainly be better spent discussing why it is important for the correctional manager to work with other Divisions and other personnel within Adult Services, and why therefore it is important that they be aware of the structure of the Division (which, after 3 years, they should be).

Even more obvious is the 3 days (24 hours) spent on security and custody operations. These are functions that the trainees have been carrying out day after day for years. The purpose here should be to point out the importance of these various operations to the running of the institution and therefore to the correctional manager, and not to tell lieutenants and captains how to conduct a proper count or shakedown an inmate.

That this time could be better spent is indicated by Group 2's final assessment, which also indicates where it should be spent. According to the trainees, more time should be spent on Minimum Standards and Division Guidelines, Leadership Styles and Techniques for the Correctional Manager, and The Correctional Manager's Responsibility and the Legal Rights and Obligations of the Offender. On the

other hand, less time should be spent on Counting and The Correctional Manager and the Physical Plant. The evaluator would add to Counting all of the other security oriented sessions, with the exception of Emergency Plans, which was rated quite favorably. All of the sessions which the trainees wanted to see expanded were 4-hour sessions, and all could be expanded to 8 hours if the time were taken from the 24 hours spent on security and custody functions.

Sessions such as Physical Plant, Work Programs and Commissary Operations should be examined closely, with the idea of reducing the time devoted to them (all are 8 hours), or eliminating them. If the information contained in these is deemed necessary or important, then the methods of presentation, content or instructors should be changed to make these sessions more appealing. Also, all of these are scheduled for the second week. Interspersing these throughout the three weeks might help to lessen their apparently negative impact.

Emergency Plans, Classification, Leadership Styles and Minimum Standards are all rated positively, and should not be changed, unless they are expanded.

The overall quality of the training was assessed as quite high by virtually every standard used in this effort. On their final evaluation, 79% of the Group 2 trainees rated the quality of the training as excellent, and 74% thought that more time could have been spent at the AOTS. On the

other hand, these trainees were not nearly as enthusiastic about the instructors. While the instructors were not rated poorly, they were not rated as positively as the training itself. Only 42% of the trainees rated the instruction as excellent (compared to the 79% rating the training as excellent), and this same percentage thought using many different instructors was an excellent idea. Of course, these were not trainers and thus they would not be expected to excel here. Perhaps a mixture of Department trainers and administrators would be more desirable; that is, a single trainer who would do part of the instruction, and people from the field who could talk on their areas of expertise.

Thus, it can be concluded that the AOTS training, like its evaluation, needs to undergo a continuing revision process, whereby the content of the training may be aligned with its basic purpose: to train future leaders. The current foundation appears to be solid, however. There is support from most supervisors in the field, and the trainees see the training as useful and of relatively high quality.

APPENDIX A
Pretest, Posttest and Change Scores
for Group II Trainees

<u>Trainee #</u>	<u>Percent Correct</u>		<u>Percent Change</u>
	<u>Pretest</u>	<u>Post-test</u>	
22	57	70	13
23	56	70	14
24	68	68	0
25	62	67	5
26	67	58	-9
27	49	63	14
28	49	61	12
29	49	67	18
30	65	65	0
31	67	63	-4
32	72	81	9
33	67	75	8
34	61	75	14
35	60	63	3
36	56	67	11
37	70	81	11
38	72	75	3
39	70	77	7
40	74	77	3
41	61	61	0
42	54	81	27
43	72	70	-2
44	46	53	7
<u>Mean</u>	62	69	7

Note: Six of the trainees inexplicably failed to answer all of the pretest questions. Their scores are based on the total number of questions which they answered.

APPENDIX B
STUDENT LEADERSHIP QUESTIONNAIRE

The title of this presentation is _____.

The presenter's name is _____.

Please answer the following questions by filling in blank with letter that best indicates your preference.

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

- _____ 1. Presented information that was new to me.
- _____ 2. It seemed to me that the presenter had a good command of his material.
- _____ 3. It seemed to me that the presenter was organized and had prepared adequately.
- _____ 4. It seemed to me that the presenter understood the questions asked and answered them clearly.
- _____ 5. This presentation was helpful to me.
- _____ 6. In your opinion this material will help you in your day to day job performance.

7. Please list any specific criticisms or suggestions that you may have to offer.

APPENDIX C
AOTS - FINAL TRAINEE EVALUATION

Over these last three weeks, you have evaluated the various instructors and their courses on several items. We would now like you to provide your assessment of the entire three week session. Answer all questions directly on the sheets (not on the computer sheet). You may use pen or pencil.

1. Overall, how would you rate the quality of this training compared to other training you have received?
 excellent good fair poor
2. Overall, how would you rate the quality of the instructors at the AOTS?
 excellent good fair poor
3. About what percentage of the material taught at the AOTS was new to you?
 0 - 25% 25 - 50% 50 - 75% 75 - 100%
4. Would you say that the length of the AOTS was:
 too long too short about right
5. How would you rate the idea of using many different instructors for the different areas?
 an excellent idea a good idea a fair idea a poor idea
6. How much of the material you learned do you think you will be able to directly apply to your own job situation?
 0 - 25% 25 - 50% 50 - 75% 75 - 100%

The following is a list of the topic areas covered at the AOTS.

1. The Correctional Manager in the Criminal Justice System
2. Overview of the Department of Corrections and the Criminal Justice System
3. The Correctional Manager's Responsibility and the Legal Rights and Obligations of the Offender

Appendix C (continued)

4. The Correctional Manager and Personnel
5. Leadership Styles and Techniques for the Correctional Manager
6. The Correctional Manager's Role in Courtroom Testifying and Evidence
7. The Correctional Manager's Role in Inmate Discipline
8. The Correctional Manager's Role in Institutional Operations
9. The Correctional Manager's Role with Inmate Activities
10. The Correctional Manager and Care of the Physical Plant
11. Institutional Work Programs
12. The Correctional Manager and Commissary Operations
13. Minimum Standards and Division Guidelines
14. The Correctional Manager's Role in Public Relations
15. The Correctional Manager's Role in Classification

The Correctional Manager's Duties in the Security and Custody Operation:

16. Post Instructions
17. Security Inspection
18. Counting
19. Contraband, Shakedowns
20. Transportation
21. Key and Tool Control
22. Firearms Control
23. Emergency Plans

Appendix C (continued)

For each of the following questions, list the number (1-23) of the corresponding area of the course.

7. Which were the two most interesting areas?

8. Which were the two least interesting areas?

9. Which two areas would you have liked to see more time spent on?

10. Which two areas would you have liked to see less time spent on or eliminated?

11. Which two areas provided you with the most new information?

12. Which two areas provided you with the least new information?

13. Which two areas will prove to be most useful to you back on the job?

14. Which two areas will prove to be the least useful to you back on the job?

APPENDIX D
 FOLLOW-UP SURVEY FOR TRAINEES
 (PART I)

Name: _____

Institution: _____

What is your present rank (job title)? _____

How long have you held this rank (job title)? _____

Have you received a promotion in the last six months? _____

- If you have been promoted in the last six months:
 How important a factor do you think your completion
 of the AOTS training was in your being promoted?
 (Circle one)

very somewhat somewhat very
 important important unimportant unimportant

- If you have not been promoted in the last six months:
 How much help do you think your completion of the
 AOTS training will be in your getting promoted?
 (Circle one)

very much some very little no
 help help help help

- If the AOTS had been offered at your institution,
 during non-working hours (for which you would not be
 paid), would you still have volunteered to attend?
 (Circle one)

yes no not sure

Appendix D (continued)

PART II

Below you will find listed each of the topic areas covered in the AOTS training. In the blank before the name of each topic, place the number of the statement which is most accurate with regard to that area of the training.

1. During the past six months, I have almost never had opportunities to apply the knowledge I learned in this area to the performance of my job.
 2. During the past six months, I have occasionally had opportunities to apply the knowledge I learned in this area to the performance of my job.
 3. During the past six months, I have often had opportunities to apply the knowledge I learned in this area to the performance of my job.
 4. During the past six months, I have almost always had opportunities to apply the knowledge I learned in this area to the performance of my job.
 5. I don't remember enough about this area to answer this question.
-
1. _____ The Correctional Manager in the Criminal Justice System.
 2. _____ Overview of the Department of Corrections and the Criminal Justice System.
 3. _____ The Correctional Manager's Responsibility and the Legal Rights and Obligations of the Offender.
 4. _____ The Correctional Manager and Personnel.
 5. _____ Leadership Styles and Techniques for the Correctional Manager.
 6. _____ The Correctional Manager's Role in Courtroom Testifying and Evidence.
 7. _____ The Correctional Manager's Role in Inmate Discipline.
 8. _____ The Correctional Manager's Role in Institutional Operations.
 9. _____ The Correctional Manager's Role with Inmate Activities.

Appendix D (continued)

10. _____ The Correctional Manager and Care of the Physical Plant.
11. _____ Institutional Work Programs.
12. _____ The Correctional Manager and Commissary Operations.
13. _____ Minimum Standards and Division Guidelines.
14. _____ The Correctional Manager's Role in Public Relations.
15. _____ The Correctional Manager's Duties in the Security and Custody Operation:
 16. _____ Post Instructions
 17. _____ Security Inspection
 18. _____ Counting
 19. _____ Contraband, Shakedowns
 20. _____ Transportation
 21. _____ Key and Tool Control
 22. _____ Firearms Control
 23. _____ Emergency Plans

Appendix D (continued)

PART III

Please answer the following questions by filling in the blank with the number corresponding to the term which best indicates your feelings about each.

- | | | | | | |
|---|-------------------|---|---------|---|----------------|
| 1 | Strongly Disagree | 3 | Neutral | 4 | Agree |
| 2 | Disagree | | | 5 | Strongly Agree |

- _____ 1. In general, I would say that the Advanced Officer Training School (AOTS) has had little or no effect on the way I do my job.
- _____ 2. I would recommend the AOTS to someone who asked my advice.
- _____ 3. I can better understand the problems of my supervisor better now that I have been through the AOTS.
- _____ 4. Since I've completed the AOTS, my supervisors seem to ask for my opinion more.
- _____ 5. I can't see how what I learned in the AOTS is supposed to apply to my particular job.
- _____ 6. I have offered to take on additional duties and responsibilities since I have completed the AOTS training.
- _____ 7. I have made great use of the knowledge I acquired at the AOTS in the last six months.
- _____ 8. The AOTS provided information about the way things should be done, but that's not the way they are done where I work.
- _____ 9. I think the knowledge I gained at the AOTS has made me a better worker.
- _____ 10. My fellow employees seem to resent the fact that I was chosen to attend the AOTS.
- _____ 11. I am sure that I will eventually be able to make use of the knowledge I acquired at the AOTS.

Appendix D (continued)

- _____ 12. I have found that I have had very little opportunity to apply the knowledge I acquired at the AOTS during the past six months.
- _____ 13. I think the AOTS was good, but not for someone with my rank (job position).
- _____ 14. My fellow employees seem to seek out my advice more often now that I have completed the AOTS training.
- _____ 15. I am a lot more confident in my ability to perform my job now that I have completed the AOTS.
- _____ 16. I think my supervisors resent the fact that I have attended the AOTS.
- _____ 17. The AOTS has made me more aware of the mistakes my supervisors make.
- _____ 18. I have not generally been encouraged to apply the information I learned at the AOTS to my job.
- _____ 19. My supervisor seems to be giving me more responsibility now that I have completed the AOTS.
- _____ 20. Everyone seems to treat me differently now that I've completed the AOTS training.

END