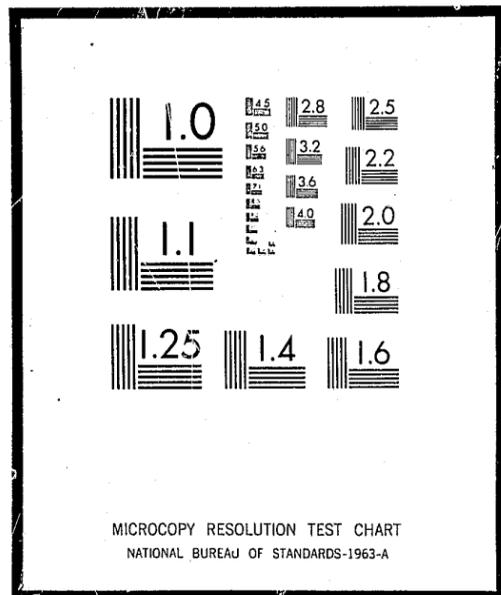


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AN EVALUATION

OF

CORRECTIONS EDUCATIONAL COORDINATOR PROGRAM

BY

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GRANT
PROJECT NUMBER: CT-245-72A

SEPTEMBER 30, 1973

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INTRODUCTION

This is a report on the success of the Corrections Education Program to date, September 1973. In the first year of operation, January 1972 to January 1973, a grant of \$14,810 was received from the Regional Office of the Governor's Justice Commission to fund a \$27,543 program to develop and start a college educational program for inmates and staff of the State Correctional Institution at Huntingdon and to expand a field work program for Juniata College students interested in exploring training for human service agencies. This program was enlarged in the second year of operation, January 1973 to January 1974, to \$45,270, of which \$15,000 came from the Bureau of Corrections and \$19,412 came through the Regional Office of the Governor's Justice Commission. In the first year of operation, \$12,733 or 46% of the total was made up of matching funds while in the second year, \$10,862 or 24% of the total was made up of matching funds.

GOALS OF THE PROGRAM AND METHODOLOGY OF EVALUATION

Since this program incorporates two major distinct programs within it, a separate evaluation of each was undertaken. Table 1 presents a brief synopsis of the goals of the program as well as the method of collecting data for the goals. The major goals of the program are I and IV.

TABLE 1

<u>I. Goals of SCIH College Education Program</u>	<u>Method of Evaluation</u>
1. Goal of 75 inmates (second year program) will earn 1 or more unit credits (1 unit is worth 3.5 hours of credit).	Number of course completions and grades.
2. Two inmates will be brought on Juniata campus to each complete 3 units.	Success of inmates on campus.
3. Communication skills will be improved among inmates in the program.	1. Inmate Questionnaire
4. Improved inmate adjustment within SCIH will occur.	2. Correlation of Inmate Questionnaire data with background data.
5. Improved inmate pre-release preparation will occur.	3. Feedback from college instructors & SCIH counselors and administrators.
6. Improved post-release adjustments will occur.	Not to be evaluated in present study.
7. Improve rehabilitation program by offering educational opportunities to SCIH staff.	Feedback from staff.
II. Hire a coordinator to plan and carry out both the inmate education program and college field work program effectively.	Subjective evaluation of Lakatos' performance by SCIH Superintendent and the Project Director.

Goals of SCIH College Education Program

III. To study the effectiveness and efficiency of the evaluation program.

IV. Goals of College Field Work Program

1. Increase knowledge of criminal justice system.
2. Develop helping skills among students in program.
3. Recruit students for helping profession jobs..
4. Contribute to service functions of social agencies.
5. Familiarize students with agency goals and operating procedures.
6. Enhance further education of students.

Method of Evaluation

Assessment of results and difficulties involved in this evaluation by evaluator.

These goals will be assessed in the last part of this report using feedback from students by means of a questionnaire sent to those involved in the program as well as feedback from agency supervisors and the coordinator, Mr. Lakatos.

The major instruments used to collect data for this evaluation were: (1) a pre-tested questionnaire sent to inmates who have been involved in the program and were still at SCIH when the study was carried out in the summer of 1973,¹ (2) a background study of each inmate still at SCIH made by gathering data from records on him pertaining to nature of his crime, criminal record, I.Q. and various test performance scores, family life, misconduct record, length of sentence, time spent at SCIH, race, developmental history, and other factors, and (3) a questionnaire sent to students in the field work program.² In addition to this, interviews were conducted with college instructors, SCIH staff, and the coordinator, among others, who were thought to be able to supply helpful information in evaluating the program. Most of the questionnaire and background study data was coded for computer analysis.

¹ A copy of the Inmate Questionnaire is found in Appendix I.

² A copy of the questionnaire sent to students is found in Appendix II.

I. EVALUATION OF THE SCIH COLLEGE EDUCATION PROGRAM

Course Offerings, Enrollments and Grades

Since the Corrections Education Coordination Program began, a total of 8 units have been offered at the State Correctional Institution in Huntingdon. Table 2 shows the sequence of course offerings, their teachers and the number of men who have started and completed each of the units offered to date. Five of the 174 course starts were by staff members.

Table 2

Course Enrollments and Completions in Eight Courses

Course No. and Title	Teacher	Time Offered	Number of Men Who		% Who Completed
			Started*	Completed**	
PY 101 Intro to Psychology	Lakatos	4/72-7/72	43	24	56
PY 101 Intro to Psychology	Lakatos	4/72-1/73	22	18	82
PY 202 Personality	Lakatos	9/72-1/73	12	9	75
EB 102 Econ. Problems	Lakso	9/72-1/73	8	7	88
EB 200 Accounting I	Nichol	2/73-5/73	20	7	35
SO 101 Basic Sociology	Brubaker	2/73-5/73	28	15	54
PY 205 Social Psychology	Lakatos	2/73-5/73	23	15	65
Writing Program	Christopher & Davis	3/73-7/73	16	16	100
	TOTAL		174	113	65

*Starts do not include students who came only to a few classes. Approximately 5-7 curious inmates sit in on the beginning of a course, but do not return.

**Completions do not mean passing. Of the 112 course completions, 105 earned passing grades, 8 did not. Many of those who anticipated failure or found the work too heavy or difficult dropped the course.

Of 174 formal course starts, 113 or 65% have resulted in course completions. However, some courses have had better completion rates. This is particularly true of the Writing Program which was taught by two women. Inmates and staff reported that a high interest was maintained in this course because it involved a one-on-one discussion between a female teacher and a male student. As a result of our experience in this program for 1½ years, we have come to the conclusion that the Writing Program should be the first unit that inmates take when starting the college program just as it is for other incoming freshmen at Juniata. It is the type of course where successful completion is quite likely and which builds writing skills helpful in other college courses.

Staff Participation

At the outset of the program the policy was established that the courses offered at SCIH would be open to counselors and staff at SCIH if they were interested. Five staff members have started courses: two of the staff did not complete a course, one staff member has completed one course, one staff member has completed two courses, and one staff member has completed three courses. Stated differently, three staff members have completed six units offered at SCIH. While some of the staff have been rumored to object to taking courses with inmates, it did not appear financially or educationally feasible to maintain a separate college level program for staff members only. The low staff participation in the program may be partly accounted for by the evening schedule of classes which may conflict with work and leisure interests, inadequate knowledge of the program, dislike of attending classes with inmates and the cost of books.

Inmate Participation

A total of 116 inmates have either started or started and completed one or more college level courses given at SCIH. Of these 116 inmates, 80 have completed one or more courses, while 36 have dropped one or two courses without ever completing any of the units offered at SCIH either prior to or after dropping a course. The pattern of course completions and course drops is shown in Tables 3 and 4.

TABLE 3

PATTERN OF COURSE COMPLETIONS

	Men		Course Completions	
	N	%	N	%
Completed one course	58	73	58	51
Completed two courses	14	18	28	25
Completed three courses	5	6	15	13
Completed four courses	3	3	12	11
TOTAL	80	100	113	100

As shown in Table 3, the predominant pattern to date has been for (inmates) to take one college course. Seventy-three per cent of those 80 men completing courses have taken one course and this accounts for 51% of all course completions. At the other extreme, as shown in Table 3, three men comprising 3% of the men completing courses, have taken 11% of all course completions. Stated in another way, 27% of the men have been involved in completing two, three or four courses accounting for 49% of all courses taken.

TABLE 6

Inmate Responses to the Question: "Check as many of the categories below which made you decide to start one or more of the courses listed above."
(N Base of 55)

	Item	Checked
	N	%
The course sounded interesting.	36	65
I wanted to see if I could do college work.	18	33
I thought it would widen my intellectual horizons.	43	78
There was nothing else to do.	4	7
My counselor suggested I do it.	6	11
Some of my friends were going to try it.	0	0
Some of my friends tried it and liked it.	0	0
I thought it would help my job prospects when I leave here.	39	71
Other (Write in)	22	40

On the other hand, no one checked the two items which attempted to measure peer group influence and only 11% reported that their counselor suggested they try it and only 4 of 55 saw it as a relief from the boredom of nothing else to do. Of the 22 men who wrote in answers, nearly half said they took a course for self-improvement and for self-insight. For example, one person wrote "I felt it would be beneficial to me in understanding myself and surroundings," while another said, "To better myself," and another, "I hoped it would help me know myself and others better." Nearly an equal number wrote they took a course to acquire education as either an end in itself or for job preparation. For example, one inmate wrote in, "want a degree-qualification for a CPA," while one wrote, "wanted to further my education," and another stated "personal desire to develop writing techniques." Some other comments were, "I enjoy doing it" (from a person who had served 5½ years on a 12-25 year sentence), "the college program was the second thing in my treatment plan," "looks good on record", "there was a very limited selection of choices."

Of the 55 men who answered the questionnaire, 20 had dropped at least one course. Tables 7 and 8 show their responses to questions about future participation in the program and reasons for dropping a course. A majority of the men who had already dropped a course indicated they hoped to take another course later. This indicates that while they had not successfully completed a course, they hoped to try again. Several of those who indicated an uncertainty about taking college courses pointed out they do so because they did not know how long they would be at SCIH due to possibilities of parole or transfers.

Reasons for dropping courses were quite varied, although no man indicated that the reason for dropping was because the course was too hard. But a fifth indicated they could not study anymore, a fourth indicated they weren't interested in the material once they got into it, while 55% chose some write-in response. Four had to drop a course because of out-of-institution court appearances, confinement to their cell block or illness. Several said they were more interested in doing other things like a new job, working on music, working on a para-legal project, or earning extra money by working overtime, or fear of failure in the course. One person each said they dropped due to "course too theoretical," "hard studying after work," "personal business" and conflict with another course. Many of these reasons appear justifiable in this program and are to be expected.

Inmate Reactions to the College Program

In this section of the report, we wish to look at: (1) how inmates perceive the results of this program in changing their own attitudes; (2) in what ways involvement in the program are related to behavioral changes within the institution, and (3) problem areas that need to be dealt with to improve the program in the eyes of inmates.

Attitudes About Personal Effects of Course Work

Table 9 shows the responses of 55 inmates to the questionnaire item about the personal effects of the course work they have taken to date. Of these 55 inmates, 42 had completed one or more courses while 13 had started but dropped a course. Their responses give evidence that four of the goals of the program (improved communication skills, improved inmate adjustment, potential for improved post-release adjustment and improvement of pre-release preparation) have been partially successful. For example, 38% of the inmates said they understood their own motives and behavior "a lot" better as a result of the program, while 35% said

TABLE 7

RESPONSES BY INMATES WHO HAD DROPPED A COURSE ABOUT FUTURE EDUCATION PLANS

	<u>N</u>	<u>%</u>
Hope to take another course later.	13	72
Do not plan to take anymore college courses here.	3	17
Am not sure about participating in the college program in the future.	<u>2</u>	<u>11</u>
TOTAL	18	100

TABLE 8

RESPONSES BY INMATES WHO HAD DROPPED A COURSE ABOUT REASONS FOR DROPPING A COURSE

	<u>N</u>	<u>%</u>
I found I wasn't interested in the material.	5	25
I found the course was too hard for me.	0	0
I can't study anymore.	4	20
I wanted to do something else I found more interesting (specify what):*	3	15
Other (write in):*	<u>8</u>	<u>40</u>
TOTAL	20	100

*Write in answers are explained in the text.

TABLE 9

Inmate Responses to the Question: "I think the college course work that I have done to date has helped me personally in the following ways."

(In %)

Check only one response for each statement, but be sure to check at least one response for each statement.

	<u>A Lot</u>	<u>Some</u>	<u>A Little</u>	<u>None</u>	<u>No Response</u>
I understand my own motives and behavior better.	38	35	11	2	15
It helped clarify what I want to do when I get out of here.	31	29	15	11	15
It helped me get along better with other inmates.	15	29	22	15	20
It increased my desire for further education.	58	16	7	4	15
It improved my ability to communicate with others.	38	26	13	7	16
It helped me get along better with or understand SCIH counselors and officers.	31	29	9	16	15
I think it will help me adjust better when I leave here.	51	22	11	2	15
It better prepared me to understand the world I live in.	47	35	4	2	13
It has improved my chances for earlier parole.	15	16	22	29	18
Other. (Write in)	13	0	0	0	87

it made "some" improvement in this regard. Thus, a total of 73% of the 55 men felt it helped them understand themselves either "a lot" or "some". Sixty per cent of the men reported it helped clarify what they wanted to do when they left SCIH either a lot or some. Seventy-three per cent reported they thought it would help them adjust better to the outside world either a lot or some while 83% felt it helped them a lot or some in better preparing them to understand the world they lived in. Sixty-four per cent felt it helped them either "a lot" or "some" in improving their ability to communicate with others. Forty-four per cent felt it helped them some or a lot in getting along better with inmates, while 60% felt it improved their ability to get along better with or understand SCIH counselors or officers either some or a lot, and 58% felt it increased their desire for further education "a lot". While it is difficult to assess whether the program will accomplish these goals and not only men's perceptions of them, these statistics would suggest that the college program is helping a large proportion of the inmates prepare for release. The inmates were perhaps realistic in this regard in that only 31% of them felt it would improve their chances for earlier parole either some or a lot. Thirteen men also wrote in answers as to how participating in college work had helped them. One wrote, "the course has shown how complex people's lives are", while another concluded it "showed me the importance of living more effectively," and still another felt "it has helped me with the trade I wish to take when I get out of here," while one person found "personal satisfaction in pursuing something and completing it for the first time."

In pursuing the question of the personal effects of participating in the college program, we statistically controlled for the number of courses completed to see how this would effect responses on this question. Table 10 shows a rather curious and perhaps unexplainable result, that is, that generally men who have completed just one course feel it has benefited them more than the men who have completed two or more courses. It may be that a first college course has a greater impact in changing perceived attitudes than does completing two or more college courses with the latter being spread over a greater period of time. While some of the results shown in Table 10 are above the usually accepted significance level of .05, they do indicate that having completed one or more courses is more likely to result in positive attitude changes than in having only started but not completed a course.

In another attempt to see if the program had been successful in improving inmate pre-release preparation we asked inmates if they felt they had advanced their "status" within the institution because they had participated in the college program. As shown in Table 11, 65% either said "no", "don't know", or did not respond. If they checked "yes", they were asked to "describe how and why you think so." About ten of the men wrote that they thought it improved their position with the counselors in some way. A man in for life wrote, "I can relate to the personnel better. Prior to my education, I could not express myself in a clear manner. Since then I have lost most of my frustrations when dealing with other people. When I speak with my counselor I can relate exactly and clearly my problems, my desires and needs." Another inmate wrote "Aside from some officials and residents showing signs of resentment and envy, most officials and residents have shown a great deal of respect and admiration." About six men said that they felt it showed that they were preparing for the future or facing up to their problems. A number of men felt it gave them a chance to show responsibility and initiative. A number also mentioned that it helped them communicate better: "I find that I have been able to communicate better with the staff members that I work with, and this in turn has many residents bring problems to me." Several men mentioned that it brought greater respect from fellow inmates

TABLE 10

RELATIONSHIP OF PERCEIVED EFFECT OF INVOLVEMENT IN COLLEGE EDUCATION PROGRAM BY NUMBER OF COURSES COMPLETED

<u>QUESTION</u>	<u>NO. OF COURSES COMPLETED</u>	<u>RESPONSES IN %</u>			<u>N</u>	<u>SIGNIFICANCE LEVEL</u>
		<u>A LOT</u>	<u>SOME</u>	<u>A LITTLE, NONE, OR NO RESPONSE</u>		
I understand my own motives and behavior better.	Course Started	15	31	54	13	.15
	1 Course	50	35	15	26	
	2 or More Courses	33	40	27	16	
It helped clarify what I want to do when I get out of here.	Course Started	23	23	54	13	.35
	1 Course	42	23	34	26	
	2 or More Courses	19	44	37	16	
It helped me get along better with other inmates.	Course Started	8	8	84	13	.20
	1 Course	15	39	46	26	
	2 or More Courses	19	31	50	16	
It improved my ability to communicate with others.	Course Started	0	31	69	13	.01
	1 Course	62	19	19	26	
	2 or More Courses	38	25	38	16	
I think it will help me adjust better when I leave here.	Course Started	23	31	46	13	.25
	1 Course	62	19	19	26	
	2 or More Courses	56	19	25	16	
It better prepared me to understand the world I live in.	Course Started	31	15	54	13	.01
	1 Course	54	38	8	26	
	2 or More Courses	50	44	6	16	

and indirectly this suggests that participating in the college program increases leadership potential among some inmates. One man rather convincingly wrote, "My taking part in college level education has given me some badly needed self-confidence. Reaching small goals such as this has helped prepare me for society. Although I found the work involved difficult, I still feel that what I did absorb will help me in the future." In conclusion, over one-third of the men who completed the questionnaire felt the program had clearly improved their status within the institution because education is respected, because it had improved their communication with others by adding to their self-confidence and by showing they were demonstrating initiative in preparing for the future.

TABLE 11

Inmate Response to the question, "Do you feel you have advanced your status within the institution because you have participated in the college program?"

	N	%
Yes	19	35
No	15	28
Don't Know or No Response	21	37
	55	100

Changes in Frequency of Misconducts

In an attempt to get at whether the college program had improved not only attitudes but also behavior, the misconduct record of each inmate was checked. The number of misconducts per year was calculated for each man.¹

In Table 12 we compared the number of misconducts per year before and after entry into the college program by course status, i.e., whether a man had started but not completed a course, finished one course or finished two or more courses. In all three cases, there was a reduction of misconducts, but most noticeably among men who had either only started a course or finished but one course. We suspect, but lack the analysis to check, that men who have completed two or more courses are more likely to be men with long sentences and older and perhaps, therefore, less subject to behavioral changes. Among men who had started but not completed a course, 58% had no misconducts before entry into the program but this rose to 79% after entry into the program. And the number and therefore the percentage of these men who had .1 to .99 misconducts per year or one or more misconducts per year fell after entry into the program.

In Table 13, we find that any involvement in the college program increased the number of men with no misconducts from 51 to 63, while reducing the .1-.99 msiconducts from 18 to 13 and the one or more misconducts per year from 10 to 3. These findings are statistically significant at the .06 level which means this result would not have occurred by chance more than 6 out of 100 times.

¹While we would have liked to rate the severity of misconducts into either major or minor or by type of misconduct, the records did not allow us to do that with any precision. There were also problems of rate calculation. When a man had only been in the college program for a period of time like six months and had no misconducts, this was counted as none per year.

TABLE 12

MISCONDUCTS PER YEAR BEFORE AND AFTER ENTRY INTO COLLEGE PROGRAM BY COURSE STATUS

		MISCONDUCTS PER YEAR:						
		Before Entry			N	After Entry		
		0	.1-.99	1 or more		0	.1-.99	1 or more
Started But Did Not Complete A Course	N	14	5	5	24	19	4	1
	%	58	21	21	100	79	17	4
Completed One Course	N	25	9	3	37	30	7	0
	%	68	19	13	100	81	29	0
Completed Two or More Courses	N	12	4	2	18	14	2	2
	%	67	22	11	100	78	11	11
TOTAL					79			

TABLE 13

MISCONDUCTS PER YEAR BEFORE AND AFTER ENTRY INTO COLLEGE PROGRAM

		0	.1-.99	1 or more	Total
Before Entry Into Program	N	51	18	10	79
	%	65	23	12	100
After Entry Into Program	N	63	13	3	79
	%	80	16	4	100
Percentage Change:		+24	-28	-70	

Chi Square = 5.81 sig. at .06 level with 2.d.f.

While 28 men had misconduct records before entry into the program, this was reduced to 16 after entry into the program for a 43% gain. The number of inmates with no misconducts increased 24%. One or more misconducts per year decreased from 10 before entry to 3 after entry for a 70% gain while .1 to .99 misconducts decreased from 18 to 13, a 28% change. In summary, misconducts were significantly reduced by involvement in the program which suggests that the program is reaching several of its goals: improved pre-release adjustment and improved inmate adjustment within SCIH.

Communication About the College Program

One potential problem area was to determine if men in the college program were informed about it and how they got their information. Table 14 shows that inmates have not obtained information about the college program from any single source. And most of the men indicated they found out about the program from two or three sources. However, only 25% indicated it came from their counselor. All this suggests that in an institution in which there is a continuing turnover of men eligible for the program that multiple sources of information about the program need to be in operation and that mailing lists need to be revised frequently to reach the maximum population.

Table 15 shows inmate reactions to the question of accessibility of information about the college program. While over half thought information was readily available, about one-third felt it was just somewhat available. We then asked questionnaire respondents what "could be done to improve communications so that inmates are better informed about the college program?" Thirty inmates made suggestions about how to improve communications. Their suggestions have been categorized into the following possibilities: (1) Better inform the counselors about the program so that they in turn can (a) explain it to inmates and (b) discuss it at group counseling sessions, (2) Develop a prison newspaper/newsletter with information in it not only about the college program at SCIH but other institutions (to which inmates might transfer), (3) Hold periodic general meetings in the gymnasium where teachers could explain the program and/or give an orientation to forthcoming courses, (4) Have a bulletin board in each block and/or at the Education Office and/or Diagnostic Center specifically for education notices, (5) Distribute printed information to each occupied cell and/or to persons eligible for the program, (6) Have the Education Office periodically explain all their programs, (7) Make announcements about it prior to movies, (8) Develop a study area where inmates could share information with each other and/or with a "college counselor." The evaluator's opinion is that most of the men are informed about the program if they are interested in it, but that communication should be improved, particularly for new men coming into the Diagnostic Center.

Inmate Problems in Taking Courses

In an effort to determine what problems inmates experience in taking college level courses, we took two approaches. We asked men to indicate the things they found hardest in taking courses and also to provide suggestions on how to improve the program. Table 16 shows the problems men feel they face and confirm feedback given to some of the teachers. The two paramount problems are: (1) finding a quiet place to study (53%) and (2) finding enough time to study (47%). It is hoped these two problems can be resolved in the near future by developing a SCIH "Learning Center": The focal point for Career Education (Grant #DS-367-73A), and by instituting a policy of only a half day of work for inmates involved in the college program. Both of these steps would also help solve the problem of learning to read a lot of material (mentioned by 26% of the inmates) and access to library material (27% mentioned). Thirty-one per

cent of the 28 men had misconduct records before entry into the program, this was reduced to 16 after entry into the program for a 43% gain. The number of inmates with no misconducts increased 24%. One or more misconducts per year decreased from 10 before entry to 3 after entry for a 70% gain while .1 to .99 misconducts decreased from 18 to 13, a 28% change. In summary, misconducts were significantly reduced by involvement in the program which suggests that the program is reaching several of its goals: improved pre-release adjustment and improved inmate adjustment within SCIH.

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TABLE 16

Inmate Responses to the Question: "The Thing(s) I found hardest in taking (a) course(s) was (check all items which apply to you):"

	(N Base: 53)	
	<u>N</u>	<u>%</u>
Learning to read a lot of material.	13	26
Learning to understand difficult material.	16	31
Learning how to study books.	14	27
Learning to think in the abstract.	12	23
Being able to understand the teacher.	3	6
Doing mathematical problems.	3	6
Learning how and when to take notes in class.	12	23
Writing essays or essay answers on tests.	16	31
Finding a quiet place to study.	28	53
Finding enough time to study.	25	47
To get necessary library material.	14	27
Other (Write in)	11	21

cent of the men checked having difficulties with writing essays or essay answers. Steps are being taken here to advise new students to take the college Writing Program first and also of offering it each term of work. In the write-in answer to the question of the hardest thing they found in taking courses, several men mentioned they experienced problems in dealing with personal problems or depression, poor cell conditions, poor counseling, lack of incentives, and maintaining interest.

Thirty-seven of the 55 respondents made one or more suggestions about how to improve the college program. Many of the suggestions were good ones and steps are being planned to implement them where possible. The easily categorizable recommendations are shown in Table 17. Other recommendations included more books for the library, developing a quiet study area, having a qualified educational counselor, offering basic courses each term, making English composition mandatory, and letting inmates with college experience tutor other inmates.

TABLE 17

Inmate Recommendations for Program Improvement

	<u>N</u>
1. Provide greater variety of courses.	16
2. Provide opportunity to take more than one course at a time (or in the summer - 1).	9
3. Have more class time.	7
4. Enlarge on-campus program	6
5. Show plan of course offerings for a longer period of time and where course work will lead for individual planning and/or rehabilitation program.	5
6. Receive more individual attention from teachers or have opportunity to talk to them outside class.	4
7. Provide more study time by reducing work to one-half day.	4

Juniata College teachers who have taught at SCIH found a wide range of abilities and interests among their inmate students. Some inmates apparently start the program with uninformed expectations, inadequate preparation, low initiative, and unwillingness to do the necessary work. Because of this, instructors need to clearly inform students of course requirements and maintain control of the class as well as experiment with ways to maintain high interest and discussions in the units.

In summary, while there are a number of ways the program can be improved to better meet inmate needs, many inmate suggestions would necessitate a considerable expansion in the size and dollar cost of the program. This is particularly true with regards to more courses being offered. Because of the present pattern of unit offerings, most men who have fairly short sentences will not take more

than a few college courses. Men with longer sentences may be able to earn a greater number of transferable credits. A few men who show a good ability for college work by successful prior work in courses offered at SCIH and can get security clearance should be brought to the Juniata College campus.

Conclusions and Recommendations

The evaluator believes that the goals of the college education program are generally being met; however, some of these goals are hard to measure. A summary of the evidence for this conclusion follows: (1) Half-way through the second program year, 49 inmates and staff have completed courses where the goal was 75 for the year. If the present rate is continued in the fall, nearly 100 units of credits (100 courses) will be completed, (2) Two inmates were brought to campus in the Spring of 1973. Both of these men reacted fairly well to the program and no non-academic problems occurred. However, one of the men failed two out of three courses. This would suggest that more careful review of potential candidates for on-campus study and study assistance while here might be in order. Thus, this goal was met, but satisfactory completion of all units would have shown more promise, (3) A large proportion of inmates, especially those who completed one course, reported their communication skills were increased. This goal was reached for a majority of the men in the program, (4) By a number of indices, improved inmate adjustment within SCIH occurred as a result of the program. Most inmates reported gains in self-insight, communication skills, preparation for the future, desire for more education, better understanding of SCIH officers and counselors, and anticipated better post-release adjustment as a result of involvement in the program. Furthermore, a statistically significant reduction of misconducts occurred after entrance into the program, (5) The above evidence is also used as indication that the inmates are better prepared for release from SCIH. Conversations with counselors indicated high support for the program based on the gains they had seen result from it, (6) While one of the goals of the program is improved post-release adjustment, no effort was planned to evaluate whether this goal is being reached because of the difficulty of evaluation and the fact that such evaluation would duplicate a Carnegie-Mellon University study which is attempting to assess whether college course work reduces recidivism among releasees, (7) Since only three SCIH officers have completed course work, no effort was made to see if the rehabilitation program was improved as a result of their course work.

A number of recommendations follow from these conclusions in the mind of the evaluator. The overall conclusion is that the program should be continued with both some expansion and some modification. The following specific recommendations are made to implement it:

- 1) The most important recommendation is that inmates be allowed to carry two units at once, an original goal of the program. Educational space limitations and non-release of inmates from work has made this impossible in the past but with the development of a "learning center" at SCIH, the proper scheduling of courses, and the initiation of a policy that inmates employed by either SCIH or Correctional Industries be released from work for one-half day if they are taking either one or two courses should enable more inmates to complete courses. This should also lower the cost of education per inmate by increasing course enrollments.
- 2) A second recommendation, related to the first, is that more courses be offered at SCIH. At the same time it should be pointed out that there should be an appropriate mix of beginning and advanced courses for inmates just beginning in the program and those who have been in it for several years. Our findings

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III. A STUDY OF THE EVALUATION PROCESS

This brief part of the report will cover four questions: (1) What other findings were uncovered with regard to the college education program?, (2) Was an adequate amount of time allowed to evaluate the program?, (3) Were adequate evaluative criteria developed?, (4) What difficulties were encountered in the evaluation process that need to be addressed?

A number of other findings were uncovered in the research carried out under the evaluation process. Some of these findings did not directly assess the effectiveness of the program but tried to determine if success in the college program would be better predicted. In this regard, we found that neither grade point average earned by inmates nor the number of courses they completed was related to the age of inmates, or the number of years since they completed formal schooling or years served to date on their present sentence or years before their minimum sentence was due. There was a low positive correlation between inmates I.Q. and the number of courses completed and a low positive correlation between grade in school in which an inmate was placed by the Wide Range Achievement Test or the Stanford Achievement Test and his grade point average and the number of courses completed. Of the 55 inmates that we gathered data from, 14 reported having done some prior college work. While prior college work was not correlated with the number of courses started and/or completed, those who had prior college work were less likely to either get C's or failing marks in their courses.

The evaluator was hired at half time for the three summer months or for a total of 240 hours at 20 hours per week for 12 weeks. He put in 280 hours. His time could have been reduced by having a key-punch operator available for key punching. The evaluation time was therefore nearly adequate and if similar evaluative procedures for just the inmate portion of the program were used again, 150-200 hours should be adequate for the evaluation procedure. However, one part of the proposed evaluation - that dealing with changes among officers participating in the program - was not undertaken due to the fact that only three officers were involved in it. Furthermore, no information was gathered from inmates' counselors inasmuch as they felt they were too busy to give detailed information on each of their counselees and no money was contained in the budget for their overtime pay.

Adequate short-term criteria were used to evaluate the success of the program in the evaluator's opinion. One way that program evaluation might be improved, however, is to develop attitude and value assessment measures which would be utilized in a pre-entry and post-entry way as was done with rate of misconducts in this study. This approach would allow more precise causal inference that changes in attitudes and values were due to inmate participation in the program and be less susceptible to the possible bias contained in inmate self-reports.

Long term evaluative criteria would be whether participation in the program improved post-release adjustment. One indicator of this would be recidivism rates. Other indicators that could be used would be self-reports by former inmates and reports by their parole officers. It is recommended that such evaluation procedures be used in the next evaluation on a sample of men formerly involved in the program to see if data can be collected at a reasonable cost by this means.

Few major difficulties were encountered in evaluation other than those already mentioned: only a few officers involved in the program and the lack of time among counselors to evaluate changes in inmates attributable to their involvement in the program. However, background information on the men who had already left SCIH was not obtainable and sometimes when the information was available it was not complete. Therefore, it is recommended that a background profile be developed for each man while he is in the program, thus reducing the amount of data collection that would be necessary at each evaluation period.

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IV. EVALUATION OF FIELD WORK PROGRAM

During the 1972-73 academic year, a total of 46 students took 58 agency placements in the Juniata College Field Work Program. Students did well in the program recording 35 A's and 13 B's. In addition, four students were placed in agencies in the summer of 1972. The high grades in the course not only reflects the difficulty of evaluation of this type of work, but also the high involvement that students show when in the program.

The Field Work Coordinator, Robert Lakatos, and the agency personnel who work with Mr. Lakatos praise the program for involving students in meaningful learning and service placements. It is expected that the program will be continued and expanded in the coming year to open up a wider range of placements.

In an effort to more fully evaluate the program, questionnaires were sent out late in the Spring of 73 to the 46 students who had participated in the program in the preceding year. Thirty students representing 33 placements responded, a 65% return rate. While their responses may not be representative, they were helpful in evaluating the program and in suggesting some improvements that could be made in it.

Table A lists all the placements in which students worked during the academic year and the response rate by agency. Of the 30 students who reported, 25 of them were seniors, while 5 or 17% of them were juniors.

TABLE A

FIELD WORK STUDENT PLACEMENTS AND RESPONSES BY AGENCY LOCATION

Placements			Responses	
N	%		N	%
6	10	Special Class in Trainable Children	5	18
9	16	Huntingdon Developmental Workshop	1	3
4	7	State Correctional Institution at Huntingdon	2	7
2	3	Probation and Parole Office	2	7
14	24	Youth Forestry Camp #3	3	10
12	21	Day Care Center or Head Start	9	30
3	5	Stone Mountain Village	1	3
1	2	Huntingdon County Nursing Home	1	3
4	7	J. C. Blair Hospital	4	14
2	3	Child Welfare Office	1	3
1	2	Drug Abuse Program (MHMR)	1	3
58	100	TOTAL	30	100

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The overall responses to question #5 in the questionnaire are shown in Table C.

TABLE C

	HAS THE INTERN PROGRAM CHANGED YOUR (in %)		
	WORK INTERESTS?	SELF INSIGHT?	EDUCATIONAL OBJECTIVES?
Yes	37	73	13
No	63	17	53
Don't Know or No Response	<u>0</u>	<u>10</u>	<u>33</u>
TOTAL (N: 30)	100	100	100

In responding to the part of this question dealing with work interests, the students who said yes, indicated it had increased their interest in the field placement in which they worked or the general area of rehabilitation counseling or social work. For example, one student who worked at both the Huntingdon Child Welfare Office and the Petersburg Day Care Center reported that "By exposing me to both agencies, I've learned much and I would like to become a caseworker of some sort." Another student who worked in the MHMR Drug Program wrote, "I had never thought about this area for work before, but I would enjoy it.... Had I been able to start in the program earlier, I think I would have taken it more terms."

The conclusion that the intern/field work experience is a worthwhile learning experience seems justified in several ways. It allows students to explore their work interests in a meaningful way. While a majority have their general interests in a particular type of vocation sharpened or broadened, a few find they should go in another direction. About three-quarters of the students felt it sharpened their self insight into their strengths, their limitations, cultural differences between themselves and their clients, and the need to further develop professional skills. In some instances, these insights and field work experiences changed their educational objectives while at Juniata or for graduate school.

What kinds of knowledge and skills are learned at these various agencies? This was a central question that we asked and the responses to it are shown in Table D. The categories on the left list the major objectives the program seeks to develop. However, some agency programs allow some of these objectives, particularly counseling skills, to be developed better than at other agencies. An analysis of Table D indicates that the program appears to be very successful in helping students gain an insight into their own personality structure and feelings, in developing personality insight and assessment, in enabling a student to gain knowledge about an agency's goals, procedures, structure and daily operation, and in enabling students to develop both program development and program evaluation skills. On the basis of these findings, it would appear that the program is successful with about nine out of ten students.

TABLE D

WHAT KINDS OF KNOWLEDGE AND SKILLS DID YOU FEEL WERE DEVELOPED IN YOUR PARTICULAR AGENCY PLACEMENT?

	YES	NO	NO RESPONSE	TOTAL (N: 30)
Counseling Skills	50	37	13	100
Personality Insight/Assessment Skills	90	7	3	100
Program Development Skills	73	20	7	100
Program Evaluation Skills	83	7	10	100
Insight into Own Personality and Feelings	97	0	3	100
Problem Analysis Skills	63	27	10	100
Knowledge of the Operation of an Agency	90	7	3	100
Other (Write in)*	20	0	80	100

*Some comments that were made included learning about communication skills, understanding others, understanding different value systems or personality differences, and learning to work on one's own.

In our evaluation of the field work program, particular attention was given to two aspects of the program which have been somewhat problematic. One of these is student evaluation and the other part was a periodic (usually about one evening meeting a week) seminar with Mr. Lakatos which accompanied the agency placement. This seminar was set up for a number of purposes: (1) to orient students to their field work placements, (2) to allow students with different agency placements to share their experiences and thus diffuse learning, (3) to orient students to the counseling process, and (4) to try to answer questions and problems that arose in particular agencies. In response to question #2, "Has the seminar part of the intern program been helpful?" Eight or 28% of the 30 students responding said "yes", 15 or 52% said "some", and 6 or 20% said "no". Students were then requested to explain their answers in essay form. The most common response about the benefit of the seminar was that it allowed students to find out about the operation of other agencies. In the words of one student, "I did learn about the other agencies and the roles they play. Before I had only a slight knowledge of their functions." Another student indicated it helped him to meet with students from the same agency (they had different placement schedules) to compare ideas. A number of students reported in a vein similar to the one who replied, "We talked of interviewing techniques which really helped since I knew little about the proper procedures of interviewing." But a majority of the students felt it was only somewhat or not helpful at all. Because of this, a number of recommendations will be made about this aspect of the program later on in this report.

One of the important parts of the program is evaluation of student performance not only for grading purposes, but, more importantly, for feedback to the student in order to improve his performance. Table E gives the question that was asked and student responses to it. Two qualifications should be pointed out before interpretation of this table is made. First, these are student perceptions on feedback and may not be accurate from the viewpoint of those giving the student the feedback. Also, in this regard, students may need to be aware of the necessity of requesting information on their performance if they are to be aided. Secondly, only their agency supervisor is in a good position to give them direct feedback. Mr. Lakatos receives most of his information from agency supervisors and a student paper, and has little direct observation of a student while in an agency placement. It would be impossible for him to see many students in a short term. Therefore, it is not surprising to find that few students rate Mr. Lakatos high in this regard. As one student observed, "Mr. Lakatos did not observe me in my work situation, therefore he could only help me when I went to him." Another student admitted, "I could have made better use of Mr. Lakatos in an advisory capacity." Another student reported, "To be fair to Mr. Lakatos, I didn't get much feedback from him because I never went to him with any problems. I usually worked them out with my caseworker." In all instances with regard to student evaluation and feedback, a sizeable majority of students rated their evaluation by their agency supervisor or Mr. Lakatos as either good or fair. However, this is one area where improvement can be made - particularly in pointing out weaknesses in student performance and how their performance could be improved. In this regard, one student suggested, "There needs to be stronger ties between the school and the agency. Part of the time neither knew what the other expected, leaving us caught in the middle. I realize it would be impossible for Mr. Lakatos to become an expert on every agency, but I do feel he should learn as much as he can about their goals and expectations so he could better help us."

TABLE E

In regard to evaluation of your work in the agency, do you think you got helpful feedback on	(In %; N = 30)							
	By Lakatos				By Agency Supervisor			
	Good	Fair	Poor	No Response	Good	Fair	Poor	
a. Your strengths	20	37	3	10	74	13	13	
b. Your weaknesses	23	30	33	13	50	33	17	
c. How to overcome your weaknesses	31	21	34	14	52	24	29	
d. How well you understood the agency's operation	27	40	23	10	73	17	10	

Another area of concern to us is how well students felt they were advised about and prepared for the agency placement they undertook. In some instances we had allowed students into programs for which they were not well prepared because either Juniata offered no formal course in the area (e.g., drug rehabilitation programs or gerontology), or because students had to take their second choice of an agency placement or because they did not have the proper prerequisite and were unable to take it before they started their field work. Table F shows student responses to the question of the quality of the advice given them and their preparation for their particular placement.

TABLE F

HOW WELL DO YOU THINK YOU WERE EDUCATIONALLY PREPARED AND ACADEMICALLY ADVISED FOR THE FIELD WORK PROGRAM?

	Preparation	Advice
Good	44	30
Fair	30	57
Poor	26	13
TOTAL	100	100
(N)	(30)	(30)

The data in Table F suggests that we need a better communication system by which to inform the student of field work opportunities and the appropriate course work as prerequisite to entrance into each of the different placements.

We also asked students to make recommendations on how to improve the program, as shown in Table G, some of their responses fell into categorizable groupings. Most of these recommendations are self-evident although additional expansion on them could be made.

TABLE G

STUDENT RECOMMENDATIONS FOR PROGRAM CHANGES

	N
More Information from Agency People	2
More Evaluation and Feedback and Program Coordination	7
More Time at Agency	5
More Program Orientation	8
Wider Range of Experiences	3
Improve Seminar	3
Other Suggestions	4
No Change Needed or No Response	11
TOTAL SUGGESTIONS MADE	43

Students sometimes felt they needed more of an introduction to the whole program before they start. Some also felt they needed more information after they got into it either in the form of directions and/or a job description as well as more evaluative feedback. Five

students expressed a desire to see the program expanded in terms of the number and range of placements as well as the number of hours spent there in a term and the credits to be received from it. Three students felt the seminar could be made more worthwhile by dealing with the issues students are facing while three students would like a wider range of experiences made possible by working in several different agencies within a term or moving through different jobs in one agency during the placement. Other suggestions included making other college courses less theoretical, increasing contact with the staff in an agency, a course prior to the program which would more specifically prepare you for it, and more structure for those interns who desire it.

We also asked students if they thought the program should be continued. Of the 30 students, 28 said "Yes", none said "No", and 2 said "Maybe", if certain improvements were made in their particular placement. Several students made comments here to the effect that this was one of the best educational experiences they had ever had. For example, one student who had worked at the Youth Forestry Camp wrote, "There is a definite usefulness in the program - I've learned more in this in-service training atmosphere than I could have in a classroom. It is the most beneficial course I've had at Juniata."

In conclusion, the evidence from students, teachers, and agency personnel is that the field work program provides an important learning experience for students. Former students who have been in it have reported they felt it was beneficial to them in a number of ways, not the least of which was helping them to get jobs because they had had this kind of experience. However, input from students, agency personnel and our own observations suggest the program can be improved in a number of ways as will be pointed out under recommendations.

RECOMMENDATIONS FOR FIELD WORK PROGRAM

1. The Field Work Program Should Be Expanded in Several Ways. New placements should be developed, particularly those which would be of greater interest to psychology students. Some placements should be made full-time for a term and possibly have students stay off campus if this is necessitated by the location of the placement. (This suggestion is already being developed for the 1973-74 academic year as we expect to have students interning full-time for a ten-week term at the Pennhurst Training School for the Retarded and the Hollidaysburg State Hospital). Several of our current placements, for example, the Probation and Parole Office and Youth Forestry Camp #3 placements, could be expanded to either two terms or more time per term.
2. We Need to Improve Communication About the Program to Faculty, Agency Personnel, and Students. A number of students indicated a need for better information about the program both before they got into it and after they were once in it. It is believed that this communication can be developed in the following ways. First, we need to develop a complete listing of agency placements, a description of the program at each of these and how students participate in it, desirable hours for work at the agency, and course prerequisites for entrance into each agency. Second, this list should be circulated to agency personnel so that they understand the scope of the program and to faculty so that they can do a better job of advising students for field work in advance (sometimes a year or two in advance so that students may take appropriate course work). Third, periodic meetings should be held with interested students so that an overview of the program can be given to prospective students.

Optionally, this would involve a meeting with students who had already been in the program, agency personnel who can explain their program and answer questions about it, and with the field work coordinator. By these means, students would be better advised and more adequately prepared for entrance into the program than is the case for some students in the current program.

3. Students and Agency Personnel Need to Have A Clearer Orientation About the Program Once They Are Involved in It. Some agency personnel have indicated they did not adequately understand their role in the program in terms of orienting and evaluating students. This lack of clarity is often conveyed to students. To implement this change, it is suggested that a job description for agency supervisors be developed so that they clearly understand their function. Ideally, this job description could be developed at a workshop attended by agency personnel. They should also develop job descriptions and agency operating procedures which could be given to new student interns at specific agencies at the start of each placement. This would help clarify for students what they are expected to do, to whom they are to report, and the basis for effective student performance.
4. Evaluation Criteria Should Be Clearly Delineated for Students and Evaluative Feedback to the Student Should Be Continuous. The evaluation criteria needs to be fully delineated to the student by both his agency supervisor and the field work director so that all persons are operating with a common set of assumptions. Students justifiably feel that evaluative feedback should occur continuously and not just at the end of the course. In this way, remedial work to overcome weaknesses could be observed. This procedure could be structured into the program by requesting that agency personnel meet twice monthly with students to inform them of their progress. While this has been the goal in the program to date, perhaps it can be improved in the future. Better cooperation from agency supervisors would help in this regard.
5. A Number of Steps Should Be Taken to Make the Weekly Seminar A More Educational Experience. While a number of alternative ways to achieve this goal are possible, the following recommendations would appear to make this goal more likely: (1) The importance of seminar attendance should be stressed, (2) The seminar should move from a more structured to a less structured experience over the course of a term. At the beginning, the weekly meetings should cover such things as evaluation criteria, interpreting job descriptions, interviewing techniques, and counseling approaches. Some seminar meetings should be broken into two parts: one dealing with those programs dealing with children and one part dealing with programs serving adults. Toward the end of each term, more sharing should occur with students telling of their experience in their agency along such themes as organization goals, clients served, funding procedures, staff development, problem areas and the like, and (3) The seminar might be enriched by the use of outside speakers, perhaps from the agencies served and by the use of audio-visual aids dealing with human relations, counseling approaches, and diagnoses of personality problems.

HUNTINGDON CORRECTIONAL INSTITUTION COLLEGE EDUCATION QUESTIONNAIRE

This questionnaire is to be completed by those who have either started or started and completed a college level course offered by Juniata College faculty at the State Correctional Institution at Huntingdon. Please read each question carefully and answer it as best and fully as you can. The purpose of this questionnaire is to find out about inmate response to this program and ways to improve it. It is important for the continuation of this program that you complete this questionnaire and return it to Education Office --- Lakatos.

Name _____ You need not sign your name if you think it would interfere with the frankness of your answers.
(Please Print)

Listed below are the courses and times when they have been offered at the SCIH. Please check those courses which you have either started or started and finished and your grade in the course if it was completed.

Course	Teacher	When Offered	Started	Completed	Grade
Intro. to Psychology	Lakatos	4/72 to 7/72			
Intro. to Psychology	Lakatos	9/72 to 1/73			
Personality	Lakatos	9/72 to 1/73			
Economic Problems	Lakso	9/72 to 1/73			
Accounting I	Nichol	2/73 to 5/73			
Basic Sociology	Brubaker	2/73 to 5/73			
Social Psychology	Lakatos	2/73 to 5/73			
Writing Program	Christopher or Davis	3/73 to 7/73			

1. What is your age? _____ Date of Birth _____
2. How many years has it been since you took part in any formal education program prior to taking your first course in this program? _____ Years.
3. Did you take any college level work prior to starting in one of the above listed courses? Yes; No.
If yes, how many years have passed since then? _____ Years
If yes, how many college courses have you taken and completed prior to this program? _____ Courses.

4. Check as many of the categories below which made you decide to start one or more of the courses listed above:

- The course sounded interesting.
- I wanted to see if I could do college work.
- I thought it would widen my intellectual horizons.
- There was nothing else to do.
- My counselor suggested I do it.
- Some of my friends were going to try it.
- Some of my friends tried it and liked it.
- I thought it would help my job prospects when I leave here.
- Other: (write in): _____

5. The thing(s) I found hardest in taking (a) course(s) was (check all items which apply to you):

- Learning to read a lot of material.
- Learning to understand difficult material.
- Learning how to study books.
- Learning to think in the abstract.
- Being able to understand the teacher.
- Doing mathematical problems.
- Learning how and when to take notes in class.
- Writing essays or essay answers on tests.
- Finding a quiet place to study.
- Finding enough time to study.
- To get necessary library material.
- Other (write in): _____

6. What is your sentence: _____ Minimum; _____ Maximum.

7. How long have you served to date: years and months _____

8. I learned about the college program from: (check all appropriate responses):

- Education Office
- Memorandum Notice on Bulletin Board
- My Counselor
- Other Inmates
- Questionnaire sent out to inmates
- Other sources (write in): _____

9. My marital status is: Single; Married; Divorced;

Separated; Widower (wife dead)

I am the father of _____ children.
(Number)

10. How easy has it been to obtain the information about the college program?
(Check one).

- Information is readily available.
- Information is somewhat available.
- Information is difficult to obtain.
- It depends on (write in): _____

What do you think could be done to improve communications so that inmates are better informed about the college program? (Write in answer here):

If you have never dropped a course, do not answer this question, go to question #13.

11. Even though I dropped an earlier course, I
- a. am enrolled in another course now.
 - b. hope to take another course(s) later.
 - c. do not plan to take any more college courses here.
 - d. am not sure about participating in the college program in the future.

If you chose answers c or d, explain why you answered as you did below.

12. This question is for persons who started taking a college course, but dropped it for some reason. If this question does not apply to you, go to question #13.

- I found I wasn't interested in the material.
- I found the course was too hard for me.
- I can't study anymore.
- I wanted to do something else that I found more interesting (specify what): _____
- Other (write in): _____

13. I think the college course work that I have done to date has helped me personally in the following ways:

Check only one response for each statement, but be sure to check at least one response for each statement.

	A lot	Some	A Little	None
I understand my own motives & behavior better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It helped clarify what I want to do when I get out of here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It helped me get along better with other inmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It increased my desire for further education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It improved my ability to communicate with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It helped me get along better with or understand SCIH counselors & officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. (Continued)

	<u>A Lot</u>	<u>Some</u>	<u>A Little</u>	<u>None</u>
I think it will help me adjust better when I leave here	_____	_____	_____	_____
It better prepared me to understand the world I live in.	_____	_____	_____	_____
It has improved my chances for earlier parole.	_____	_____	_____	_____
Other (write in): _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

14. Do you feel you have advanced your status within the institution because you have participated in the college program? Yes; No; Don't Know

If yes, describe how and why you think so.

15. I think the college level education program should be improved in the following ways: (give as much detail as you can).

PLEASE COMPLETE QUESTIONNAIRE BY FRIDAY, JULY 27, 1973 AND UPON COMPLETION OF

THIS QUESTIONNAIRE PLACE IN THE SCHOOL SLIP BOX.

Please check your questionnaire to see if all questions have been answered appropriately.

THANK YOU FOR YOUR HELP!

Dear Present or Former Field Work Student

The following brief questionnaire is designed to evaluate whether the sociology field work program is achieving its goals. It is important that you complete the questionnaire and return it to Dr. Deane Stroman, box 657, if we are (1) to continue the present program with partial outside funding, and (2) improve the program.

List below the placements you have completed.

	Agency	Term(s)	Academic Year(s)
*1)			
*2)			
*3)			

Agency placement numbers are given below.

Your Name _____ Present Class Status _____

	Agency #	Yes	No	Some
1. Did your placement in a social agency increase your interest in going into this type of work? Please explain your answer for each agency.	1			
	2			
	3			

	Agency #	Yes	No	Some
2. Has the seminar part of the intern program been helpful? Please explain your answer for each agency.	1			
	2			
	3			

3. What kinds of knowledge and skills did you feel were developed in your particular agency placement?

Yes	No	
		Counseling Skills
		Personality analysis/assessment skills
		Group Leadership Skills
		Insight into the community and working
		Problem Analytic skills
		Knowledge of the operation of an Agency
		Other
		Other

4. In regard to evaluation of your work in the agency, do you think you got helpful feedback on:

	Yes	No	Some
a) Your strengths			
b) Your weaknesses			
c) How to overcome your weaknesses			
d) How well you understood the agency's operation			

Your comments here, e.g., how they could be more educational in the placement you were in.

5. Has the Intern program changed you: (1) work interests, (2) self insight, (3) educational objectives at Juniata, in any significant way? Please comment on each question.

6. What changes would you suggest for the intern program at the agency where you worked?

7. How well do you think you were educationally prepared and academically advised for the field work program?

	Preparation	Advice
Good		
Fair		
Poor		

Please explain your answer.

8. Would you suggest the continuation of the intern program? Yes; No; Maybe, if ... (Use reverse side for comments)

Thank you.

MAJOR EVALUATIONS UNDERWAY OR COMPLETED IN YOUR SPA

Project or Program Being Evaluated:

Grant Title: (CT-245-72A) Correctional Educational Coordinator
(include grant number)
Program _____

Grantee: County of Huntingdon

Brief Description: The intent of this program is to develop
(both project and evaluation effort)
and carry out a college educational program for inmates and
staff of the State Correctional Institution at Huntingdon and to
expand a field work program for Juniata College students interested
in exploring training for human service agencies.

Scheduled date of final Evaluation Report: September 30, 1973

Person to contact concerning the Evaluation:

Christine A. Fossett, Chief, Evaluation & Monitoring Unit
(name)
Governor's Justice Commission, Department of Justice
(address)
Box 1167, Harrisburg, PA., 17120
717-787-1422
(telephone)

If completed, is Evaluation Report on file with NCJRS? yes no

Please mail completed form to:

Keith Miles
Office of Evaluation
LEAA-NILECJ
Department of Justice
Washington, D.C. 20530

END