

institute for
**correctional
studies**
in colleges
and universities *sponsored by the*
National Institute of Corrections

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Final Evaluation

of

The Workshop for Correctional Educators
in Colleges and Universities

held in

Rensselaerville, New York

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ACQUISITIONS

In August 1973, an experimental workshop was undertaken for educators from twenty four universities and colleges who were concerned with correctionally oriented programs in higher education. No resources existed where educators engaged with these types of academic concerns could consider collectively such matters as trends in contemporary corrections, educational techniques, or curriculum design. Since thousands of persons were being educated in such programs and thousands more will be in the future, there existed then, and continues to exist, a clear need to foster the strongest possible kind of programs in this area in recognition of their present and potential impact on corrections in the United States. In order to begin to address this need, the National Institute of Corrections collaborated with a team of faculty members from the School of Criminal Justice at the State University of New York at Albany to undertake an experimental program to uncover means to assist teachers in these programs. Included in the faculty team were Professors Vincent O'Leary, Donald Newman and Fred Cohen. Two advanced graduate students, Sherwood Zimmerman and Lucien Lombardo were associate members of the team.

A sixteen day workshop was carried out at the Institute of Man and Science in Rensselaerville, New York. The educators who participated in this program were drawn from programs which varied in educational level, program size as well as geography. Of the twenty-four participants, twelve represented community college associate degree programs. Six of these programs were located in the East, three in the South and three in the Mid-West. These programs ranged in size from 45 to nearly 500 students. There were also twelve participants representing senior colleges and universities. All of these schools offered four year bachelors degrees

and eight offered graduate degrees. Two of the four year program participants were from institutions located in the East, three from the South, three from the Mid-West and four from the Far West. The size of these programs ranged in size from 121 to nearly 15,000 students.

During the workshop program a variety of materials and issues were examined. Although expert faculty were generously employed, the major concern of this program was the heavy involvement of the participant educators. Working on a variety of tasks in small groups, the participants examined a number of crucial and relevant issues in higher education. An important part of the program was devoted to careful and detailed evaluation by both the participants and the faculty team to discover what kind of materials and training experiences seemed likely to be most useful to correctional educators in the future.

The evaluation component of this program involved a variety of techniques. Some of it arose from the direct discussion of participants about the design of future programs. Others depended on pre and post measures. The latter evaluation techniques were the responsibility of Lucien Lombardo and Sherwood Zimmerman during the developmental phase. The follow-up analysis and reporting phases are the work of Mr. Lombardo. The attached report summarizes a number of these pre and post measures. Materials relating to substantive areas will be presented in other reports.

Until recently, much was unknown about correctional/criminal justice education programs in colleges and universities around the country. Little was known about the composition of their student bodies, the curricula employed to teach these students, or for that matter the attitudes of the faculty teaching at these institutions toward the place of correctional education within the context of higher education or toward the correctional and criminal justice systems. In August 1973, a workshop was held at which twenty-four educators met for two weeks in Rensselaerville, New York. This report presents the final evaluation of that workshop and it is hoped that it will fill at least some of the gaps in our knowledge.

The information included in this evaluation conforms to the Expanded Statement on the Evaluation Component of the project issued July 30, 1973. The data presented were gathered from questionnaires completed by workshop participants some three months prior to the workshop and at the beginning of and some six months after the workshop's completion.

Areas which are evaluated in this report include the following:

- (I) Baseline information on student populations gathered prior to the workshop, in June 1973; and follow-up data provided in February 1974. p. 3-9
- (II) A discussion of the participants curricula as they existed in June 1973; and follow-up information on curriculum changes which were completed or in process by February, 1974. p. 9-17
- (III) Results of attitude and opinion scales completed by workshop participants at the beginning and end of the conference. These scales deal with educational goals

and practices of correctional education programs;
and the policies and practices of the criminal justice
and correctional systems.

p. 18-35

- (IV) Participants' evaluation of the workshop content
and process, and the degree to which and the manner
in which the workshop was useful to them in their
backhome situations.

p. 36-47

- (V) Summary of progress participants have made on
projects they indicated they would attempt to
undertake at their respective institutions.

p. 48-57

Appendix A - A partial summary of the pre-workshop background
questionnaire.

Appendix B - A summary of participant responses to pre and
post workshop questionnaires.

Appendix C - List of participants and institutions repre-
sented at the workshop.

I: Students in the Programs

The students in the correctional/criminal justice education programs which were represented at the workshop come from diverse backgrounds, had diverse ideas about what they are doing in the programs, had diverse goals, and followed diverse paths upon completing their educational programs. They may be generally classified as pre-service and in-service students, but these categories can themselves create confusion. Pre-service students are not always "pre-service." The term itself gives the impression that certain students are following a course of study to prepare themselves for a specific career in which they will "serve." During the course of the workshop, it became clear that a number of "pre-service" students were not planning to enter the field. Many pre-service students, whether two year or four year, were simply pursuing studies in the area because it was of interest. Others chose the area of corrections/criminal justice as a major area of study because they were not really interested in business, or history and it appeared to be among the more interesting available majors. Actually the term "pre-service students" represents a category encompassing a wide variety of students in addition to those actively planning to enter a criminal justice career.

In-service students are a bit easier to define. Either they are presently employed by a criminal justice agency, or they are on leave from such an agency. But here again, it is uncertain how many of these persons are seeking an education as a means for advancement in their agency, as opposed to those seeking learning for its own sake, or, indeed, as a means to leave the field.

With the above limitations in mind, the student bodies of the various academic units participating in the conference will be discussed in terms of these gross categories. First a description of the student populations

of the participating institutions as they existed in August 1973, will be provided. Then, changes in enrollments noted by the participants in response to a February 1974 questionnaire will update these preliminary findings.

a) Student populations at the participants institutions

Prior to the conference, each of the participants was asked to indicate the number of students in his academic unit in terms of four categories: full time pre-service and in-service, and part-time pre-service and in-service. They were also asked to indicate, within the same categories, the number of students whose programs emphasized corrections. In this way it was hoped some idea could be obtained concerning the magnitude of the programs represented, and the composition of their student bodies. The number of students emphasizing corrections is an important figure since, in many cases, it provides an indication of the strength of the correctional component in more general criminal justice programs. Although the schools varied in size, the distribution among these categories point to some interesting comparisons between the two and four year schools. Table 1 presents a summary of the figures obtained from the participants.

TABLE 1

Percent of students by type of academic program
and nature of attendance in two and four year programs

	Average percentage of all students in academic unit		Average percentage of total student body with correctional emphasis		
	2 year	4 year	2 year	4 year	
In-service	Full-time	34%	8%	Full-time	3%
	Part-time	16%	42%	Part-time	31%
	Total	100%	100%		62% 18%
Pre- service	Full-time	42%	49%	Full-time	23%
	Part-time	8%	1%	Part-time	5%
	Total	100%	100%		0% 18%

As can be seen from Table 1, the academic units represented at the conference were equally divided between pre-service and in-service categories with 50% of the students falling into each category. This equality between pre-service and in-service students (from all criminal justice agencies) was rather surprising since it is often assumed that two year colleges have more substantial agency ties than do four year colleges. In terms of agency experience, it seems that two year college faculty exhibit greater agency involvement than do four year college faculty, at least among the schools represented at this workshop. It should also be pointed out that 3/4 of the two year college instructors were part-time, and presumably owed their primary allegiance to an agency or to a legal practice, whereas the comparable figure for the four year institutes was 25% part-time.

If these figures can be taken to indicate more agency involvement with the two year college programs, then the qualifications on the definitions of pre-service and in-service students takes on added significance. Since there are nearly equal numbers of pre-service and in-service students in the programs represented, real questions are raised about the development of goals for a criminal justice or correctional education program. Traditionally, it is assumed that a major goal of a community college criminal justice program is to serve the needs of agencies in their communities. Though the figures are spotty and most programs are rather new, indications are that only 26% of the pre-service students graduating from junior college programs found subsequent employment in criminal justice agencies, and that 52% of their graduates pursued more advanced academic studies. If it can be assumed that all of the in-service students remained with their agencies,

then 62% of the 2 year program graduates subsequently work for agencies."⁶

The four year participants, on the other hand, reported that 51% of their pre-service graduates subsequently found employment in criminal justice agencies. If all in-service graduates remain with their agencies, then approximately 75% of the students in the four year programs eventually find agency placement. The four year schools also reported that 31% of their graduates go on to more advanced academic studies.

These figures (which include police science, criminal justice, as well as correctional students) would tend to indicate that all levels of criminal justice/correctional education do serve the function of providing career opportunities for their students, and that this function is by no means confined to the community colleges. It would also tend to indicate a selection process is being carried out for those pursuing a higher education with a smaller percentage of graduates surviving as the academic level of program increases. The high percentage (51%) of community college graduates pursuing further education, also indicates a real need for program articulation between these two levels of education.

In examining the distributions of students within these academic units whose course of study emphasizes corrections (i.e. corrections majors within a broader program) there appears to be a greater percentage of students in the two year programs than are in the four year programs. These figures may have been the result of the process by which the programs were selected (i.e. two year programs with special corrections emphasis, and four year programs generally broader, with correctional elements). They

⁶It should be noted that subsequent employment and subsequent educational endeavors are not mutually exclusive categories. Some individuals may go into agency work and also undertake further education.

may also be a result of the agencies from which the in-service students come.

The two year colleges represented at the workshop appear to deal primarily with students from adult or juvenile correctional institutions; on the whole they are dealing with the uniformed correctional officer. The four year colleges also provide education for in-service personnel from this area of corrections, but there is a much greater tendency to have students from probation and parole departments in four year programs. It is probable that the educational experiences needed for each area are different.

The differences in agency affiliation between students at the community and four year colleges points up one of the results of probation and parole departments traditionally having higher job entrance and educational requirements, and offering advancement for educational attainment. The push toward more education for correctional officers is still in its beginning stages, and advanced educational requirements and incentives are still very sparsely used. This lack of incentives for the continuing education of correctional officers was one of the major criticisms leveled by workshop participants at correctional agencies.

b) Changes in enrollment as reported by participants in February 1974

The nature of the response to the February questionnaire made it impossible to update the percentages in various categories derived from the pre-workshop information. However, it is possible to say that most schools (11 of the 17 returning the 6 months questionnaire) experienced an increase in the number of students enrolled in their programs. Five schools reported that the number of students remained fairly constant, and one reported a slight decrease.

The reasons given by the respondents for what changes did occur, provide some insight into the development of criminal justice and correc-

tional education. They indicate the variety of considerations making criminal justice/corrections programs more attractive and acceptable to students.

Reasons for Increase in In-service Enrollment

1. "The initiation of an external degree program offering resident credit for courses taught by university faculty on near-by community colleges and campuses. The program is fully funded by L.E.A.A. and taught as an overload course by the university faculty."
2. "Courses are being taken to the institutions."
3. "The addition of one more course in our morning program to accommodate those officers whose shifts did not permit attendance in the normal afternoon slots, has caught on."
4. "An increase in the number of police officers due to some dissatisfaction with a much larger neighboring campus in mid-town. Our program has a more convenient geographical location in a low crime area, has smaller classes and provides more individual attention."
5. "A change in agency rules governing the effort of educational attainment on promotions, i.e., education will count more."
6. "The number of in-service corrections personnel has increased due to an awareness on the part of correctional career officers of anticipated agency incentive now being considered in the Central Office of the Department of Corrections."
7. "The recruitment of better instructors who are dedicated to their task and not just along for an easy ride. These instructors do not give in to student pressures to "make a deal" for no classes with a passing grade. In this respect the August workshop provided me with a better frame of reference for interviewing prospective teachers."
8. "More public relations work with agencies."

Reasons for Increase in Pre-service Enrollments

1. "The growing student expectation that a criminal justice or corrections major allows entry into an employable position upon graduation."
2. "Criminal justice is a field which seems to have openings for college graduates."
3. "An increasing amount of recognition given to the field."
4. "The attempt to communicate with "social science" oriented college freshman."

5. "A revised curriculum which met many of the expectations set at Albany in August, went into effect for the 1973-74 school year."

6. "Criminal justice is a more interesting liberal arts field than most."

7. "The ever increasing number of students completing community college programs."

8. "The increasing number of 2 year institutions offering criminal justice programs at the associate level."

9. "Active efforts to recruit female and minority group students."

Schools indicating no growth or a decrease in student population most often associated this decrease with a lack of increased funding, especially from Law Enforcement Education Program funds.

II: Backgrounds of the Participants Programs and Curricula

The curriculum approaches to the programs represented at this conference varied a great deal. This diversity of programs and the rather strong opinions expressed by many participants as to the merits of their own programs lent a great deal of flavor to the discussions.

In examining materials dealing with the origins and development of the programs it becomes apparent that many started as certificate programs in law enforcement. On the strength of the success of these programs in police science and law enforcement and with the advent of a systems perspective in the field of criminal justice, many programs expanded their offerings toward a more general approach. Within this general "criminal justice" rubric, specializations were offered in law enforcement or police science and corrections.

It appears from the background materials that the development of correctional elements in these programs was more often than not the result of an interest expressed by correctional agencies. Since these correctional education programs were rather new, and correctional agencies were being serviced by them, correctional training officers were sometimes involved in their planning. The up-grading of in-service personnel and the easing of access to the various correctional agencies were often the stated purposes of the new correctional education programs. In fact, at some schools it was necessary for the prospective student to meet the minimum entrance requirements for particular state correctional agency jobs to be eligible to enter the program as a pre-service student. In terms of agency input into the on-going programs, fourteen of the twenty schools represented at the conference reported that they had a formal mechanism through which criminal justice agency personnel advised on pro-

gram and curriculum design. During the course of the conference some participants expressed strong resistance to the idea that such mechanisms were necessary to provide internships for pre-service students and job placements for program graduates.

The administrative units within which the correctional education programs represented at the workshop varies from Department of Public Safety, Public Administration, Sociology, to Criminal Justice Administration. However, the correctional education programs taking part in the workshop may generally be looked at under three headings: Criminal Justice Administration, Correctional Administration and Human Services.

a) Criminal Justice Administration

Schools whose programs may be placed in this category treat corrections in one of two ways. Some treat corrections within the context of the overall criminal justice system. Others focus on the administrative aspects and deal with corrections as an institution in which the knowledge and techniques of public administration and management are applicable.

1. Within the "systems" context, corrections is often dealt with in an introductory course, as are other components of the criminal justice system: the police, the courts, and the legislatures. From the course descriptions it appears that many introductory courses dealing with "corrections," and other system components focus primarily on the component's bureaucratic structures and its technical organization. It is argued that this approach gives the student a broad perspective with which to view corrections. The students in this type of program are often line officers, either in corrections or in law enforcement.

2. Another approach to correctional education within the "system" perspective which was represented at the workshop deals primarily with public administration and management techniques. Here, the student receives

training in general administrative principles and then applies these principles to the problems within the criminal justice system (corrections being one area of specialization). These programs aim at developing management level personnel, and providing their students with the skills necessary to make corrections and other system components more efficient, better able to handle change and to initiate changes in their operation.

3. A third approach to correctional education within the context of the criminal justice system focuses on the "correctional function." Here the legislatures and police (and not just the courts, probation services, correctional institutions and parole services) are viewed having a part in the "correctional function" of the criminal justice system. This approach differs from the first approach discussed above, in that it examines the processes whereby each system component effects the correctional process, rather than dealing solely with the structural aspects of these components. This approach has the advantage of bringing together all of the criminal justice components for the analysis and study of a common problem, i.e. "corrections." In this way it integrates the various criminal justice agencies, rather than treating such agencies as a set of discrete entities. This approach appears to have as its target the development of "criminal justice generalists." Since each function of the criminal justice system can be dealt with in this way, the beneficiaries of such training would be able to move across agency lines and would be of special value in the areas of research and planning.

b) Correctional Administration

This approach to correctional education differs from those discussed above in that the program does not deal with corrections within the context of the overall criminal justice system. The introductory course in

these programs appears to be the equivalent of that offered in the more general criminal justice administration programs. However, what is missing here is courses dealing with other system components. This type of program substitutes courses specifically designed to deal with the areas of correctional counseling and interviewing, correctional case evaluation, and techniques of group work and counseling. Other courses focus on special "treatment" processes applicable to both juvenile and adult offenders, in institutional and non-institutional settings. It might be reasonable to surmise that the emphasis given counseling and probation and parole techniques might be designed to provide the guard taking such courses with the skills necessary for advancement. Such advancement would move him from the custodial ranks to the more "professional" ranks of correctional treatment personnel.

However, the correctional administration approach is aimed at increasing the correctional in-service student and the pre-service students' awareness of the workings of the total correctional apparatus. It also provides the student the opportunity to acquire counseling skills which might improve his ability to function within the "treatment" orientation of correctional systems.

c) Human Services

Another approach to correctional education which aims at developing "generalists" is the human services approach. Here, however, the generalists are not to move across the criminal justice system, but rather across the various "people helping" professions. In these programs "change" or treatment strategies provide the base upon which education takes place. Courses in these programs attempt to increase the individual student's personal competencies. Then these competencies are translated into the various human

service occupations; corrections, mental health, education and drug rehabilitation, for examples.

One aspect of these programs which is of particular interest is that no correctional administration or other criminal justice type programs are offered. Such courses are superfluous to these programs. Their goal is to produce individuals with an increased effectiveness in human relations believed necessary to achieve the rehabilitative ideals of corrections, rather than increase the student's knowledge of criminal justice or, more specifically, corrections.

Evaluation of Participants' Curricula

Prior to the workshop all participants provided their college catalogs and outlines of courses offered in the areas of criminal justice and corrections. The catalogs were examined and courses divided into six areas according to content: 1) Administration, 2) Institutional Treatment, 3) Probation and Parole, 4) Counseling, 5) Law, 6) Theories of Criminal Behavior. The number of courses offered in each of these areas was determined for both two year colleges and four year colleges. The following table presents the results of this survey.

TABLE 2

Course Category	Two Year Schools		Four Year Schools	
	Frequency	Percent of Courses	Frequency	Percent of Courses
I. Criminal Justice Adm.	3	5%	14	21%
II. Correctional Adm.	18	27%	12	18%
III. Juvenile Justice Adm.	6	9%	6	9%
IV. Institutional Treatment	4	6%	6	9%
V. Probation & Parole	9	14%	8	12%
VI. Counseling	12	17%	-	-
VII. Law	8	12%	17	26%
VIII. Theories of Criminal Behavior	6	9%	3	5%
	66	100%	66	100%

The above data show that there is much higher percentage of the courses offered at four year institutions using the criminal justice approach than at the two year colleges: 21% to 5%. Community colleges, however, show a higher percentage of courses related to the more specific area of correctional administration than do the four year colleges.

Community colleges also show a heavy emphasis on counseling courses, whereas the four year schools show no courses in this area. The four year programs showed a much higher percentage of courses in the law area than do the community colleges.

Curriculum Changes Reported Since August Conference

- I. As part of the workshop follow-up evaluation the participants were asked if their curriculum had been altered during the 6 months following the workshop.

Four of the 14 participants responding indicated that no such changes had taken place in their programs.

Ten, however, said that either course additions or structural changes had been undertaken in their programs.

New courses had the following titles:

- | | |
|---------------------------------------|----------------------------|
| 1) Public Administration | 6) Legal Research |
| 2) Community Organization | 7) Criminal Investigation |
| 3) Correctional System and the Damned | 8) Criminological Theories |
| 4) Alternatives to Incarceration | 9) Law of Corrections |
| 5) Man in Contemporary Society | 10) Prisoners Rights |

Structural Changes:

- 1) Criminal justice being proposed as a separate department with its own Dean.
- 2) Shift to a criminal justice approach with corrections personnel, police and offenders in the same classroom.
- 3) A master's degree program started in September 1973.
- 4) Ph.D. program in criminology and criminal justice to begin in the Fall of 1974.
- 5) Flexibility added to the program - fewer required courses helps to accommodate those who have had criminal justice courses in lower-division or community colleges.

- II. A second part of the curriculum assessment of the post workshop evaluation asked the participants if their departments had attempted any steps in reassessing their curriculum, and if so, what progress has been made.

Five of the fourteen schools responding indicated that no steps had been taken in this direction.

Eight of the thirteen respondents indicated the following steps related to curriculum were being undertaken.

- 1) "Reassessing the three plans available to our students majoring in criminal justice. We hope to determine:
 - a) the distribution of students selecting each plan,
 - b) a profile of the students enrolled in each,
 - c) entry level positions sought and obtained, or not obtained, by each group."
- 2) "A complete review of our program has been completed by an advisory group consisting of educators, ex-students, administrators of institutions and members of the public."
- 3) "We have discussed the following steps:
 - a) adding flexibility to our program by means of increasing the permissible number of electives;
 - b) increasing contact between police science and corrections students by combining the introduction to police science and introduction to corrections courses into introduction to criminal justice.
 - c) requiring more criminology courses for both police science and corrections majors.
 - d) offering more social science oriented courses to police science majors."
- 4) "Our curriculum committee is reviewing a new course which utilizes the recommendations of the National Advisory Commission on Criminal Justice Standards and Goals Reports as a basis for discussion."
- 5) "a) We are evaluating feedback from students in field training.
b) Sub-groups of faculty are reevaluating our course offerings in the following areas:
 - 1) intervention strategies;
 - 2) research and writing;
 - 3) programs, policies and issues;
 - 4) field education;
 - 5) law;
 - 6) introduction to the professions."

Each group will report to the curriculum committee with recommendations for changes. Fall 1974 is our deadline.

- 6) "a) We expect to expand our Associate's and Bachelor's Degree programs.
b) We have conducted a survey to obtain student input for our advisory committee which is working to develop program changes."
- 7) "We are trying to build in more programs and an increased emphasis on planning and evaluation processes in criminal justice."
- 8) "Proposals dealing with the following areas are being submitted to our curriculum committee.
 - a) a Bachelor's degree program in Industrial Security;
 - b) internships at the under-graduate level;
 - c) a Bachelor's degree program in legal studies aimed at developing pre-law school students; court administrators and Law Enforcement Administrators."

III. Assessment of Participant Attitudes

The first part of the attitude evaluation deals with correctional policies and practices related to correctional education programs.* The pre and post workshop data in Part A below deal with the appropriateness of various goals for criminal justice and correctional programs at various levels of education and educational practices used in correctional education programs. Part B below presents pre and post conference responses to questions dealing with the goals and practices of various aspects of the criminal justice and correctional systems.

A. Assessing the Curriculum Preferences of the Workshop Participants

In preparing for the conference, a number of reports were examined in order to develop a series of issues which were relevant to the area of curriculum development in criminal justice and correctional education. One report which proved most useful was Charles W. Tenny Jr.'s, Higher Education Programs in Law Enforcement and Criminal Justice, a report prepared for the National Institute of Law Enforcement and Criminal Justice in 1971. In this monograph Tenny examines 28 criminal justice curriculum development projects. He also presents a typology which divides these programs into three groups according to their major emphasis: training,¹ professional,² and social science.³ His definitions of these categories are not mutually exclusive. A given curriculum and courses within that curriculum may fall

*A description of the attitude measurements used can be found in Appendix B, which summarizes these data.

¹Training curriculum: is devoted to "...the mastery and application of particular rules," "...the development of particular mechanical skills, or skill in the performance of particular maneuvers concerning which little or no discretion is involved." (Tenny, p. 7).

²Professional curriculum: is devoted to the "...development of internalized standards of behavior, objectively determined on the basis of agreed upon goals; directed toward the achievement of an awareness and understanding of alternative methods of achieving these goals depending on varying sets of circumstances." (Tenny, p. 8).

³Social Science Curriculum: "...designed to teach about a particular subject..." "...they are not directed specifically to preparation for work in the area studied, although they may be offered as appropriate and even necessary 'background' study for...professional preparation." (Tenny, p. 8).

into one category or another depending on the objectives of the course or curriculum (e.g. train workers or increased awareness through the study on issue) as well as on the content of the course itself (e.g. a state penal code or commentaries from legal periodicals).

An attempt was made to gather the impressions of the workshop participants concerning the appropriateness of these curriculum types to correctional education in general. In the questionnaire, the participants were asked to distribute ten points among three alternatives presented in each of the four items. Of the alternatives one indicated a training approach to correctional curriculum, one the professional and the third the social science approach. The items themselves dealt with curriculum objectives, the relationship of curriculum to the students and two dealing with approaches to substantive course content areas, offender classification and law. The individual scores for each of the three alternatives for each item was summed and in this way a total mean score for each of the curriculum approaches was obtained. This was done for both the pre and post conference questionnaire. The procedure was designed to tap the participant's beliefs and to provide a measure of the effect of the workshop discussion and sharing of experience on these preferences.

B. General Views of the Appropriateness of Different Approaches to Correctional Education Curriculum

Using the participants responses to the appropriateness of various curriculum to their own level of correctional education, the general impression is that the participants at the workshop tended to place a great deal of emphasis on the social science and professional approaches, and somewhat less emphasis on the training approach. The post-conference responses show a rather sharp drop in the appropriateness of training in correctional

education programs in colleges and universities and a rather sharp increase in the appropriateness of the social science perspective (See Table 3).

TABLE 3

Appropriateness to Correctional Education Programs

Curriculum Type	Pre (N=22)	Post (N=20)
Training	2.35	1.57
Professional	3.87	4.00
Social Science	3.66	4.31

This trend appears to hold up for all of the individual items in the scale. Items relating to the training approach received the lowest scores on the pre workshop questionnaire, and received still lower scores on the post workshop questionnaire, with either the professional or social science approach increasing in popularity.

The items concerned with the objectives of correctional education curriculum and the relation of correctional education curriculum to students are of particular interest. The primary objective of correctional education curriculum, from the point of view of the participants both before and after the workshop was to "provide tools for improving interpersonal relationships in order to more appropriately manage problems of human behavior in correctional settings." A secondary objective was to "provide a systematic study of the institutions of contemporary corrections and their ramifications."

With regard to the relationship of higher education programs in corrections to their students, the questionnaire results again show responses characterizing the professional and social science approaches receiving the most attention. The training response receives more support on this item

than on any other. As the workshop participants saw it, correctional education programs had two primary responsibilities to their student bodies: First, "To attract the brightest and best persons into the study of problems in corrections;" and of secondary importance, was the response portraying the relationship to in-service students, i.e. "To enhance correctional workers skills so they can more ably perform their job tasks."

The responses of the participants to the questionnaire items dealing with substantive course areas indicated that the vehicle they deemed most appropriate for meeting their objectives was characterized by the social science approach. This was interesting inasmuch as their primary objective was generally characterized as "professional." Courses indicating a "professional" approach received somewhat substantial secondary support. Courses of the training variety received very little support from the participants both before the workshop, and less at its completion.

C. The Community College Instructors' Views of Their Own Programs

TABLE 4

Appropriateness of Curriculum Types to a Community College Correctional Education Program as Seen by Community College Instructors

<u>Curriculum Type</u>	<u>Pre-Workshop</u>	<u>Post-Workshop</u>
Training	3.15	2.53
Professional	3.83	3.78
Social Science	2.78	3.14

In general, Table 4 indicates that the workshop participants representing community colleges saw each of the curriculum types as having a fairly high degree of appropriateness to their level of education. Keeping in

mind the relatively small percentage of full-time faculty involved in these programs, developing and implementing such a diversified curriculum is no doubt a difficult task. In terms of pre-workshop preferences, the professional curriculum model was felt to be most appropriate in community college correctional education programs. Though the professional curriculum approach remained a relatively stable primary choice, the relative positions of the training and social science approaches are seen to shift in the results from the post-workshop responses. Here, the social science approach is seen as second most appropriate, with training in third position.

The character of the preferences indicated by the figures in Table 4 becomes clearer when the individual items which make up the score are examined.

TABLE 5

Appropriateness of Some Objectives of Correctional Education Curriculum to the Community College

<u>Objective</u>	<u>Pre-Workshop</u>	<u>Post-Workshop</u>
Prepare correctional workers	3.3	2.1
Improve interpersonal skills	4.8	4.4
Provide systematic study of corrections	1.9	3.3

With regard to the appropriate objectives and goals of a correctional education program at the community college level, community college participants evidenced a strong corrections "career" orientation in the pre-testing. Table 5 tends to indicate that these participants felt that it was best for community colleges "to provide the tools for improving interpersonal relations in order to more appropriately manage problems in a

correctional setting." Another corrections career oriented item, "preparing workers to perform functions required in a correctional setting." The only non-career item, "to study the institutions of contemporary corrections," received little support from the community college participants.

After the discussions and activities of the workshop, some changes in the community college instructors' attitudes toward the objectives of their curriculum were evident. They still gave the "improving of interpersonal skills" top priority. However, the in-service training item, "prepare workers to perform their functions," dropped markedly, and was now given last priority. "Studying contemporary corrections" gained appreciably and was now the second priority objective.

The responses to the items dealing with the relationship of the community correctional education program to their students, maintained a strong "career" orientation (See Table 6). The community college instructors felt it was most appropriate for their curriculums to "enhance the

TABLE 6

Appropriateness of Some Relationships of Community College Correctional Education Programs to Their Students

<u>Relationship</u>	<u>Pre-Workshop</u>	<u>Post-Workshop</u>
Enhance skills of in-service personnel	4.0	3.9
Attract and prepare young persons for correctional careers	3.9	4.3
Attract bright students to study corrections	2.1	1.9

skills of correctional workers so they can more ably perform their tasks" and "to attract and prepare young persons for careers in corrections."

The community college instructors participating in the workshop did indi-

cate that they felt it was not very appropriate for their programs to "attract the brightest and best persons into the study of problems in corrections."

The community college participants indicated a strong preference for a "social science" approach in their responses to the items dealing with substantive course content areas of curriculum. A course in abnormal psychology along with a course in offender classification as a tool in differential treatment, as approaches to the study of the offender were viewed as most appropriate. Such courses tend to reflect the perspective that it is appropriate at the community college level to utilize the social sciences as a vehicle to up-grade in-service personnel and prepare students for careers in corrections.

Prior to the workshop, the community college participants viewed each of three alternative approaches as being about equally appropriate. The results of the post-workshop questionnaire, however, tended to show the participants had made some differentiation. The most appropriate approach to law in a community college correctional curriculum was deemed to be one which focused on the "development of criminal law as an instrument of social control." This preference was indicated in spite of the fact that only one of the community colleges participating in the workshop reported offering a course which mentioned law as an instrument of social control in the course description.

D. Four Year College Instructors' Views of Their Own Programs

As might be expected, the picture which emerges from the four year college instructors' responses with regard to the appropriateness of various approaches to correctional educational curriculum for their level of

higher education is quite different from that which the community college instructor painted regarding their programs. On all of the items the four year college instructors gave items reflecting a "training" approach almost no attention. Their responses focused almost exclusively on items reflecting the professional and social science approaches. Table 7 provides a summary score of these items.

TABLE 7

Appropriateness of Curriculum Types to a Four Year College Correctional Education Program as Seen by Four Year College Instructors

<u>Curriculum Type</u>	<u>Pre-Workshop</u>	<u>Post-Workshop</u>
Training	2.67	0.94
Professional	3.88	4.15
Social Science	3.50	4.92

Some interesting shifts occurred in the relative assessment of the social science and professional approaches to correctional curriculum when the post-workshop responses are examined. Prior to the workshop, these two approaches received approximately equal emphasis, though the professional approach was seen as slightly more appropriate. However, after participating in the workshops activities, the post-workshop responses indicate a strong shift in favor of the social science approach and it was seen as most appropriate.

Prior to the workshop, the four year college instructors indicated that the "training" approach had substantial appropriateness in their programs. After the workshop, however, the participants felt that this approach was not particularly appropriate to a four year college correctional education curriculum.

In examining the individual items that made up the general "curriculum type" index, the four year instructors displayed a clear differentiation with regard to the career orientation of a four year correctional education program. What career orientation they displayed revolved around the professionalizing aspects of a correctional education curriculum. The training of in-service personnel to better perform their job tasks received little support.

TABLE 8

Appropriateness of Some Objectives of Correctional Education Curriculum to the Four Year College

<u>Objective</u>	<u>Pre-Workshop</u>	<u>Post-Workshop</u>
Prepare correctional workers	1.2	0.8
Improve interpersonal skills	4.4	4.8
Provide systematic study of Corrections	4.4	4.5

The objectives of a four year college correctional program as viewed by the four year instructors include very little emphasis on training. As these instructors see it, improving interpersonal skills and providing a systematic study of the institutions of contemporary corrections are the most appropriate objectives of their programs. If in-service students do avail themselves of these programs (and as was indicated earlier 50% of the students in the four year programs represented at the workshop were in-service) these instructors felt that it is not very appropriate for these students to be instructed in the performance of their daily job tasks. It is interesting to note here that these same instructors indicated that they expected their academic units to be more involved in training activities in five years than they are at present.

TABLE 9

Appropriateness of Some Relationships of Four Year College
Correctional Education Programs to Their Students

<u>Relationship</u>	<u>Pre-Workshop</u>	<u>Post-Workshop</u>
Enhance skills of in-service personnel	2.2	1.1
Attract and prepare young persons for correctional careers	2.9	3.5
Attract bright students to study corrections	4.9	5.1

With regard to the relationship of program to students, the four year college instructors again emphasized their belief that the social science approach is most appropriate to their programs. Attracting bright students to the study of problems in corrections was seen as the most appropriate relationship. The two career oriented items were viewed as being much less appropriate. After the workshop, there was a marked drop in their view of the value of enhancing the skills of in-service personnel in a four year program. Attracting and preparing young persons for careers in corrections was seen as slightly more appropriate after the workshop than before.

The responses to the items dealing with substantive course areas again reflect an emphasis on the social science and professionalizing approach with the training approach viewed as having almost no place in a four year program. An interesting shift did occur in the responses to the item concerned with approaches to the study of the offender. Prior to the workshop, the four year instructors viewed "offender classification as a tool in differential treatment" as most appropriate, with abnormal psychology as a second choice. The results of the post-workshop questionnaire,

however, indicate that a study of abnormal psychology considered to be the best alternative.

With regard to law in a four year correctional education program, the social science and professional items were again seen as most appropriate, with "the development of criminal law as an instrument of social control," and constitutional law being the specific courses. The state penal code as a focus for a law course was viewed as having little relevance at this level of higher education.

III. As part of the workshop evaluation, an attempt was made to measure the attitudes of the participants toward correctional education and the correctional system in general. The following is a general summary of these responses.

A. Changing Correction

In general, these responses show that these correctional educators felt that correctional education has the responsibility and the ability to be effective in influencing (for the better), the correctional system as it operates today. In examining the responses to statements dealing with effectively changing corrections, only 32 of a possible 252 responses were negative, that is disagreed with statements dealing with the ability and desirability of correctional education's role in effecting corrections.

B. Course Related

Responses to some of the statements in this area were quite interesting. For example, the participants were equally divided on whether or not methods of security, control and surveillance were appropriate subject areas for teaching in a two year college. However, among the four year participants many shifted from a neutral position to a disagreeing position after the workshop.

Nearly all agreed that correctional and police personnel should be jointly educated to insure that they had the opportunity to understand one another. All also agreed that classes composed of both pre- and in-service students tended to provide the best vehicle for learning in correctional education. However, there were many (less than a majority) who agreed that at the two year college level different curricula are needed for students studying corrections on a pre-service basis and for those studying corrections as in-service students.

Job Requirements and Correctional Education

Responses to questions in this area proved were most interesting and showed many divided opinions. There was substantial disagreement, though not a majority, with the proposition that all correctional officers be required to have at least an Associate of Arts degree. This was so, even though all but one participant agreed that correctional officers could be better prepared for their jobs through programs at community college than by departmental training courses.

With regard to probation and parole personnel, a majority disagreed with the idea that these correctional workers should be encouraged to develop client advocacy skills rather than counseling skills.

Course Credit

Here, there was substantial disagreement between representatives of the two year and four year schools. When asked whether it was appropriate to grant credit to students of correctional education programs for the experience and expertise they gain on the job, all but one two year college representative agreed, whereas 8 of 12 four year college representatives disagreed after the workshop.

When asked where all correctional courses taken at the two year college should be transferable to a four year program, 5 of 8 community college representatives agreed, whereas 7 of 12 four year college participants disagreed. This gives an indication of the need for further discussions into the problem of articulation.

III. 3) Attitudes of the Correctional Education Faculty toward various aspects of the criminal justice system and change in attitudes after the workshop.

Before and after the conference the participants were asked to either rate, rank, agree, disagree or otherwise respond to statements relating to the operation of the criminal justice system. This was done in order to obtain some ideas of the participants and to see if any differences in attitudes existed between those participants from junior colleges and those from senior colleges. It was felt that these attitudes would be reflected in course content as well as the planning of curriculum as a whole.

A. Goals of the Legal System as it Operates

In this area the participants were asked to respond by ranking a series of possible goals of our legal system. It is interesting to note that there was a significant amount of agreement between the two groups on the relative ordering of the goals of the legal system before the conference. Both groups agreed on which goals were the top three, though they differed in their rankings of first and second. The two year group ranked "to impose appropriate punishment on offenders" as first, where the four year group ranked it second. The opposite was found with respect to the goal of "forbidding and preventing conduct that inflicts or threatens

harm to individual or public interests." Both groups rank as number three the goal of "giving specific and fair warning of conduct subject to criminal sanctions."

With regard to these three items, some significant changes occurred in the post conference responses. For example, community college participants lowered the imposition of appropriate punishment from first to fifth rank; while the four year college participants lowered this item from first to seventh. The community college participants also lowered "giving specific and fair warning of conduct subject to criminal sanctions" from third to seventh.

Both groups tended to see the goal of "encouraging the development and implementation of fair and equitable practices by criminal justice agencies "as more significant in their post workshop responses. The junior college participants also raised another goal, i.e., that of "dealing with offenders so as to reduce the probability of their future violations." This item went from sixth to second. Both groups ranked near the bottom of their list the goal of "dealing with offenders with the least degree of state intervention possible in their lives" and "to assure that criminal justice system personnel comply with the law."

In sum before the conference, the conference participants ranked punishment as a primary goal of our legal system as it now operates, i.e., to see that offenders received their just deserts. This goal dropped near the bottom of their lists after the conference. After the conference, "forbidding and preventing harm," "encouraging and developing fair practices" and "dealing with offenders to reduce the probability of their future law violations" were viewed as major goals. This marks a shift from viewing

punishment as retributive measures, to using "treatment" and "fair and equitable implementation of law" as preventive measures.

Trends in Criminal Law

In another section of the pre and post conference questionnaire, the participants were asked to indicate what they felt to be likely impact of certain trends in the use of the criminal law and the legal process in the next five years and also the desirability of such trends by giving them from one to five points. One for low and five for high. The scores referred to here are the mean scores for each group of participants.

Scope of Criminal Law

In this section there were two items dealing with the scope of criminal law. One involved the increased use of the criminal law in such areas as political and racial discrimination, and the other involved the decriminalization of victimless areas such as drug abuse and sexual behavior. Both groups saw the decriminalization trend as highly desirable before and after the conference. The increasing use of criminal law for social welfare purposes, however, was found to be at a medium level of desirability with a one point difference for the two year schools and equally desirable for four year schools after the conference. With regard to their likely impact of these trends, both groups saw the extension of criminal law into the political and racial discrimination areas to be more likely than the decriminalization trend.

Discretion

Another pair of items dealt with the use of discretion in the criminal justice system. One item focused on the increased reliance on due process

as a check on the exercise of arbitrary discretion; the other involved the increased use of discretion to divert the offender from the criminal justice system at the earliest possible time. Both of these trends were seen as being highly desirable, though the two year group viewed "due process" as more desirable than the four year group. With regard to the likely impact of these trends the increasing use of "due process" was felt to have more potential impact than the use of "diversion," with the four year group seeing more likely impact in both items than the two year group.

Methods of Insuring Fairness in Corrections

A third pair of items dealt with methods of insuring fairness in the correctional system, judicial appeal, and the ombudsman. Both groups felt that the increasing use of judicial appeal and the ombudsman were highly desirable trends, both before and after the conference. However, with regard to their likely impact, the use of judicial appeal was seen as being much more significant than the use of the ombudsman.

B. Trends in Corrections*

1. Merger/Community Based

With regard to corrections, the participants responded to the "merger of correctional agencies and services into single state wide "super agencies" and "the expansion of community based and community run corrections. The desirability of community based and community run corrections was in the high range both before and after the conference receiving a rating of 4.8 from the two year schools and 4.6 from the four year schools after the conference. On the likely impact of these two trends, it was felt that the move to community corrections would have greater impact than the merger of agencies. The four year group saw the likely impact at a 4.3 level

*Here the participants were asked to rate the desirability and likely impact of various trends by giving from 1 (Low) to 5 (High) points to each of the items.

whereas the two year group gave this trend only a 3.5 level of impact. This may be a reflection on the closer relation of the junior college with correctional institutions and the involvement of senior college faculty in community projects.

2. Release on Recognizance Programs/Maxi-Maxi Institutions

The participants were also asked to rate the "decreasing use of incarceration as a criminal sanction (and an increased use of measures like release on recognizance)" and the "increasing demand for maximum security failures and preventive detention for certain classes of offenders." Before and after the conference both groups viewed the decreased use of incarceration as a desirable trend while viewing the use of maxi institutions and preventive detention in the low desirable category. The two year college group, however, showed a marked increase in their view of the desirability of maxi-maxi and preventive detention for certain classes of offenders, from 2.6 before the conference to 3.8 after the conference.

The two groups were also divided in accessing the likely impact of the use of the maxi-maxi. The two year increased its impact rating from 3.6 to 4.3, while the four year group remained constant in its assessment at 3.0.

3. Encouragement Deviance/Control Devices

A third pair of trends in the correctional system related to corrections' response to deviance. Here the participants were asked to rate the following items: (1) "The increased use of computers as well as electronic and chemical control devices in the correctional process to minimize deviance, and (2) "The increased willingness to recognize and even encourage divergent values and lifestyles in correctional settings." In this case, the increased tolerance of deviance was viewed as being highly desirable, though its likely impact was seen as being low. The increase of deviance

control devices, on the other hand, was placed in the low desirability range by both groups. Its likely impact was also seen as being much higher than the increased tolerance of deviance. For the junior college group, the likely impact of the use of deviance control devices increased from 3.2 to 4.4.

From the above discussion, it appears that the instructors taking part in this workshop tended to see legally imposed change as more likely in corrections than structural changes self-initiated by correctional agencies. This is indicated by responses which show they see "due process" (a court imposed change) as likely to have more impact on the system than "diversion" programs; where they see judicial appeal as having more likely impact than the ombudsman.

IV: Program Evaluation

A. A General Summary of Evaluations

The data below contains participant response to an evaluation instrument administered on the final day of the SUNY seminar. Nineteen such forms were returned by the twenty participants who were present on the last day. The total responses to some of the questions exceeds 19 because frequently more than one comment was made to be faithful to the language and meaning of the comments made on the original forms. Seventeen of the 6 month evaluation forms were returned by the time this report was prepared.

The following questions are designed to provide an indication of your impressions about the workshop.

1. On the whole, the Workshop was (check one):

	<u>August 1973</u>	<u>February 1974</u>
completely satisfactory.....	9	7
quite satisfactory.....	9	8
somewhat satisfactory.....	1	2
neither satisfactory or unsatisfactory.....	0	0
somewhat unsatisfactory.....	0	0
quite unsatisfactory.....	0	0
completely unsatisfactory.....	0	0

The material presented below was derived from responses to an evaluation instrument completed at the end of the August workshop. It attempts to provide a feel for the manner in which participants from community colleges and four year colleges experienced the workshop. Though there are many similarities, some differences in emphasis are noted. This information may be useful in planning future workshops.

2. Things Participants Found of Use and Value in the Program in August, 1973

a. A Summary of the Community College Participants' Responses

- 1) A chance to examine and test assumptions

- a. about their own programs
- b. about correctional education in general
- c. about relationships between 2 and 4 year programs

- (1) through exchanging ideas
- (2) the development of mutual respect between persons of all levels of criminal justice education

2) Formal faculty presentations

- a. gave insights into and a broader perspective on problems in corrections and correctional education
- b. gave an opportunity to share opinions about corrections with a distinguished faculty and other participants.

3) Personal Interactions

- a. informal faculty involvement made the conference a more personal affair
- b. the running dialog with speakers, participants and staff gave the opportunity to ask questions and discuss an issue at any time.

b. A Summary of Four Year Program Participants' Responses

1) A chance to examine and test assumptions

- a. about their own programs: their limitations, goals and objectives
- b. about strategies of relating to other programs
- c. about community college programs
 - (1) learned that professionalism exists at both 2 and 4 year schools
 - (2) developed a new appreciation of the value and importance of community colleges
 - (3) learned that faculty from community colleges and 4 year programs can profitably work together

2) Formal faculty presentations

- a. provided participants with a chance to update themselves on recent developments in corrections
- b. gave ideas concerning innovations that might be initiated in program content (e.g. a historical approach)
- c. gave innovative ideas for modes of classroom presentation (use of historical primary source documents; a 'method' approach to teaching law)

3) Personal Interactions

- a. formal and informal interactions with a fine faculty provided a wealth of information and good will
- b. provided a chance to identify human resources for possible inclusion in my own program generation

4) Conference Process

- a. problem centered approach and small group work provided direction and opportunity for participation
- b. kept focus on concrete issues and prevent participants from getting lost in the forest.

c: Things Participants Found of Use and Value in the Program 6 Months Later

This material represents responses from all participants, whether from a community or 4 year college.

(a) Formal Faculty Presentations

- 1) lectures and presentations by SUNY, Albany, faculty
- 2) presentations by all of the faculty
- 3) updating knowledge about current correctional issues
- 4) the interplay of ideas among the faculty
- 5) formal presentations with opportunity for discussion
- 6) the presentations and discussion helped me sort many of my pre-conceived invalid ideas
- 7) provided an assessment of trends and possibilities for future improved delivery of correctional services

(b) Resources Available

- 1) the various materials handed out to be read before the formal presentations
- 2) the library facilities
- 3) daily feedback from questionnaires and proceedings xeroxed
- 4) most of the readings, some of which I have incorporated into courses. In a few instances I was able to recognize the relevance of the material that had previously escaped me

(c) Curriculum Relevant

- 1) interchanges of ideas about curriculum content
- 2) a chance to examine offerings in criminal justice education
- 3) opportunity to exchange ideas about programs
- 4) curriculum development exercises
- 5) consideration of articulation and curriculum problems

(d) Personal Interaction

- 1) personal contacts
- 2) chats at dinner hour about the nitty-gritty
- 3) chance to interact and get acquainted with junior and community college faculty.
- 4) the more favorable impression and attitude I now have of community college faculty

(e) Personal

1. really broadened my outlook
2. I learned more about being a faculty member during this two-week workshop than in my prior 1 1/2 years with my college.
3. I felt terribly inadequate upon arrival and still do, but I gained confidence and some small amount of "expertise" vicariously.

4. A: Things Which Participants Did Not Find Useful or Valuable About the Program, August 1973.

- a. all of the sessions were useful..... 11
- b. the preoccupation with the articulation problem..... 1
- c. the concern with "system" as opposed to "education" problems..... 1
- d. occasional interruptions in productive discussions for the sake of completing the program agenda..... 2
- e. discussion of correctional programming not as typical as it might have been..... 1
- f. some discussions which strayed from substantive issues..... 1
- g. Rothman's lecture..... 1

B: Things Which Participants Did Not Find Useful About the Workshop From Perspective of February 1974

- a. presentation on national strategies..... 8
- b. emphasis on written assignment..... 1
- c. a little overstructured; too well planned in advance. 1
- d. too much emphasis on getting through with the program even though at times this meant neglecting to deal with the implications of conflicts between points of view..... 2
- e. time developing curricula wasted because of the diversity of programs represented..... 2
- f. the faculty were autocratic slavedrivers..... 1

5. A: Ways In Which Participants Were Affected by the Conference (August 1973 Responses)

a. A Summary of community college participants' responses

(1) Increased awareness of

- a) issues in corrections
- b) universal nature of the problems in correctional education
- c) the need for theory in correctional education

- 2) Information provided about
 - a) curriculum development
 - b) trends in corrections
 - c) course content and the rationales for content
 - 3) Desire to become more involved with
 - a) other faculty
 - b) agencies in developing mission statements, job descriptions, etc.
 - c) community organization in discussing problems in corrections
- b. A summary of four year program participants' responses

- 1) Related to their own programs
 - a) an obligation to reexamine course content
 - b) greater awareness of problems in curriculum construction
 - c) clarification of what is needed in correctional education
- 2) Relationships with other colleges
 - a) a desire to contact nearby community colleges and work with them on an ongoing basis
 - b) greater capacity to accept differences of opinion regarding appropriate curriculum
 - c) see a need for greater cooperation and coordination among correctional education programs in the area
- 3) Relationship with agencies
 - a) developed an increased appreciation for the place of training in corrections; especially management training
 - b) saw the need for giving more thought to the debate over education vs. training, and student vs. agency needs
 - c) became convinced that no educational institution, either 2 or 4 year, should be subservient to agency needs and that ethical factors should play a role in developing relationships

B: Ways in Which Participants Were Affected by the Conference from the Perspective of February 1974

- a) It permitted me to access the curriculum revision task completed successfully by my own department knowing that one department could handle the task. I will also continue to reassess my own program.
- b) I now think in terms of system change rather than improvement.
- c) I am designing curricula in relation to de-carceration.

- d) I am considering aspects of human services approach to corrections curricula.
- e) I am more cognizant of manpower needs especially as they relate to pre-service students.
- f) It helped me to rethink my own correctional philosophy in light of the various faculty presentations.
- g) It reinforced certain interdisciplinary directions I have been pursuing for some time.
- h) I gained a much clearer understanding of how two year programs tie to undergraduate four year programs.
- i) The realization that one must constantly re-evaluate the content of courses in the curriculum so that the aims and policies of the department can be met.
- j) My concepts of the goals of correctional education were expanded and reinforced.
- k) I was encouraged through the realization that my task in a community college is little different from that of a university faculty member.
- l) I came away more convinced that our biggest task as educators in the field of corrections is to dispel the myth that "corrections" can and should be left up to correctional officers, parole and probation officers, juvenile officers and others traditionally tagged with the correctional role.

6. A: What Other Recommendations Would You Make? August, 1973.

- | | |
|--|---|
| 1. Invite me again..... | 1 |
| 2. Invite Department of Labor representative to discuss employment trends..... | 1 |
| 3. More presentations from O'Leary..... | 1 |
| 4. More emphasis on "process," using a professional consultant for this purpose..... | 1 |
| 5. Hold subsequent workshops regionally..... | 3 |
| 6. More time in small groups focusing on problem solving exercises..... | 3 |
| 7. More on innovative teaching methods..... | 1 |
| 8. Leave it alone; it was fine..... | 1 |
| 9. More pre-Seminar work assignments..... | 1 |
| 10. Reconvene next year after the completion of papers and evaluation to sharpen the issues generated and to develop new action plans..... | 1 |
| 11. Develop a better small group procedure..... | 1 |
| 12. Tape everything and make the tapes available to all participants..... | 1 |
| 13. More input from participants regarding issues to be discussed..... | 1 |

B: What Other Suggestions Would You Make? February, 1974.

- 1. Midway through the conference allow the participants a holiday from noon on Friday until noon on Monday.
- 2. Pick a vital area of August's workshop and expand on the research needed to present a competent conclusion.
- 3. Eliminate the time allotted to planning papers and divide it among other areas.

- 4) A film resource library could be available and utilized to stimulate discussion.
7. Please comment on the administration of the workshop (i.e., How were you advised of the workshop, transportation, recreation, etc.)
- | | |
|--|----|
| a. outstanding..... | 17 |
| b. fine, with one exception: poor recreation planning for wives..... | 1 |
| c. fine generally, but telephone situation was poor..... | 1 |
8. Please comment on the Institute on Man and Science as a conference site.
- | | |
|---|----|
| a. great; unsurpassed..... | 14 |
| b. beautiful, but I do prefer an urban setting rather than a bucolic one..... | 3 |
| c. fine, but the telephone situation was poor..... | 2 |
9. Evaluation of the Workshop's Content

1. To what extent should different content areas be stressed?

- a. Substantive presentations: (Criminal Law, historical perspective, the place of criminal justice education). August, 1973.

The participants tended to feel that this area was most beneficial and deserved at least the same, if not greater, emphasis. Such comments as "essential," "key to the conference" and "most important aspect" typified the responses. It was felt that this was the kind of work university faculties should be doing. Many of the community college participants felt that workshops such as these are extremely useful in helping to develop their faculty. New perspectives on 'old' issues, new perspectives on teaching techniques, new sources of information were among some of the benefits.

Most participants felt that the discussions following and during the presentations and the informal interaction following meetings were most effective and valuable. It was felt that this gave the participants a chance to develop what they had learned from the presentation in a more thorough manner.

The faculty itself was seen as very important. Some participants felt the conference gave them an opportunity to have contact with what they characterized as the "heavyweights" in the field. One participant said that he enjoyed meeting with the 'leaders' in the field, and with people who have well developed and thought-out positions on important issues. Another said that such contact was useful since he could now relate to the person and not just to his books.

February, 1974: Feelings generally the same as in August. It was suggested that these presentations be more closely linked to task oriented sessions so that their significance could be more fully felt.

b. Correctional program issues (August, 1973)

This part of the conference was handled by a correctional administrator. It consisted of small group work sessions on problems facing a correctional administrator and discussion of the solutions to these responses. The amount of time devoted to this area was felt to be about right. However, it was felt that a more representative member of the correctional administrator corps should have been chosen. It was suggested that a panel of correctional administrators expressing different points of view on correctional programming might be appropriate. However it is solved, the key to presenting correctional program material was felt to be found in variety.

The responses to this section gave the impression that it is one in which the participants felt a desire to influence the correctional establishment. They felt that it would be appropriate for them to give advice to administrators as well as receiving input from them. With a variety of administrator's issues of correctional education and education/agency relationships might be more fruitfully explored. Many participants will have to deal with administrators of a more conservative bent and that meeting in a relaxed neutral setting might prove most fruitful.

February, 1974: Again, this session was evaluated as receiving the right amount of emphasis. It was also repeated that the inclusion of a more typical administrator would provide a better balance.

c. Policy (LEAA, National Strategy and State Plans) August, 1973

This area of the program received more neutral responses than any of the others. However, the amount of time spent on this was generally felt to be about right. The participants felt its' primary value was in providing contacts and information above national-level thinking. Information about available sources of funding and various national programs were seen as important. However, the feeling was that they were only obliquely related to their concerns as academic instructors.

February, 1974: From the perspective of 6 months after the workshop responses tended to indicate that the participants felt this section should get a minimum of emphasis. Its value was to provide contacts and information concerning sources of funding.

d. Curriculum Design, August 1973.

This area, along with the substantive presentations received a great deal of support for increased emphasis. Curriculum design was directly related to the participants and was one of their major concerns. As illustrated by the things they

thought of value from the conference, their own programs and curriculums and issues in correctional education occupied a great deal of their thinking and proved to be their major reference point with regard to the entire conference.

Along with the desire for increased emphasis, some also felt that perhaps more direction and focus could be given the issues involved in this area. (Perhaps information derived from the questionnaires could provide some focus.)

Another sentiment running through the responses was a fear of premature uniformity. It was felt that discussions of core curriculum should be avoided at this point in the development of correctional education. Diversity should be encouraged. Greater emphasis should be given to the examination of the assumptions underlying the various approaches represented by the program participants. Goals and objectives of curriculum were felt to be as critical to a discussion of correctional education as the actual content of the programs.

February, 1974: This was still felt to be an area of major interest and importance. Responses indicated that it should receive more stress. Some participants called it "the most vital area" covered at the workshop.

10. Would you recommend workshops like this in the future?

	<u>August 1973</u>	<u>January 1974</u>
a. Yes.....	19.....	13

11. Assuming that workshops like this were carried out in the future, who should be invited to participate?

a. criminal justice practitioners (policy level)	13.....	7
b. two and four year college graudates of criminal justice programs.....	4.....	2
c. individuals working with training institutes..	3.....	0
d. teachers from other disciplines.....	6.....	2
e. offenders and ex-offenders.....	8.....	2
f. some of this same audience.....	9.....	2
g. interested legislators.....	1.....	0
h. administrators of human service organizations.....	1.....	0
i. line officers.....	2.....	1
j. college administrators.....	0.....	3
k. students graduated from criminal justice programs.....	0.....	1

B. Evaluation of Workshop Process

If one word can be said to characterize this workshop, it is "interaction." The two weeks of meetings and work sessions, informal gatherings

and recreational competitions, gave all participants and faculty an opportunity to become personally acquainted, and offered much time to examine and discuss, search out and ponder, the purposes, methods and implications of one's own program and those of his colleagues. Community college participants and senior college participants occasionally worked independently, but for the most part, members of each were mixed in the work groups.

Though its meaning is difficult to access, some measure of the degree to which these interactions helped accomplish one of the conference main objectives: the sharing of information and perspectives can be obtained from responses to the curriculum section of the pre-post questionnaire. In this section each participant was asked to indicate his perception of the appropriateness of the items to the curriculum of the group of which they were not a part. By examining the amount of difference between each group's rating of itself and the ratings given it by the other group, both before and after the conference, it is possible to obtain a rough indication of the effectiveness of "interaction" at least as it relates to curriculum.

Differences between two and four year college representatives
on appropriateness of training, professional, and social
science curriculum in the community colleges

Curriculum Type	Pre-conference Mean Differences	Post-conference Mean Differences	Degree and Direc- tion of Change
Training	.66	.06	-.54
Professional	.33	.10	-.23
Social Science	.09	.36	+.25

It might be said that a great deal of discussion took place around the subject of the community college. It might also be said that a fair amount of consensus was reached among the participants from community colleges

and those from four year colleges concerning the programs of the community colleges. As the above table indicates, differences which existed before the workshop nearly disappeared in the post workshop results. This agreement reflects a strong input by the community college participants. The changes in their perceptions regarding their own programs discussed in Section IV. c. of this report, reflect a willingness, on their part, to examine and reevaluate their programs in light of the input provided by conference faculty and participants. The increase in difference on the social science score, reflects a feeling on the part of the senior colleges that the community college should give more attention to that style curriculum than it thinks it should. In particular, it represents the community colleges participants' feeling that their program should maintain a career orientation to prepare service personnel, while the four year college participants feel they should do more in attracting bright students to study the problems of corrections.

Differences between two and four year schools on the appropriateness of training, professional, and social science curriculum in the senior college

Curriculum Type	Pre-conference Mean Differences	Post-conference Mean Differences	Degree and Direction of Change
Training	.76	1.12	+ .36
Professional	.04	.68	+ .64
Social Science	.70	.36	- .34

With regard to the four year colleges changes were also in evidence. The change in the difference on the training items reflects a very substantial drop in the senior colleges' view of training as an appropriate activity for their school and a less substantial drop in the views of community college participants. They still felt that training had a place, at

least with regard to student targets. They ranked the enhancement of correctional workers skills so they can more ably perform their tasks, a 1.64 points higher in appropriateness than the senior colleges.

The increase in difference in the professional items reflect a general increase for the senior colleges and a decrease among the community colleges on most items. What the community colleges gave to the training items, the senior colleges gave to the professional category.

Both groups felt that the social science input for the senior college should increase significantly with a lesser emphasis on professional for the community colleges, and a lessening in training for the senior college.

With regard to the relative appropriateness of these correctional curriculum to the different educational institutions the groups were in total agreement. What differences that did occur were in emphasis.

V: Evaluation of Change Efforts Undertaken by Participants in Their Respective Educational Institutions

At the end of the August 1973 correctional educators workshop program participants were asked to indicate in writing the kinds of changes they would pursue in their respective back home situations. In February 1974, they were asked to report on their progress and to indicate what impediments, if any, slowed their efforts. Thirteen participants provided the information presented below. The majority of the change efforts the participants indicated they would undertake can be divided into five basic categories:

- | | |
|---|----|
| 1) Educational techniques..... | 9 |
| 2) Curriculum development..... | 11 |
| 3) Relationships with agencies..... | 8 |
| 4) Relationships with other educational institutions..... | 11 |
| 5) Relationships with the surrounding community..... | 4 |

The kinds of changes to be initiated and the progress made in each of these areas will be discussed below.

Educational Techniques

Two teaching techniques applicable to correctional education which were employed at the workshop proved to be very popular. By far the most influential was to utilize historical material and perspectives to stimulate student interest. This technique was discussed at great length by David Rothman. Success and satisfaction in using these materials was generally reported by the participants. Some quotes from their responses provide an indication of the impact of this workshop session.

- "Rothman's presentation and suggestions proved to be of great value."
- "My classroom efforts were greatly enhanced by efforts to include primary historical sources. My own research energies have increased as a direct result of the conference as a whole and of Rothman in particular."

- "Tried it; it works well with small classes or direct studies projects. Large classes, however, swamp limited library resources."
- "I did incorporate historical materials into my Probation and Parole Class."
- "I am using it in Criminology and am gaining ideas for internship assignments."
- "History and Sociology students are being exposed to Rothman's perspective."
- "I tried it on students."

The second technique involved using the group problem solving technique.

Very often at the workshop the problems were posed for the participants to attempt to solve. Some participants attempted to try this technique with their own classes, even though they did not always respond favorably to this approach themselves. One participant, for example, said, "I plan to try out the do-it-yourself (problem solving) education technique, but I am afraid it won't work on undergraduates." However, he made no report concerning his progress or success.

Changes in Curriculum

A second set of changes proposed by participants centered on the area of curriculum. Generally two types of activities were proposed: 1) structural changes in curricula; and 2) content changes. Most participants reported progress toward the implementation of these ideas and a high degree of responsiveness among their respective faculties to their suggestions.

Structural innovations include the following:

1. Task: "Structure a program as follows

1/3 general education
1/3 specialized education
1/3 generic education"

Progress: "Informally a program has been structured along the lines suggested in my goals. Faculty members from Behavioral Science Department have spent 8 hours in a Workshop on Criminal Justice and Corrections."

2. Task: "Develop a baccalaureate curriculum in Corrections for the 1974-75 school year."

Progress: "Working on it for March presentation to faculty."

3. Task: "Suggest our department take a look at a new suggested sequence of course work."

Progress: "No change as yet."

4. Task: "To get faculty members from other departments to contribute to our curriculum in ways their disciplines have prepared them."

Progress: "More faculty has been involved especially in the social sciences. A course in Social Deviance is being developed as a course in Alternatives to Corrections."

Other curriculum changes related to course content and overall curriculum focus. Many respondents indicated that they intended to try to introduce innovations which would orient their courses to a "criminal justice system" perspective. Some proposals and progress made include the following:

1. Task: "Review courses presented in my department to determine the compatibility of an approach toward developing law enforcement and correctional officers with a broader recognition of their overlapping and interrelated roles in the treatment of offenders."

Progress: "Some progress is being made. The increasing number of criminal justice administration (law enforcement oriented) majors who are selecting corrections courses as an elective is an indication that the message is getting across."

2. Task: "To revise course content of appropriate corrections and criminal justice courses:

- a) to include materials provided at the workshop
- b) to include the concept of system self-examination
- c) to include historical material
- d) to examine philosophical underpinnings of our system."

Progress: "Current in-service faculty in our department have been very responsive to the suggestions listed in this part. Objective accomplish mostly through hiring of teachers, the revision of course outlines, and rap sessions."

3. Task: "To encourage the participation of police in our corrections program."

Progress: "Coming, probably during the summer of 1974."

4. Task: "To treat the idea of corrections in a broader context rather than singling it out as a special component within a state system, and taking a planned change oriented approach to the possibilities of correctional reform."

Progress: "I am pursuing this objective at present. It is having a great impact on the orientation of courses that I personally teach and on the orientations I am urging for the program as a whole."

One participant indicated that he planned to institute changes in his programs advisory committee. He reports that that committee has been expanded to include former students who are employed in the correctional system.

Establishing Relationships

Other proposals to be tried out back home dealt with establishing or strengthening existing relationships with correctional agencies, other academic institutions or the community at large. These proposals showed a desire on the part of workshop participants to influence the correctional agencies in their area and to inform the public concerning trends and problems of corrections. Others evidenced a tendency to break down the isolation which generally exists between different levels of educational programming. Participants from both community colleges and four year institutions expressed a desire to both coordinate with and learn from each other.

The following responses are representative of the tasks and progress made by workshop participants on establishing these various relationships:

A. Relationships With Agencies

1. Task: To strengthen our liaison with our local department of corrections, especially with the director of the training program.

Progress: This relationship has been strengthened and several planning meetings have been productive. More students are in the program and the overall quality has been upgraded.

2. Task: To present a summary of the conference to our State Criminal Justice Education Coordinating Committee.

Progress: Done - All were very interested in what was presented.

3. Task: To set up a regional "Jail Administration" seminar for 92 county sheriff departments and others who are interested. This idea came from discussions with another workshop participant.

Progress: Our State Department of Corrections is now taking on this task.

4. Task: To get more information from my State Department of Corrections.

Progress: I am now teaching a course each Tuesday at the State Reformatory and spending at least 3 hours with the staff, one day with the classification committee and another with the conduct adjustment board and one with the assistant superintendent.

5. Task: To revise our pre-service internship goals

Progress: I have written about 1/2 of the semester's internship assignments.

6. Task: To write a grant proposal to N.I.C. supporting a program which will attempt to determine the educational needs of prison personnel and structure a program of 135 hours.

Progress: A program proposal was submitted to the agency for Improvement of Post Secondary Education.

7. Task: To find out if anyone has been hired by corrections following the obtaining of an associates degree.

Progress: A thesis is now being written which will seek to identify the entry level of employment for June 1973 graduates.

B. Relations with Other Institutions of Higher Education

1. Task: To contact and discuss articulation with 4 year colleges in our area.

Progress: I have been successful in achieving a working relationship with a state university which offers junior and senior year criminal justice courses. We have also worked out articulation agreements with other out-of-state universities.

2. Task: To meet with appropriate deans of local four year colleges and work on articulation of 2 and 4 year programs. This should terminate in a mutually acceptable 2 year program and should be useful when discussing curricula with correctional agencies.

Progress: Objective accomplished at one nearby college. Our program has been keyed course by course and theoretically a maximum transfer of all four courses.

3. Task: To host on our campus a meeting of instructors in criminal justice and related courses.

Progress: This project postponed due to a lack of state planning agency funds.

4. Task: To attempt to establish an articulation committee specifically for criminal justice.

Progress: Nothing has been done so far due to personal time limitations.

5. Task: To spend less time being concerned about how our curriculum articulates with or builds on community college curricula. Advise students who wish to take our program in the upper division to worry about getting a broad general at the lower division rather than taking a police science, corrections or criminology major - 'On the other hand, I will urge students coming to us with those majors in lower division to take another program in their upper division work other than our criminal justice program.

Progress: I have found the above useful and generates fewer problems than those expressed by others not to assume our program is merely a natural extension of community college programs. We have different objectives and deal with different issues in general.

6. Task: To establish better liaison with other 4 year colleges and junior colleges within the state to coordinate criminal justice education.

Progress: Have formed a regional area council covering two states. Representatives come from faculty and training staff of the Regional Police Academy, training directors of various police departments, State Chapter of the Academy of Criminal Justice Sciences.

7. Task: To urge the consideration and exploration of a dialogue with the two year programs most frequently dealt with by our university.

Progress: We are presently analyzing junior college transfers to determine where most of our students come from. This effort is preliminary to meeting with principle junior colleges.

C. Relation with the Community

1. Task: To start a six week Continuing Education course on a topic similar to "Understand Corrections" or "Issues in Corrections."

Progress: This will commence on February 27, 1974.

2. Task: To develop a package on corrections for interested citizen groups. Initial format will be reading with discussion groups.

Progress: Not accomplished. I am having second thoughts as to what the product of this effort would be and what effects it would have on corrections.

3. Task: To become more involved in the community.

Progress: I have not been able to find time for such activities. I am not at all sure that the academic community should feel a need to involve itself to any large degree in community affairs.

The information presented in tables 10 and 11 on the following page is a summary of an assessment of the degree to which the participants have completed their tasks. Table 10 refers to participants from 2 year programs and Table 11 to those from 4 year programs. The criteria for indicating the degree of completion were rather subjective and this summary is no more than one observers view.

TABLE 10

<u>Backhome Objectives</u>	<u>Degree to which backhome objectives achieved</u>			
	To A High Degree	Very Small Degree	Somewhat Degree	Not At All
<u>Responses of 2 year schools</u>	Completely			
1. Develop historical material for courses.			X	
2. Develop more diversified educational resources.			X	
3. Serve as consultant to other programs.				X
4. Work on program articulation with colleges in area.	X			
5. Strengthen liaison with local Department of Correction.		X		
6. Determine possible relationships between college and community corrections programs.				X
7. Develop working relationship between in-service and pre-service programs.			X	
8. Share conference material with pre- and in-service faculty.	X			
9. Develop package on corrections for interested citizen groups.				X
10. Revise course content.	X			
11. Revise curricula and add courses.		X		
12. Include historical material in courses.	X			
13. Work on program articulation.		X		
14. Pursue Doctorate.				X
15. Work in community organizations.				X
16. Structure outside educational program.			X	
17. Submit proposal and determine educational needs of prison personnel.		X		
18. Utilize historical material in courses.	X			
19. Encourage police to take corrections courses.		X		
20. Utilize problem-solving to encourage discussion.			X	
21. Utilize history in courses.			X	
22. Pursue program articulation.			X	
23. Work for better working conditions.				X
24. Involve other disciplines in our program.	X			
25. Involve ex-offender in teaching.	X			
26. Broaden our advisory committee.		X		

Backhome Objectives

TABLE 11

Degree to which backhome objectives achieved

Responses of 4 year schools	Completely	Degree to which backhome objectives achieved			To A Very High Degree	Small Degree	Not At All
		To A High Degree	Somewhat				
1. Develop new courses.		X					
2. Begin task-forces examining program.			X				
3. Personally clarify teacher/professor distinction.				X			
4. Utilize historical material in courses.			X				
5. Review police science and corrections courses to see compatibilities.					X		
6. Coordinate program with other senior and junior colleges.				X			
7. Coordinate program with others.				X			
8. Utilize historical materials.	X						
9. Widen scope of correctional courses to be more process oriented.			X				
10. Present summary of conference to faculty.	X						
11. Present summary to state Criminal Justice Educational Coordinating Committee.	X						
12. Host meeting of criminal justice instructors in our state.			X				
13. Develop baccalaureate program in corrections.			X				
14. Develop "Jail Administration" regional seminar.				X			
15. Conduct a Continuing Education Course in "Issues in Corrections."		X					
16. Get more information from our state departments of corrections.			X				
17. Report back to my faculty.	X						
18. Use "problem solving" as an educational technique.				X			
19. Find out more about two year programs.							X
20. Revise pre-service internship goals.				X			
21. Use historical material.	X						
22. Inform program director about curriculum ideas of workshop and suggest a review of ours.			X				

TABLE 11 (Con't)

<u>Backhome Objectives</u>	<u>Degree to Which Backhome Objectives Achieved</u>				
	To A High Degree	Very Small Degree	Somewhat	Not At All	
<u>Responses of 4 year schools</u>	Completely				
23. Urge articulation with two year colleges.				X	
24. Discover if A.A. grads hired by Corrections Department.		X			
25. Examine two year programs feeding our program.		X			
26. Examine changes in community college curriculums.				X	
	6	11	7	0	2

SUMMARY OF RESPONSES

	Completely	To A High Degree	Somewhat	To a Very Small Degree	Not At All	Total
2 year schools	2	9	7	2	6	26
4 year schools	6	11	7	0	8	26
	8 (15%)	20 (38%)	14 (27%)	2 (4%)	8 (16%)	52 (100%)

APPENDIX A

Partial Summary of Pre-Workshop Background Questionnaire

2. How long have the criminal justice elements in your academic unit been in existence?

2 yr.: $\bar{X} = 5.2$ yrs. (3-8 yrs)

4 yr.: $\bar{X} = 12.5$ yrs. (1-44 yrs)

3. How long has there been a correctional element in the curriculum of your academic unit?

2 yr.: $\bar{X} = 3$ yrs. (1-8 yrs)

4 yr.: $\bar{X} = 5.7$ yrs. (6 mo.-28 yrs.)

4. What was the average number of students taking courses in your academic unit during the academic year 1972-73?

MAJORS:

2 yr.: $\bar{X} = 260$ (45-466)

4 yr.: $\bar{X} = 478$ (76-1500)

ELECTIVES:

2 yr.: $\bar{X} = 34$ (3-90)

4 yr.: $\bar{X} = 275$ (4-900)

5. How many students in your academic unit during the academic year 1972-73 were:

	Average All Students		Average Correctional Emphasis Only	
	2 yr.	4 yr.	2 yr.	4 yr.
In Service (work or on leave)	Full-Time 34%	8%	Full-Time 3%	1%
	Part-Time 16%	42%	Part-Time 31%	5%
Pre-Service	Full-Time 42%	49%	Full-Time 23%	7%
	Part-Time 8%	1%	Part-Time 5%	0%
	Total .. 100%	100%	62%	18%

6. List the agencies from which most of your in-service students come

(Times Mentioned)

<u>Agencies</u>	2 yr.	4 yr.
Fed. & State Corrections Departments & Institutions	8	7
Local Correctional Institutions	3	3
Parole, probation & community corrections	0	6
Juvenile Corrections	5	3

7. What percentage of your students receive LEEP support?

2 yr.: $\bar{X} = 57.6\%$ (10%-100%)

4 yr.: $\bar{X} = 50.8\%$ (20%-98%)

8. How many degrees did your academic unit award in the academic year 1972-73?

	<u>All Students</u>	<u>Students emphasizing corrections</u>
2 yr. Associate	$\bar{X} = 27.5$	$\bar{X} = 3.9$ or 14.2%
4 yr. Bachelor	$\bar{X} = 104.2$	$\bar{X} = 20.3$ or 19.5%
4 yr. Masters	$\bar{X} = 18.5$	$\bar{X} = 2.7$ or 14.6%

9. Faculty Backgrounds

Average 2 yr.

<u>Degree</u>	<u>Full-Time Faculty</u>			<u>Part-Time Faculty</u>		
	<u>Criminal Justice</u>	<u>Agency</u>	<u>Experience</u>	<u>Criminal Justice</u>	<u>Agency</u>	<u>Experience</u>
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>	
Ph. D.	2%	1%		1%	-	
M.A.	13%	1%		33%	4%	
LLB	1%	-		16%	2%	
B.A.	7%	-		18%	1%	

Total Full-Time = 25%

Total Part-Time = 75%

Average 4 yr.

<u>Degree</u>	<u>Full-Time Faculty</u>			<u>Part-Time Faculty</u>		
	<u>Criminal Justice</u>	<u>Agency</u>	<u>Experience</u>	<u>Criminal Justice</u>	<u>Agency</u>	<u>Experience</u>
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>	
Ph. D.	20%	12%		3%	-	
M.A. (MSW)	21%	7%		14%	1%	
LLB	10%	4%		2%	-	
B.A.	-	-		6%	-	

Total Full-Time = 74%

Total Part-Time = 26%

11. Number of 4-year Schools offering Criminal Justice Related Degree -

Associate	3
Bachelors	11
Masters	8
Ph. D.	2

12. Is there a required course or a required sequence of courses which must be undertaken by those students with majors or minors in your academic unit?

<u>Number</u>		
<u>2 year</u>		<u>4 year</u>
9	Yes	9
0	No	2

13. In the last two years how many course offerings within your academic unit were: (a course given more than once should be counted only once).

Average Number Offered

<u>2 yr.</u>	<u>4 yr.</u>	
2.1	1.3	Corrections (Institutions)
1.3	1.2	Corrections (Parole and Probation)
2.7	1.7	Corrections (Others)
2.0	4.8	Police
1.0	3.5	Criminal Justice System
0.6	1.1	Juvenile Justice System
1.9	3.8	Law
1.3	1.2	Criminology
0.4	1.3	Statistics and Methodology
0.7	1.4	Other (specify):

15. a. List those correctional courses taught off campus during the past two years and for which academic credit was given (do not include internships)

	<u>2 yr.</u>	<u>4 yr.</u>
Mean Number of off-campus sites	2.4 sites (0-6)	1.5 sites (0-6)
Mean Number of off-campus courses	2.4 courses (0-11)	1.9 courses (0-9)

- b. List those correctional institutes or workshops given for credit by your academic unit during the past two years

2 yr. colleges offering institutes for credit:	3 (N = 8)
4 yr. colleges offering institutes for credit:	6 (N = 11)

16. Does your academic unit offer special training courses for correctional personnel which are not part of your normal educational curriculum?

<u>Number</u>		
<u>2 year</u>	<u>4 year</u>	
3	Yes	5
6	No	6

17. Are interdisciplinary majors available for those students interested in corrections:

<u>Number</u>		
<u>2 year</u>	<u>4 year</u>	
4	Yes	7
3	No	4

18. Is there a mechanism (committee, counsel, etc.) in which criminal justice agency personnel advise on program and curriculum design?

<u>Number</u>		
<u>2 year</u>	<u>4 year</u>	
7	Yes	7
2	No	4

19. Internship Programs:

d. Agencies Participating:

	<u>Internships Available in Academic Unit</u>	<u>Correctional Agencies Participating In Internship Program</u>
		<u>Number</u>
2 year schools (N=9)	7	4
4 year schools (N=11)	10	10

e. How many internships were there in your department for the academic year 1972-73?

2 yr.: $\bar{X} = 30.2$ internships (0-136)

4 yr.: $\bar{X} = 72.5$ internships (0-190)

f. Are students reimbursed for work performed during the internship?

	<u>Number</u>
<u>2 year</u>	<u>4 year</u>
2	Yes 6
5	No 4

20. Is an internship experience required of all students in whose programs emphasize corrections?

	<u>Number</u>
<u>2 year</u>	<u>4 year</u>
2	Yes 2
2	No 8

21. What percentage of the pre-service students graduating from your academic unit find subsequent employment in a criminal justice agency?

2 yr.: 26%

4 yr.: 51%

23. What percentage of the graduates from your academic unit go on to more advanced academic studies?

2 yr.: 52%

4 yr.: 31%

24. Evaluate the goal commitments and priorities of your academic unit. Distribute 100 points among the following categories so that the relative emphasis is numerically reflected. The sum of the categories should be 100. Equal weighting of categories would be reflected by equal numerical scores. (E.g. 50 teaching; 20 research; 20 research; 20 training; 10 community development.

Average Rating 2 year	Average Rating 4 year
54.4 (5-100) Teaching	66.2 (25-90) Teaching
5.7 (0- 10) Research	11.4 (0-25) Research
12.7 (0- 40) Training	5.5 (0-40) Training
15.5 (0- 50) Service to the Community	9.1 (5-30) Service to the Community
4.4 (0- 10) Service to academic unit/college	6.5 (0-20) Service to academic unit/college
7.2 (0- 25) Other (specify)	0.5 (0- 5) Other (specify)
99.9 TOTAL	99.2 TOTAL

25. What do you feel the goal commitments and priorities of your academic unit will be five years from now: (distribute 100 points).

Average Rating 2 year	Average Rating 4 year
49.4 (25-90) Teaching	54.0 (25-85) Teaching
7.4 (2-20) Research	20.5 (0-30) Research
17.8 (0-40) Training	10.0 (0-40) Training
14.4 (5-30) Service to the community	10.0 (5-25) Service to the community
5.3 (0-10) Service to Academic unit/college	6.0 (0-10) Service to Academic unit/college
5.6 (0-25) Other (specify)	0.5 (0- 5) Other (specify)
99.9 TOTAL	101.0 TOTAL

Mean Change Between Actual and Projected Goals (Question 25 minus question 24)

<u>2 year</u>	<u>4 year</u>
-5.0 Teaching	-12.2 Teaching
+1.7 Research	+ 9.1 Research
+5.1 Training	+ 4.5 Training
-1.1 Community Service	+ 0.9 Community Service
+0.9 College Service	- 0.5 College Service
-1.6 Other	0 Other

APPENDIX B

**Summary of Responses to Pre
and Post Workshop Questionnaire**

PART I

This portion of the questionnaire deals with issues in the field of corrections.

- A. A group of various goals in our legal system is listed below. It is recognized that this list is not exhaustive. You are asked to rank this list based on the significance with which you view the goals as reflected in the operation of our legal system. Place a "1" in the space provided for that goal which you view as operationally being the most significant. Continue the ranking so that an "8" will reflect the goal you view as operationally being the least significant.

Rankings 2 year			Rankings 4 year	
Pre	Post		Pre	Post
8	6	To maintain broad limits of tolerance for deviant or non-conforming conduct.	6	5
4	3	To encourage the development and implementation of fair and equitable practices by criminal justice agencies.	5	2
6	2	To deal with offenders so as to reduce the probability of their future law violations.	4	4
2	1	To forbid and prevent conduct that inflicts or threatens harm to individual or public interests.	1	1
7	8	To deal with offenders with the least degree of state intervention possible in their lives.	7	6
5	4	To assure that criminal justice system personnel comply with the law.	8	8
3	7	To give specific and fair warning of conduct subject to criminal sanctions.	3	3
1	5	To impose appropriate punishment on offenders.	2	7

- B. The following is a list of possible trends in the field of corrections. For each trend indicate your perception of its probable widespread occurrence in the next decade. By giving 5 points to those which you feel will have the most likely impact and 1 to those which will have the least impact. Indicate intermediate impact by giving from 2 to 4 points. In the second column indicate your opinion of the desirability of each trend utilizing the same 5 point scale.

	Rankings 2 year				Rankings 4 year			
	Likely Impact	Desirability	Likely Impact	Desirability	Pre	Post	Pre	Post
	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Scope of the Criminal Law

1. Increasing use of criminal law for social welfare purposes such as pollution and racial discrimination. 3.4 3.5 3.5 3.8 3.8 4.0 3.2 4.0
2. The decriminalization of "victimless crimes" such as drug use and sexual behavior. 3.5 3.1 4.1 4.8 3.9 3.3 4.3 4.4

Use of Discretion

3. The increased reliance on due process as a check on the exercise of arbitrary discretion. 3.6 3.9 4.4 4.9 3.8 4.2 4.2 4.1
4. The increased use of discretion to divert the offender from the criminal justice system at the earliest possible time. 3.3 3.4 4.9 4.9 4.2 3.9 4.6 4.7

	Rankings 2 year				Rankings 4 year			
	Likely Impact	Desirability	Likely Impact	Desirability	Pre	Post	Pre	Post
	Pre	Post	Pre	Post	Pre	Post	Pre	Post

Methods of Insuring Fairness in
Correctional System

- | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|
| 5. The increasing utilization of the ombudsmen concept to insure fairness within the correctional systems. | <u>3.0</u> | <u>3.0</u> | <u>4.2</u> | <u>4.4</u> | <u>3.2</u> | <u>3.3</u> | <u>4.1</u> | <u>4.3</u> |
| 6. The increasing utilization of judicial appeals to insure fairness within correctional systems. | <u>3.8</u> | <u>3.6</u> | <u>4.4</u> | <u>4.8</u> | <u>4.3</u> | <u>3.8</u> | <u>4.3</u> | <u>4.3</u> |

Merger of Agencies/Community Corrections

- | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| 7. Merger of correctional agencies and services into single statewide "super-agencies." | <u>3.4</u> | <u>3.0</u> | <u>2.4</u> | <u>1.4</u> | <u>3.8</u> | <u>3.2</u> | <u>3.3</u> | <u>2.9</u> |
| 8. The expansion of community based and community run corrections. | <u>3.8</u> | <u>3.5</u> | <u>4.5</u> | <u>4.8</u> | <u>4.3</u> | <u>4.3</u> | <u>4.8</u> | <u>4.6</u> |

Decrease in Incarceration/Preventive Detention

- | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| 9. The decreasing use of incarceration as a criminal sanction (and increased use of measures like release on recognizance.) | <u>3.4</u> | <u>3.6</u> | <u>4.7</u> | <u>4.4</u> | <u>4.0</u> | <u>3.8</u> | <u>4.8</u> | <u>4.8</u> |
| 10. The increasing demand for maximum security facilities and preventive detention for certain classes of offenders. | <u>3.6</u> | <u>4.3</u> | <u>2.6</u> | <u>3.8</u> | <u>2.9</u> | <u>3.0</u> | <u>2.1</u> | <u>2.1</u> |

	Rankings 2 year				Rankings 4 year			
	Likely Impact	Impact	Desirability		Likely Impact	Impact	Desirability	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	

Deviance in Corrections

- | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| 11. The increased willingness to recognize and even encourage divergent values and lifestyles in correctional settings. | <u>2.7</u> | <u>2.8</u> | <u>4.9</u> | <u>4.8</u> | <u>2.8</u> | <u>2.8</u> | <u>4.1</u> | <u>4.5</u> |
| 12. The increased use of computers as well as electronic and chemical control devices in the correctional process to minimize deviance. | <u>3.2</u> | <u>4.4</u> | <u>2.1</u> | <u>2.3</u> | <u>3.3</u> | <u>3.6</u> | <u>2.2</u> | <u>2.3</u> |

Manpower Related Items

Professional/Para Professional

- | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| 13. The professionalization of correctional personnel through increased education and training requirements. | <u>3.8</u> | <u>3.4</u> | <u>5.0</u> | <u>4.8</u> | <u>3.9</u> | <u>3.6</u> | <u>4.8</u> | <u>4.6</u> |
| 14. The increased use of para-professionals including offenders and ex-offenders at all stages of the correctional process. | <u>3.6</u> | <u>3.5</u> | <u>4.9</u> | <u>4.6</u> | <u>3.4</u> | <u>3.3</u> | <u>4.3</u> | <u>4.0</u> |

	Rankings 2 year				Rankings 4 year			
	Likely Impact		Desirability		Likely Impact		Desirability	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
<u>Specialization/Generalist</u>								
15. The increased use of unionization and the seniority system effectively closing certain correctional and other criminal justice jobs to persons outside the profession.	<u>3.7</u>	<u>3.6</u>	<u>1.4</u>	<u>1.0</u>	<u>2.9</u>	<u>3.0</u>	<u>1.3</u>	<u>1.5</u>
16. The development of criminal justice generalists sufficiently skilled to move across agency lines (e.g. from police to corrections).	<u>3.0</u>	<u>3.0</u>	<u>4.4</u>	<u>4.6</u>	<u>3.0</u>	<u>3.1</u>	<u>4.8</u>	<u>4.4</u>
<u>Labor Relations</u>								
17. The enactment by legislation of prohibitions against work stoppages and job action protests by correctional workers.	<u>2.8</u>	<u>3.5</u>	<u>3.0</u>	<u>2.0</u>	<u>3.1</u>	<u>3.1</u>	<u>1.5</u>	<u>2.0</u>
18. The development of detailed procedures for dealing with labor-management problems by correctional administrators including sequenced steps for the resolution of grievances and an appeal procedure.	<u>3.3</u>	<u>3.3</u>	<u>4.2</u>	<u>4.0</u>	<u>3.8</u>	<u>3.4</u>	<u>4.5</u>	<u>4.7</u>

	Rankings 2 year				Rankings 4 year			
	Likely Impact	Desirability	Likely Impact	Desirability				
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>				
<u>Others</u>								
19. The increasing limitation of resources available to corrections because of legislative concern over economy and inefficiency in the system.	<u>3.4</u>	<u>3.7</u>	<u>1.5</u>	<u>1.4</u>	<u>2.9</u>	<u>3.7</u>	<u>1.4</u>	<u>1.8</u>
20. The increasing utilization of court authority to shut down institutions when inmates' fundamental needs and rights are not being met.	<u>2.4</u>	<u>2.6</u>	<u>3.3</u>	<u>4.1</u>	<u>3.0</u>	<u>3.3</u>	<u>3.8</u>	<u>4.1</u>

This portion of the questionnaire deals with issues in correctional education at the college level.

- C. In this section, each question is followed by three statements. After you read the three statements, you are asked to think about how appropriate each is for a correctional curriculum in a two year college. In the left-hand column indicate your assessment of the appropriateness of each statement by distributing a total of 10 points among the three statements. You can distribute the 10 points in any way. For each statement utilize only whole numbers ranging from 0 to 10. Then read the three statements again to determine how appropriate each would be in a four year college. In the right-hand column weight the three statements in the same manner as outlined above. Be sure to respond in both columns.

SUMMARY TABLE (mean scores)

Appropriation to a 2 Yr. Program		Type of Curriculum				Appropriation to a 4 Yr. Program	
2 Yr. Participants	4 Yr. Participants			2 Yr. Participants	4 Yr. Participants		
Pre	Post	Pre	Post	Pre	Post	Pre	Post
3.15	2.53	3.81	2.67	Training	2.45	2.06	1.69
3.83	3.78	3.50	3.88	Professional	3.88	3.47	3.92
2.78	3.14	2.67	3.50	Social Science	3.70	2.56	3.50

1. Different views exist about the nature of the student population to be served by higher education programs in corrections. What is your own view? Distribute 10 points among the following statements.

2 Yr. Program			
2 year		4 year	
Pre	Post	Pre	Post

<u>4.0</u>	<u>3.9</u>	<u>5.2</u>	<u>3.3</u>
<u>3.9</u>	<u>4.3</u>	<u>3.2</u>	<u>3.8</u>
<u>2.1</u>	<u>1.9</u>	<u>1.7</u>	<u>2.8</u>

A program for higher education in corrections should:

4 Yr. Program			
2 year		4 year	
Pre	Post	Pre	Post

<u>3.2</u>	<u>2.75</u>	<u>2.17</u>	<u>1.14</u>
<u>3.7</u>	<u>3.50</u>	<u>2.92</u>	<u>3.50</u>
<u>3.4</u>	<u>3.75</u>	<u>4.92</u>	<u>5.08</u>

Enhance correctional workers skills so they can more ably perform their job tasks.

Attract and prepare young persons for careers in corrections.

Attract the brightest and best persons into the study of problems in corrections.

2. Different views exist about the objectives and goals of correctional education. What is your view? Distribute ten points among the statements below.

2 Yr. Program			
Pre	Post	Pre	Post

<u>3.3</u>	<u>2.13</u>	<u>3.3</u>	<u>2.3</u>
<u>4.80</u>	<u>4.38</u>	<u>4.00</u>	<u>4.33</u>
<u>1.9</u>	<u>32.5</u>	<u>2.67</u>	<u>3.33</u>

Correctional education should:

4 Yr. Program			
Pre	Post	Pre	Post

<u>2.4</u>	<u>1.62</u>	<u>1.17</u>	<u>0.75</u>
<u>4.5</u>	<u>4.13</u>	<u>4.42</u>	<u>4.75</u>
<u>3.1</u>	<u>4.25</u>	<u>4.42</u>	<u>4.50</u>

Prepare workers to perform functions required in a correctional setting.

Provide the tools for improving interpersonal relations in order to more appropriately manage problems of human behavior in correctional settings.

Provide a systemic study of the institutions of contemporary corrections and their ramifications.

3. Different views exist about the appropriateness of various courses in a correctional curriculum. What is your view? Distribute 10 points among the following courses.

2 Yr. Program
2 year 4 year
Pre Post Pre Post

1.8 2.0 3.33 2.0

A correctional curriculum should include:

A course in prison security classification techniques

4.4 3.89 3.67 3.59

A course in offender classification systems as a tool in differential treatment

3.8 4.13 3.08 4.42

A course in abnormal psychology

4 Yr. Program
2 year 4 year
Pre Post Pre Post

1.8 1.75 1.33 .058

3.9 3.63 4.83 4.25

4.3 4.63 3.83 5.17

4. Different views exist about the appropriateness of the content of law courses taught within a correctional curriculum. What is your view? Distribute 10 points among the following areas of content.

The law courses given in a correctional curriculum should focus on:

3.5 2.13 3.92 3.00

The state penal code.

2.6 1.75 2.08 1.08

3.50 3.50 2.83 3.75

Constitutional law.

3.4 3.88 3.50 4.00

3.3 4.38 3.25 3.25

The development of criminal law as an instrument of social control.

4.0 5.63 4.42 5.0

5. Differences between two and four year schools on appropriateness of training; professional, and social science curriculum in the two year schools.

Curriculum Type	Pre-Conferences	Post-Conferences	Degree and Direction
	Differences in Mean	Differences in Mean	of Change in Mean
Training	.66	.06	-.54
Professional	.33	.10	-.23
Social Science	.09	.36	+.25

Differences between two and four year schools on appropriateness of training, professional, and social science curriculum in four year schools.

Curriculum Type	Pre-Conferences	Post-Conferences	Degree and Direction
	Differences in Mean	Differences in Mean	of Change in Mean
Training	.76	1.12	+.36
Professional	.04	.68	+.64
Social Science	.70	.36	-.34

- D. This section consists of a number of statements dealing with criminal justice education at the college level. You are asked to respond to each statement on the basis of your agreement or disagreement with the concept involved. Check the box which most closely reflects your beliefs.

2 Year
Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
--	----------------	-------	---------	----------	-------------------

Changing Corrections

Pre	6	3	1	0	0
Post	2	5	0	1	0

1. The enlargement of criminal justice educational opportunities will serve to increase the effectiveness of the criminal justice system.

Pre	1	7	1	1	0
Post	0	4	3	0	1

2. The enlargement of criminal justice education opportunities serves to increase the fairness of the correctional system.

Pre	2	6	1	1	0
Post	1	5	1	1	0

3. Correctional education at the community college level has a responsibility for reforming existing correctional systems even if this requires public criticism.

Pre	2	6	2	0	0
Post	2	5	1	0	0

4. Correctional education at the four year college level has a responsibility for reforming existing correctional systems even if public criticism is necessary.

Pre	4	5	1	0	0
Post	5	3	0	0	0

5. The professor has an obligation to present all sides of an issue even when students might choose alternatives which would impede their future careers.

4 Year
Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
--	----------------	-------	---------	----------	-------------------

Pre	4	6	1	1	0
Post	1	5	5	1	0

Pre	1	7	3	1	0
Post	1	6	5	0	0

Pre	1	4	5	1	1
Post	2	5	1	4	0

Pre	3	4	3	1	0
Post	3	7	1	1	0

Pre	10	0	1	1	0
Post	8	3	1	0	0

2 Year
Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	0	6	2	2	0
Post	2	2	0	4	0

6. Students from correctional agencies should be taught to be critics of and change agents in the correctional systems rather than developing specific skills required by their organizations.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	2	6	1	1	0
Post	1	2	1	3	1

7. Educational programs for in-service students really are not able to achieve much progress toward ideal standards due to the levelling influence imposed by most agencies in which the students work.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	0	2	4	3
Post	0	0	1	6	1

8. The more persons in the criminal justice system with college degrees the greater the danger that the correctional system will be isolated from the free community for which it serves.

Course Related

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	2	3	2	3	0
Post	3	4	0	0	1

9. There is an adequate body of knowledge in the area to support correctional curricula in higher education.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	2	5	0	4	1
Post	0	8	0	3	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	6	0	3	0
Post	1	3	0	3	1

10. Methods of security, control and surveillance are appropriate subject areas for teaching in a two year college.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	0	7	4	1	0
Post	0	5	1	6	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	4	6	0	0	0
Post	2	6	0	0	0

11. Correctional officers should receive considerable education about the problems of minority groups and the issues of differential enforcement of the law.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	7	4	1	0	0
Post	7	4	0	0	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	0	5	3	1	1
Post	0	4	1	1	1

12. Correctional employees should receive substantial education in law.

4 Year
Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	1	5	5	1	0	1	1
Post	1	6	4	0	1	1	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	0	8	0	3	1	1	1
Post	2	7	1	2	1	1	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	0	1	1	6	4	1	4
Post	0	1	1	6	4	1	4

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	0	7	4	1	0
Post	0	5	1	6	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	7	1	2	0
Post	2	6	2	2	0

2 Year

Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	5	5	0	0	0
Post	1	6	1	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	4	6	0	0	0
Post	4	3	0	0	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	3	4	2	1	0
Post	2	4	1	0	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	2	8	0	0	0
Post	1	7	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	9	0	0	0
Post	2	5	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	3	0	6	0
Post	0	0	1	4	2

Requirements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	3	3	1	3	0
Post	1	3	1	2	1

4 Year

Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	2	7	1	2	0	Pre Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	7	4	0	1	0	Pre Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	5	6	1	0	0	Pre Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	0	3	3	5	1	Pre Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	3	6	3	0	0	Pre Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	0	4	1	6	1	Pre Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Pre	Post				
Pre	3	3	1	4	1	Pre Post

2 Year
Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	1	4	4	0
Post	1	2	3	1	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	0	1	2	7	0
Post	0	1	3	4	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	0	3	2	4	1
Post	0	1	4	2	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	1	1	1	7	0
Post	1	1	3	3	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	3	5	2	0	0
Post	0	5	3	0	0

Credit

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	4	4	2	0	0
Post	2	4	0	1	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pre	5	2	0	3	0
Post	2	3	1	1	1

4 Year
Frequency of Response

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	0	3	5	4	0	Pre	Post
Post	0	1	5	6	0	Pre	Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	0	4	3	5	0	Pre	Post
Post	1	2	4	4	1	Pre	Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	0	4	4	4	0	Pre	Post
Post	1	4	4	3	0	Pre	Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	3	4	0	3	2	Pre	Post
Post	1	5	0	5	1	Pre	Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	1	6	4	1	0	Pre	Post
Post	1	5	5	1	0	Pre	Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	1	3	2	7	2	Pre	Post
Post	0	2	5	7	1	Pre	Post

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pre	Post
Pre	2	4	0	5	1	Pre	Post
Post	0	3	2	6	1	Pre	Post

2 Year Frequency of Response					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
<u>Internship</u>					
Pre	4	6	0	0	3
Post	2	5	0	1	0

Pre	7	2	1	0	0
Post	4	4	0	0	0

27. At the two year college level a set of educationally supervised practical field experiences should be required for all pre-service students who graduate from a correctional education program.
28. A set of educationally supervised practical field experiences should be required of all students who graduate from a four year undergraduate correctional education program.

Who should have a voice in shaping curriculum?

Agencies

Pre	2	5	1	2	0
Post	1	1	0	5	1

Pre	1	5	2	2	2
Post	1	1	0	3	3

Pre	1	2	4	3	0
Post	0	2	0	3	3

29. Correctional agencies should have a major voice in shaping the curriculum of two year correctional educational programs.
30. Correctional agencies should have a major voice in shaping the curriculum of four year correctional educational programs.
31. Correctional agencies should have a major voice in shaping the curriculum of graduate correctional programs.

4 Year Frequency of Response					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
<u>Pre Post</u>					
2	6	2	2	0	Pre
2	5	1	4	0	Post

7	2	2	1	0	Pre
5	4	2	1	0	Post

4	3	3	2	0	Pre
5	2	4	1	0	Post

3	1	2	5	1	Pre
0	3	2	2	5	Post

2	2	2	3	3	Pre
0	3	1	2	6	Post

2 Year Frequency of Response					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
<u>Ex-offenders</u>					

Pre	5	4	1	0	0
Post	2	5	0	1	0

32. A correctional education program at the two year college level should have a formal means through which curriculum advice can be secured from ex-offenders.

Pre	6	3	1	0	0
Post	3	4	0	1	0

33. A correctional education program at the four year college level should have a formal means through which curriculum advice can be secured from ex-offenders.

- E. There are numerous problems which have to be dealt with in developing a correctional curriculum. From the list below, identify what you view as the four most significant constraints on the development of correctional curriculum. Then rank these constraints by placing a "1" in the space provided in front of the most significant constraint, a "2" for the second most significant constraint, a "3" for the third most significant constraint, and a "4" for the fourth most significant constraint.

Rankings

2 year		4 year		
Pre	Post	Pre	Post	
2	3-	4	4	College administrative impediments
8	9-	8	10-	State/Regional Accreditation requirements
6	5+	10	7+	Departmental Administrative Impediments
11	6+	2	5-	Agency Manpower Needs
1	2-	6	3+	Lack of or poorly defined agency entrance/advancement standards
2	11-	11	6+	University/college academic requirements
3	1	3	1	Inadequate university/college funding
11	11	9	9	Federal funding standards
4	4	5	1+	Lack of qualified faculty
11	10+	11	7+	Inadequate library available
10	8+	1	2-	Inadequate body of knowledge in the field
9	8+	7	10-	Articulation of credits among schools (transferrability)
7	10-		9+	Lack of student interest in the area
5	7-	10	8+	Lack of public interest in the area
				Other (specify)

F. Top five constraints on correctional curriculum development:

A. Two Year

1. Inadequate university/college funding
2. Lack of or poorly defined agency entrance/advancement standards
3. College administrative impediments
4. Lack of qualified faculty
5. Departmental administrative impediments

B. Four Year

1. Inadequate university/college funding
2. Lack of qualified faculty
3. Lack of or poorly defined agency entrance/advancement standards
4. Inadequate body of knowledge in the field
5. College administrative impediments

G. Individuals teaching corrections have different ideas about what the role of education at the college level should be. In the blank provided insert the letter of the phrase which complete each statement so that it most closely conforms to your values.

1. For a teacher at the two year college level, appropriate experience in corrections is _____
his academic background.

2 year frequencies

Pre	Post
1	0
8	4
1	4

- a. More important than
b. Equally important as
c. Less important than

4 year frequencies

Pre	Post
1	1
11	8
0	3

2. For a teacher at the four year college level, appropriate agency experience in corrections is _____
his academic background.

2 year frequencies

Pre	Post
2	0
7	3
1	5

- a. More important than
b. Equally important as
c. Less important than

4 year frequencies

Pre	Post
0	0
7	2
5	10

3. At the two year college level, proficiency as a teacher is _____ the academic training and research skill of the professor.

2 year frequencies

Pre	Post
7	5
3	3
0	0

- a. More important than
b. Equally important as
c. Less important than

4 year frequencies

Pre	Post
11	10
1	2
0	0

4. At the four year college level, proficiency as a teacher is _____ the academic training and research skills of the professor.

4	4
6	4
0	0

- a. More important than
b. Equally important as
c. Less important than

2	3
10	7
0	2

5. The activities between the two year college and the local community are _____ its role within the academic community.

1	2
9	5
0	1

- a. More important than
b. Equally important as
c. Less important than

4	3
7	8
1	1

6. The activities between the four year college and the community are _____ its role within the academic community.

1	1
6	2
3	5

- a. More important than
b. Equally important as
c. Less important than

0	0
8	6
4	6

APPENDIX C

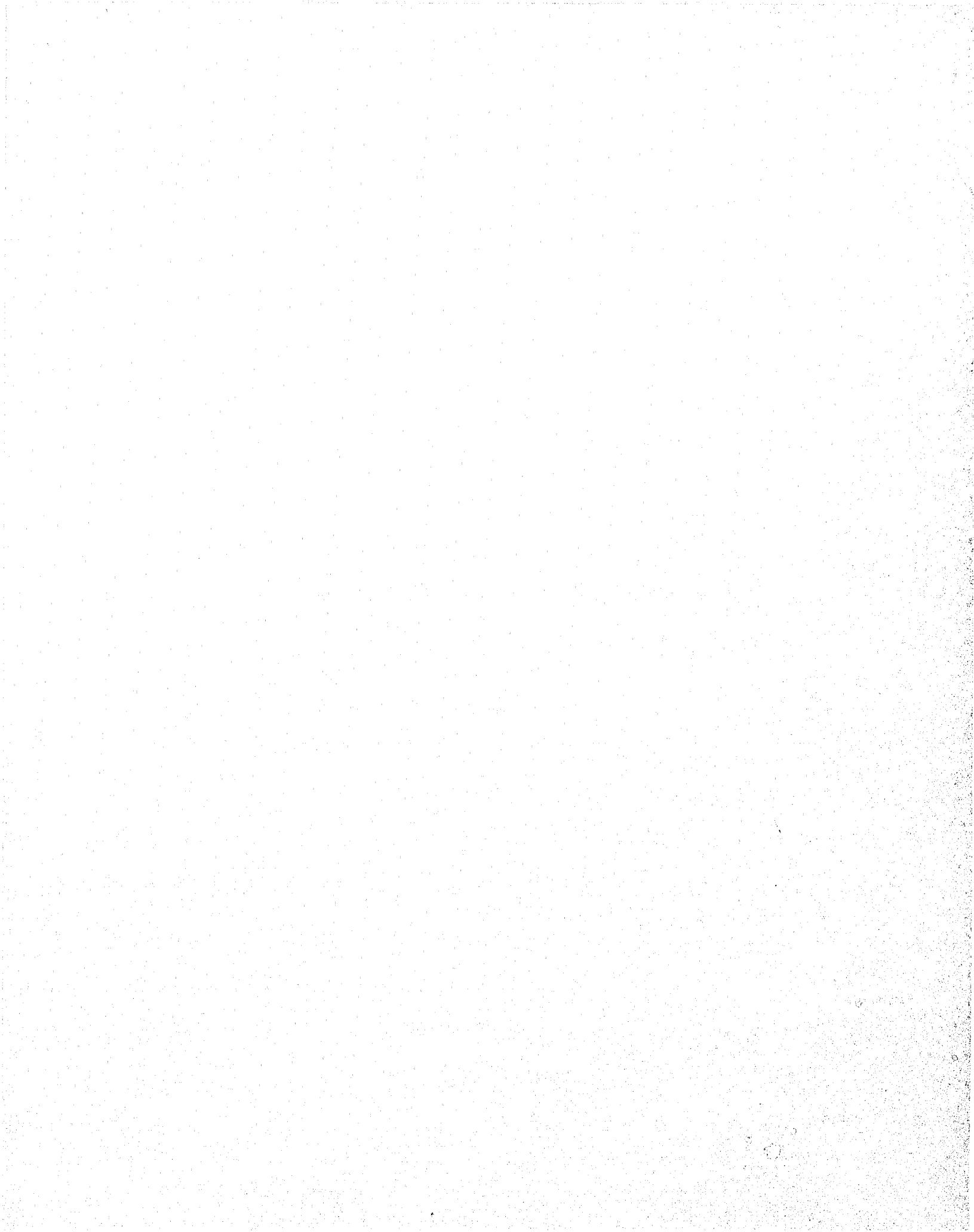
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