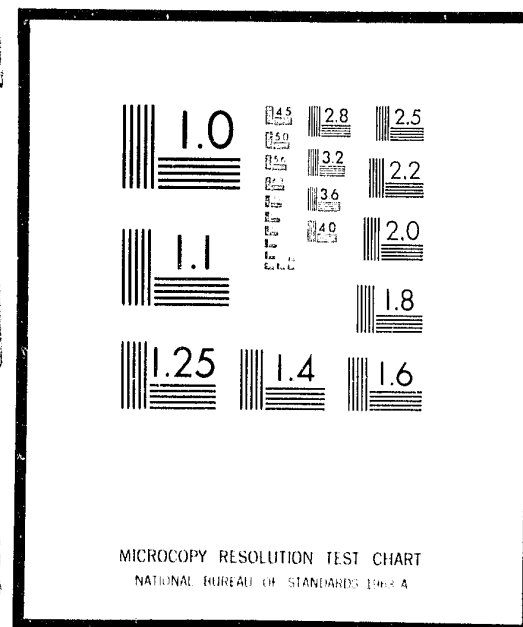


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CURRICULUM DEVELOPMENT FOR ADVANCED TRAINING IN CORRECTIONS

Final Report of Project No. 71DF716

Criminal Justice Management Training Program
Funded by Law Enforcement Assistance Admini-
stration Agency of the Department of Justice -
Grant No. C56340

NCJRS

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SUMMARY

This report is an assessment of the project Curriculum Development in Advanced Training as implemented by John Jay College of Criminal Justice. The program was designed to train middle management personnel in corrections and other criminal justice agencies within the tri-state area of New York, New Jersey and Delaware, and to develop curricula materials for use in future management training programs.

Members of the graduate faculty of John Jay College developed curricula materials for a series of ten seminars scheduled between June 1971 and January 1972. They used a variety of teaching methods, adjusting their approach in response to the needs of the participants. Emphasis was on workshop and discussion groups in order to foster interagency communication.

The program drew participants from 22 criminal justice agencies in two states and the federal government. The total registration of 226 far exceeded the projected total of 125 to 150 participants, thereby reducing the LEAA cost from the estimated \$600 to \$205 per participant. The per capita cost of each seminar was approximately \$20 per session. The dual purpose of training management personnel and developing curricula materials for use in future management training seminars has been accomplished on a modest budget.

Seminar members came from several areas of the criminal justice system: corrections, law enforcement, probation and prosecutors' offices. Only one private (preventive) agency took part in the program. The greatest participation 47.1%, was by law enforcement agencies. Corrections, the target area of the programs sent 15.2% of the participants. Regretfully, these did not include prison correction officers. The entire complement of corrections participants consisted of 21 parole personnel.

The faculty were impressed with the sophisticated level of member participation, one surpassing that found in the usual graduate seminar. The students used the seminars as problem-solving sessions.

The training seminars generally satisfied the expectations of the participants. They gained knowledge of subject matter, techniques, and methods which would be of practical value in their agency work. There was a great deal of enthusiasm for this opportunity for an interchange of ideas and experiences between members of various criminal justice agencies.

Administrators from the participating agencies agreed that their personnel gained expertise that will be an asset in their work. They believed that similar training programs should be further developed by John Jay College.

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INTRODUCTION

The report describes the process of planning, directing and evaluating a series of middle management training seminars conducted by John Jay College of Criminal Justice and funded by LEAA grant (#C56340) as Curriculum Development in Advanced Corrections Training. In accordance with the original proposal (#71DF716), submitted June 25, 1970 and subsequently modified February 25, 1971,¹ this evaluation will assess the comparative effectiveness of the methods and materials used, primarily by means of evaluative instruments devised by the staff and administered by an officer of the project.

PREPARATION

According to program modifications submitted February 25, 1971, the initial training seminar was scheduled for May 31, 1971. Final approval of the grant was not received until April, however, leaving insufficient time to advise criminal justice institutions in the three target states of this new program. Consequently, it was deemed advisable to advance the starting point for the program to June 14, 1971.

Ten seminars were scheduled between June 1971 and January 1972:

Table No. 1		
June 14-25, 1971	A. M.	- Manpower Projection and Utilization
	P. M.	- Organizational Models in Criminal Justice
July 6-16, 1971	A. M.	- Training Programs in Criminal Justice
	P. M.	- Community Relations in Criminal Justice Management
September 7-17, 1971	A. M.	- Utilization of Research Findings in Criminal Justice
	P. M.	- Training Programs in Criminal Justice
January 17-28, 1972	A. M.	- Organizational Models in Criminal Justice
	A. M.	- Community Relations in Criminal Justice Management
	P. M.	- Utilization of Research Findings in Criminal Justice
	P. M.	- Manpower Projection and Utilization

Within this final schedule, the structure of the program retained its essential format of five seminars, each to be offered twice, with sufficient intervals between to allow for necessary curricula modification by the faculty.

Curricula for these seminars were developed and taught by members of the graduate faculty of John Jay College of Criminal Justice. The qualifications and expertise of this staff were delineated to the granting agency in the original project proposal.

Other renowned experts were asked to participate in the program as visiting lecturers: Dr. Edward Lehman, Mr. Carmine Motto, Mr. Harold S. Seligson, and Dr. Joseph Frank Whiting. The brief resumes of their respective backgrounds which are appended to this report merely suggest the principle contribution each made to the program.²

RECRUITMENT

Between April and June 1971, more than 150 letters and seminar schedules were sent to 103 criminal justice agencies inviting their administrators to nominate eligible personnel as participants in the newly developed middle management seminars.³ The invitation specified that only those persons be nominated whose educational and professional qualifications were in accord with criteria established in the project proposal. Each agency was limited to three or four nominations. It was hoped that such limitations would assure each seminar of a varied input by drawing a balanced representation from Corrections, Courts, Prosecutors' Offices, Police, Parole and Probation Agencies within the tri-state area of New York, New Jersey and Delaware.⁴

Periodic mail and telephone follow-up by the Field Coordinator, Fred Hinte, served to apprise agencies of developments within the program.⁵ More important, continuous personal contact helped perpetuate a high degree of interest in the seminars. In many cases Mr. Hinte's timely telephone call directly influenced an agency administrator's decision to participate in the program.

The selection of eligible participants was necessarily left to the discretion of each criminal justice agency. In the project's prime target area - corrections agencies - administrators frequently expressed interest in the program but declined participation, pleading manpower shortages due to budgetary restrictions. In some instances, it was indicated that the secondary supervisor was the Deputy Warden, whose absence could not be justified because of security problems.

PARTICIPATION

The response from the agencies was exceptionally gratifying, despite such disappointments. Of the 103 criminal justice agencies contacted, 22 agencies from 2 states and the federal government sent 138 persons to the management training seminars. The projected overall balance was not exactly achieved however, evidenced from the tabulation showing the degree of agency participation.

Table No. 2

<u>Type and Name of Agency</u>	<u>Number of Participants</u>	<u>% of Total Participation</u>
Corrections (Parole)		
New York State Department of Correctional Services		
TOTAL:	21	15.2
Law Enforcement		
Federal Government:		
U. S. Department of Treasury, Customs	3	
State: (New York)		
N. Y. Port Authority Police Department	8	
N. Y. C. Housing Authority Police Dept.	5	
N. Y. C. Transit Authority Police Dept.	3	
N. Y. C. Police Department	18	
Nassau County Police Department	6	
Suffolk County Police Department	10	
(New Jersey)		
New Brunswick Police Department	2	
City of Newark Police Department	5	
Irvington Police Department	3	
New Jersey State Police	2	
TOTAL:	65	47.1
Probation		
Federal Government:		
U. S. Southern District Court	1	
State: (New York)		
N. Y. C. Office of Probation	34	
Suffolk County Probation Office	2	
(New Jersey)		
Administrative Office of the Courts	5	
TOTAL:	42	30.4
Prosecutors Offices		
City: (New York)		
Queens County District Attorney's Office	1	
Bronx County District Attorney's Office	1	
State: (New Jersey)		
Middlesex County Prosecutor's Office	4	
TOTAL:	6	4.3
Other:		
Private (preventive) Agency:		
East Harlem Youth Employment Service	3	
John Jay College of Criminal Justice	1	
TOTAL:	4	3.0

Nevertheless, each seminar had a varied input because 64% of the participants enrolled in two sessions. Multiple registration resulted in a total enrollment of 226 participants in the series of ten seminars. This number far exceeds the projected total of 125 to 150 participants, thereby reducing the estimated per capita cost from \$600 to less than \$350 per participant.

Dividing the total amount of LEAA support by the total number of participants further reduces the cost to \$205 per student. This per capita figure represents an investment not only in the training of management personnel, but also in the development of curricula materials for use in future management training seminars. The dual purpose of the proposal entitled "Curriculum Development for Advanced Training in Corrections" has been accomplished on a modest budget.

MANAGEMENT TRAINING SEMINARS

Nominees for the management training seminars were informed through their agencies of the designated time and place of seminar meetings.⁶ They were also provided with a general information sheet as an orientation to the facilities located at John Jay College and in the surrounding area.⁷

On the first scheduled seminar day, registrants were asked to complete registration forms,⁸ and to answer a brief questionnaire about their expectations from this program.⁹ A pre-test was also administered at the initial seminar meeting.¹⁰ Its aim was to ascertain one's level of current knowledge in the various areas covered by these seminars. Upon completion of the course another questionnaire¹¹ and a post-test¹² were also administered. All of these instruments were part of the evaluation design for the entire program.

A certificate of accomplishment was awarded to each participant who successfully completed one or more of the training seminars.¹³ The following summary of the syllabi, methods, and materials used in each of these seminars will accompany a brief assessment of the level of member participation which merited this award.

Community Relations Seminar: (July 6-16, 1971 and January 17-28, 1972)

The curriculum for the Community Relations seminar was developed by two leading experts in the area of community relations, Drs. Arthur Niederhoffer and Alexander B. Smith. They conceived the course as a series of panel discussions which would attempt to define the concept of community relations in the area of criminal justice. The class would be expected to give consideration to the problems and goals of community relations programs both within the criminal justice system and in relation to the community at large. Their goal was to develop model community relations programs for individual agencies, while simultaneously fostering inter-agency understanding.

To achieve these ends, Professors Niederhoffer and Smith effectively applied team teaching techniques which stimulated an interchange of ideas among the course participants. The class was divided into four groups: each participant was assigned to the group which best reflected his agency's role within the criminal justice system. The group structures differed somewhat between the July¹⁴ and January¹⁵ sessions, in accord with the job function of the registrants. Both the panel discussions and the class reports given in each session reflected this variation. Under the direction of elected class leaders, the July group focused on practical law enforcement issues, while the January group reflected on legal and theoretical matters.

In both sessions, however, the reading materials were identical. Introductory matter provided guidelines for developing relevant community relations programs.¹⁶ Class members also received copies of several journal articles to read in connection with discussion topics.¹⁷ A selected bibliography was given as an elective reading list, with the recommendation that it be used to provide background information, where it was needed.¹⁸

It was apparent to Professors Niederhoffer and Smith that most seminar members had read a considerable amount of this supplementary reading. In general, these seminar leaders were impressed with the members' sophisticated level of participation, saying that it surpassed the level of the usual graduate seminar. They attributed this expertise to the participants' unusual combination of educational and professional training.

Manpower Projection and Utilization: (June 14-25, 1971 and January 17-28, 1972)

The first of two seminars concerned with personnel management within the criminal justice system, Manpower Projection and Utilization proposed to develop methods of long-range planning for manpower needs. Dr. Charles Bahn, the pivotal member of both sessions, was joined by Dr. Isreal Gerver in June,¹⁹ and by Dr. Abraham S. Blumberg in January.²⁰ They asked that seminar members reflect on the problems of assessing an organization's overall manpower needs, of recruiting its new personnel, and of utilizing available skills within its existing professional and non-professional staff. Particular emphasis was given to these aspects in correctional agencies. It was further planned that participants would identify and analyze these issues within their own agencies in order to develop specific methods for projection and utilization of its manpower.

The registrants in the June session decidedly favored a broad theoretical approach to the entire manpower question. Accordingly, the faculty presented the class with models of various manpower situations for the discussion of concepts and issues involved. In contrast, the participants in the January seminar preferred a more pragmatic attack on fundamental problems. Following the same course plan used for the earlier session, the faculty thought the workshop method would be more appropriate for the January group. Members were asked to do manpower projections for their own agencies and to develop their own projection and utilization models.²¹ These models served as focal points for resolution of specific problems. Where applicable, the faculty provided the necessary theoretical background.

As orientation to the course content, the faculty suggested that seminar members consider general manpower goals in America.²² When discussions developed along topical lines, pertinent readings from the annotated bibliography were mentioned as resource material.²³ In addition, as required reading, seminar members were given copies of several published articles.²⁴ Of particular note was Dr. Bahn's manuscript "The Problem of Counter Training" which was specifically commissioned for the purpose of this seminar.²⁵ The State of New York Department of Correctional Services, having requested and received permission to reprint this paper, has recently distributed copies of it to their training staff.²⁶

Complementing these readings were visual aids illustrative of structural outlines of organizational manpower. Dr. Bahn and his colleagues showed transparencies depicting the graphics of manpower stratification in different kinds of organizations. These outlines demonstrated the variety of organizational models available to management in its long-range planning, and made manifest the general principles of charting an organization's work flow.

Seminar participants were quick to grasp the application of general organizational principles to the unique manpower problems of criminal justice agencies. Both sessions maintained a high level of participation. Of the two seminars, however, the January group was the more dynamic. Its members generated a greater enthusiasm than did those of the earlier session. This was precisely because the workshop approach created the atmosphere for problem-solving sessions in which to develop practical techniques for future use. Participants of both sessions suggested that similar training programs be offered to individuals on a higher level of command, since they bear greater responsibility for long-range manpower planning and recruitment.

Training Programs in Criminal Justice: (July 6-16, 1971 and September 7-17, 1971)

Once having determined overall personnel needs within an organization, it becomes necessary to develop relevant training programs to satisfy those requirements. With this element in mind, Drs. Charles Bahn and Abraham S. Blumberg prepared the seminar Training Programs in Criminal Justice as an overview of the training aspect of personnel management. They aimed to encourage participants to identify the training needs of their own agencies and to consider whether existing training programs served these needs. In addition, the participants would be shown how to institute and administer new training programs. Within this framework the class would also solve the problems of writing appropriate curricula and developing tools to properly evaluate the effectiveness of their training programs.

Each subtopic of the course program²⁷ was introduced by a lecture which set the format for further discussion. In the July session Drs. Bahn and Blumberg, operating as a team, lead the class to a consideration of the underlying principles in model training situations. Examples were drawn from corporate training programs such as those developed by AT&T and ITT. In the ensuing class discussions, seminar members identified areas of concern to their agencies and, under faculty guidance, considered the tools needed to develop, administer, and evaluate appropriate training programs.

As visiting lecturer, Harold P. Seligson provided an in-depth study of a continuing training program for professionals. Drawing upon thirty-five years experience as a leader in continuing education for practicing lawyers, Mr. Seligson gave several informative lectures in the July session. Responding to student queries made after these lecture sessions, Mr. Seligson revised his technique for the September seminar. In this session, he opened each lecture period with a brief synopsis of training program organization. The remaining time was left for an informal question/answer session with the participants.

Dr. Blumberg was the seminar leader in the September session. While Dr. Bahn was on assignment in Europe, his colleague conducted the September seminar primarily as a lecture program.²⁸ Dr. Blumberg stimulated class discussion of the subject matter from the sociological perspective. The emphasis was on in-service training, with consideration of the advantages and pitfalls of professionalization in the criminal justice system. A second visiting lecturer, Mr. Carmine Motto, offered the class an example of professionalization on the federal level. He described for them the highly specialized training of special agents in United States Secret Service.

The core reading material for both seminar sessions was S. W. Gellerman's Management by Motivation. It was used extensively because it is geared to the middle management level. Other books and periodicals listed in the annotated bibliography identified materials of topical interest.²⁹

Some of the published articles distributed to members of this seminar,³⁰ it will be noted, were also used in the Manpower seminar. It was felt that subject matters covered in these articles were applicable to both aspects of the personnel management field and therefore of value to participants in each seminar. In each case, these materials were related to the context of the appropriate syllabus.

The curriculum for this seminar was well suited to the background of its members. Although few participants were actually training officers within their agencies, everyone did some training as part of his role as supervisor. Before participating in Training Programs in Criminal Justice, these supervisors had considered training as peripheral to their main function. Once made aware of the importance of a well-conceived training program, they reconsidered their prior attitudes about their roles as trainers and became interested in improving their skills in this area.

The gap between members of different agencies revealed that haphazard training programs are the general rule rather than the exception within the criminal justice system. Seminar members were concerned about this deficiency, enough to suggest continuing these workshop sessions and developing other programs to remedy the situation. It was also suggested that John Jay College serve as a liaison with agency in-service training programs.

Organizational Models and Corrections: (June 14-25, 1971 and January 17-28, 1972)

The purpose of this seminar was to examine alternative organizational concepts and models, in particular as they relate to the daily operation of agencies within the criminal justice system. Drs. Sidney H. Aronson and Isreal Gerver prepared to examine the many variables which enter an organizational picture and frequently create a dichotomy between goals and practices within an institution. Participants would be asked to view the criminal justice agency in its social context since mundane matters often divert from organizational imperatives and change its complete function.³¹

In the June seminar, the faculty lectured on each topic, allowing thirty minutes at the end of the session for interagency discussion. By January, the lecture method was completely abandoned, since it was evident that the participants preferred a more non-directive approach. In the January seminar the faculty acted primarily as discussion leaders by limiting themselves to introductory remarks delineating the problem for each workshop session. The only instance where the lecture method was retained in the second seminar was the occasion of Dr. Edward Lehman's guest lecture on sociological theory.

Otherwise, each workshop session was divided into interagency discussion groups. Each group member served as a resource for information on his agency's organizational setting and shared with the others his own problem-solving techniques. One workshop, for example, solved a member's problem of maintaining normal police functions while allowing officers time for court appearances. Another participant said his agency had solved the same problem by establishing its own court liaison group to schedule such appearances.

The reading list was organized along the same topical lines as was the course outline.³² A considerable portion of the materials listed therein were reprinted and distributed in class.³³ A complete set of these articles was given to each member at the first session of the June seminar. It was later decided that these materials could be better utilized if they were distributed intermittently. Thus, in the January seminar, the reprints were apportioned according to the topic under discussion. The reading list was also updated in January to include a number of readings from the Handbook of Organizations, edited by James G. March.³⁴

The participants in both sessions were well prepared for their classes and were genuinely interested in creating efficient management within their agencies. However, Drs. Aronson and Gerver reported a greater degree of class participation in the January seminar. Essentially, the group was composed of persons on a higher supervisory level than those in the June group. More important, however, was the change in methodology. The workshop method provided the proper setting for grappling with specific organizational problems.

The informal atmosphere of a workshop session also allowed participants to communicate across agency lines on major issues. Of particular concern to one seminar member was the vulnerability of the criminal justice system in the area of civil liberties. He generated a debate on the issue of the conflict which arises in a democratic system when laws protecting the constitutional rights of all its citizens interfere with the police function of protecting the community from the unlawful doings of some of its citizens.

Legislation protecting civil liberties is reflected in the rules governing an arrest. The student was of the opinion that these rules are so stringent that no arrests could ever be made if they were completely enforced. The only way the police can fulfill their responsibility to maintain public order is to by-pass these rules. In doing so, however, the arresting officer must perjure himself when he takes the stand as witness for the prosecution. The student concluded that this situation constituted a major threat to the democratic process.

Utilization of Research Findings in Criminal Justice: (September 7-17, 1971 and January 17-28, 1972)

Drs. Martin Weitzner and Clarence C. Sherwood designed this seminar to furnish middle managers with objective criteria to be applied to the vast proliferation of research findings in the criminal justice field. While this course would focus on the critical evaluation of such research reports, it would also require participants to develop their own research projects and testing instruments. Thus it was planned as a creative problem-solving seminar.

It will be noted that the course outline was revised between the September³⁵ and January³⁶ sessions. The faculty thought this improvement would provide a broader research background for the participants.

Dr. Alan M. Goldstein of John Jay College joined the faculty team for several sessions in the January seminar. In both seminars, however, the faculty team did a minimal amount of lecturing; they limited their direction to outlining the research methodology and introducing new materials. Initially the class as a whole was asked to discuss general research problems across agency lines. Following this, the faculty divided the class into workshop sections along functional lines, for example, courts, law enforcement, correction. Each group was to develop an entire research project from hypothesis through evaluation, and to present an oral report on its findings. Among subjects explored were "The Effects of Street Lighting on Crime" and

"Parole with Supervision vs. Unconditional Release".

The reading materials provided for each session related to the respective course outline. In the September session, several journal articles were distributed to the class.³⁷ These were replaced by copies of two research papers completed by Dr. Sherwood.³⁸ In both sessions members completed an epidemiology exercise on Suicide which made use of research findings in the area of community and preventive medicine.³⁹ A supplementary reading list on suicide was also provided as background material to these research findings.⁴⁰

The faculty observed that the self-directed research projects completed by the students were but slight indication of their high level of motivation and participation. Each group member was very knowledgeable in a particular area of specialization. He contributed this expertise to his workshop group project so that each report was a highly professional performance. This was an unusual opportunity to evaluate research findings in inter-related fields of the criminal justice system.

EVALUATION

The training seminars, prepared with a view toward their being responsive to the needs of the participants, covered areas of particular interest to middle management individuals in the criminal justice field. Each seminar was conducted for three hours each day for ten days, a two week period totalling thirty class hours. Individuals could participate in two seminars concurrently, one in the morning and one in the afternoon.

The premises for this evaluation report are several foci of major evaluative interest to the program. Among these were 1) a pre-post training evaluation of what participants hoped to get out of the program (pre) and what they actually felt they did get out of the program (post). 2) What they thought was the best way of organizing and running the program (pre) and how they felt about the manner in which the program was organized and run (post). 3) What were the special interests of the participants, i. e. security, rehabilitation, community participation (pre) and whether the program related to the participant's special interest (post).

The program manager felt that it was of critical importance to evaluate the participants' expectations and perception of the program as well as the extent to which they experienced benefit from their involvement in the program. This aspect of the evaluation may be labeled primarily process; that is, how did participants view the program, what were the program strengths and weaknesses and what recommendations for program modification were contained in the review by participants.

The second important focus of the present evaluation related to pre - post evaluation of the participants' knowledge in the areas covered by the seminars. The program operators assumed that exposure to any one of the seminar areas might lead to modification in knowledge regarding the other areas. This was expected since it was

that that intrinsic to the five seminar topics was an approach which might be categorized as creative problem solving. Furthermore, the approach of critical problem consideration in any seminar required review of existing knowledge and techniques for relating to current applied problems. In order to get at the issue of change in knowledge on the part of participants over the course of the two week seminar.

The first part of this evaluation report deals with process, namely what did the participants expect, how did they feel the program should be organized and run, and did the program relate to their special interests.

The evaluator prepared a questionnaire which was given immediately prior to the seminar (pre-test) and again at the end of seminar (post-test). The pre-test questionnaire related to participant expectations, while the post-test questionnaire related to the participant's actual experience with the seminar or seminars. (See materials appended for notes 9 through 12.)

The first question asked participants what they hoped to get out of the program. At the end of the seminar they were again asked what they actually got out of the experience. Table 3 shows the results for this question by seminars attended for pre (1) and post (2) seminar responses.

As may be seen in Table 3, the majority of participants came to the seminars with the expectation of gaining more knowledge of the subject, gaining more general knowledge in the criminal justice field, or learning new techniques, methods, or applications with which they could return to their agencies. Almost without exception participants perceived the seminar as providing them with this knowledge. A secondary gain indicated by participants was the personal contact with members of other criminal justice agencies. Only one participant in all of the seminars perceived the program as being a disappointment and of little value.

Table 4 shows pre and post seminar responses to the questions: what is the best way to organize and run the course (pre) and how do you feel about the manner in which the seminar was organized and run (post). On the whole, participant reaction with respect to the manner in which the program was organized and run was quite favorable. A very small percentage of participants were critical of some aspect of the seminar program. This included such statements as the course failed to present concrete (new) solutions to problems and was too theoretical, instructors went off on tangent, instruction was inadequate, the course was too short, and the course was too structured. Recommendations by participants included involving personnel who actually run programs, police, probation persons etc., allow more time for each seminar and improved reading assignments. Again, as may be noted in Table 4 the overwhelming majority of participants were quite positive in their reactions to the manner in which the seminars were organized and run. It is also worth noting that the seminar which appeared to elicit the most positive responses was that on Research Utilization. This came as a surprise to the seminar operators since they had initially assumed that the participants would be most interested in areas of direct applied concern such as those covered in the seminars on Community

Table 3

Answers Relevant to Question 1:							
	Community Relations II Questionnaire 2	Community Relations II. Questionnaire 1	Utilization of Research Findings Questionnaire 2	Utilization of Research Findings Questionnaire 1	Organizational Model Questionnaire 1	Utilization of Manpower IV. Questionnaire 2	Manpower Projection IV Questionnaire 1
1. The course was a disappointment; of little value							
2. During course will look for/gained personal contact with other participants	17	3	6			5	
3. Will look for/gained more knowledge of the subject	24	45	36	33		55	50
4. Look for/gained general knowledge. (Provoke thinking)	7	3	32		21	15	
5. Look for/gained (new) techniques, methods, applications	14	39	16	56	62		20
6. Look for/gained more knowledge of Criminal Justice System and its various agencies	38	10	10	11	17	25	30

REMARKS: All percentages refer to relevant answers given, and not to number of people answering as one person often had more than one remark on each point.

Relations and Manpower.

Table 5 presents the percentage distribution of responses to the question of whether the program related to areas of special interest to the participants. There was only a single instance where any participants indicated that the seminars had little or no relation to their areas of interest. This response was given by three members of the seminar on manpower who represented 18% of the course participants. A small percentage of participants indicated that the seminars had only partial relevance to their specific areas of interest. In all other instances, seminar participants indicated that the program effectively related to their areas of interest. Finally, regardless of which seminar was attended, individual participants felt that the program generally dealt with areas of specific interest, such as, police, crime prevention, manpower, suicides, rehabilitation, and drugs.

The second aspect of the current evaluation was concerned with change in knowledge over the course of the two week program. This was assessed through pre-post seminar administration of a test designed to tap those subject areas considered in the seminars: manpower, organizational models, community relations, and utilization of research findings. This approach to evaluation obviously contained methodological difficulties which included such problems as, for example, the short interval between pre and post testing, reflecting memory as well as change in knowledge, and the lack of standardized test items. The test, therefore, was a vehicle for determining whether gross changes in knowledge could be ascertained, and the direction of these changes, if any. Test items were constructed by each of the seminar leaders and submitted to the program director and to the program evaluator. They reviewed the questions and, after careful screening, selected twenty-five considered to be representative of the areas covered in the seminars. The general findings regarding change in knowledge are shown in Table 6. In seven of the twelve seminars, a larger percentage of participants improved, than either showed no change or a decrease in knowledge. In three other seminars, a larger percentage of individuals showed some decrease in knowledge than showed no change or improvement. Finally, there were two seminars in which approximately equal percentages of participants demonstrated an improvement and a decrease in overall knowledge. In general, a larger percentage of participants in the majority of seminars demonstrated improvement than showed either no change or a decrease in knowledge. It was difficult to assess the overall impact upon specific areas of knowledge and no systematic differences were found among the seminars.

The participants generally responded favorably to the program, perceiving it as having improved their skills and having been pertinent to their specific and general areas of interest. While the test results were inconclusive in determining change in knowledge, they nevertheless suggested an overall improvement in knowledge for the majority of participants.

Table 4 (continued)

	Community Relations II Questionnaire 2	Community Relations II Questionnaire 1	Utilization of Research Findings Questionnaire 2	Utilization of Research Findings Questionnaire 1	Organizational Model Questionnaire 1	Utilization of Manpower IV Questionnaire 2	Manpower Projection IV Questionnaire 1
12. Group Discussion is desirable and helpful	20	42	4	57	50	28	80
13. Instructors went off in tangents (at times)	4	4				4	
14. Student would like to be able to select courses and subjects	4		4				
15. Group size and combination and length of course were perfect						8	
16. Course failed to present concrete (new) solutions to problems. Too theoretical.	15		4		10	16	

REMARKS: All percentages refer to relevant answers given, and not to number of people answering as one person often had more than one remark on each point.

- 15 -

Table 4

	Community Relations II Questionnaire 2	Community Relations II Questionnaire 1	Utilization of Research Findings Questionnaire 2	Utilization of Research Findings Questionnaire 1	Organizational Model Questionnaire 1	Utilization of Manpower IV Questionnaire 2	Manpower Projection IV Questionnaire 1
<u>Answers Relevant to Question 2:</u>							
Course was excellent	7		4				
Course was good	15		39			16	
Fair, good with reservations	4		14				
Poor						4	
Course is too structural						8	
Formal presentation is desirable (<u>not</u> excluding group discussions)		38			20	4	
The course plan and instructors were good			32	43	20		20
Course was too short. Allot more time for each topic	7	4				4	
Readings need improvement	4						
Include various involved people in presentation (people who run programs, community police coordinators, etc.)	11	12					
Instruction was inadequate/ineffective/insufficient	9					8	

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Table 6

Changes in scores of tests taken before and after the seminar.

IMP (Improve); NC (No Change); DEC (Decrease)

		Research %	Community Relations %	Organiza- tional %	Manpower %	Total %
Utilization of Research Findings September 1971	IMP NC DEC	100	50 50	50 50	50 50	100
Utilization of Research and Training Programs September 1971	IMP NC DEC	56 44	38 56 6	38 44 19	25 44 31	69 25 6
Manpower Projection and Utilization (only) June 1971	IMP NC DEC	50 50	50 50	100	100	50 50
Organizational Model (Only) June 1971	IMP NC DEC	20 60 20	20 80	20 80	40 60	20 80
Manpower Utilization and Organizational Model June 1971	IMP NC DEC	26 48 26	26 60 13	30 43 26	26 35 39	48 17 35
Community Relations (only) July 1971	IMP NC DEC	33 33 33	33 67	33 67	33 67	33 33 33
Training Program (only) July 1971	IMP NC DEC	100	75 25	50 50	25 50 25	25 25 50

(continued next page)

Table 5

REMARKS: All percentages refer to relevant answers given, and not to number of people answering as one person often has more than one remark on each point.

Answers Relevant to Question 3:

1. None or very little relation to interest	43	9	17	4	9	4	4	9	18
2. Yes, relation exists	43	9	17	4	9	4	4	9	18
3. Only partial relevance to field of interest	43	9	17	4	9	4	4	9	18
4. Have similar problems and/or look for more information on community relations and community participation	17	32	16	13	50	24	9	5	18
5. on police, crime prevention; patrol	4	16	13	50	12	18	5	18	18
6. on manpower	9	16	13	50	12	18	5	18	18
7. on suicides	4	16	13	50	12	18	5	18	18
8. on I.Q. ratings; psychology	4	16	13	50	12	18	5	18	18
9. on rehabilitation and probation	9	47	5	13	50	35	18	5	18
10. on drugs	9	47	5	13	50	35	18	5	18
11. on data analysis	9	47	5	13	50	35	18	5	18
12. on courts and prosecution	9	47	5	13	50	35	18	5	18

Community Relations II
Questionnaire 2

Community Relations II
Questionnaire 1

Utilization of Research Findings
Questionnaire 2

Utilization of Research Findings
Questionnaire 1

Organizational Model
Questionnaire 1

Utilization of Manpower IV
Questionnaire 2

Manpower Projection IV
Questionnaire 1

		Research %	Community Relations %	Organiza- tional %	Manpower %	Total %
Training Program and Community Relations July 1971	IMP	33	39	11	56	61
	NC	50	56	72	17	17
	DEC	17	6	17	28	22
Manpower Training January 1972	IMP	50	58	50	33	67
	NC	50	33	17	42	
	DEC		8	33	25	33
Utilization of Research Findings January 1972	IMP	100*	100	80	80	60
	NC			20	20	40
	DEC					
All scored 100% on both tests						
Manpower Projection January 1972	IMP	100	67	33	33	67
	NC			67	67	
	DEC			33		33
Community Relations January 1972	IMP	32	47	37	63	63
	NC	42	47	37	21	26
	DEC	26	5	26	16	11

IMPLEMENTATION AND CONTINUATION

No management training program can be deemed successful unless top administrators are committed to it. As part of the evaluative and follow-through process, it was therefore thought necessary to elicit comments on the program's effectiveness from agency administrators who had sent participants to the management training seminars.

After due consideration, it was decided that a joint evaluation meeting of these agency administrators would be most practical and would certainly cost less than extensive interviewing in the field. The primary purpose of this meeting would be to secure participant agency evaluations. This occasion would also afford the project staff the opportunity of fulfilling its obligation to give the agencies a progress report.

In addition, it was felt that an appropriate way to encourage agency administrators in demonstrating their commitment to and support for training was to utilize part of the agenda of the evaluation meeting as a training experience for the agency heads. Therefore, an invitation was extended to Donald Eugene Santarelli, Associate Deputy Attorney General of the Department of Justice, to speak on "Criminal Justice 'Future Shock'".⁴¹ Videotape cassettes of this training experience are available at the College.

Letters were sent to the heads of the 22 participating agencies inviting them to attend the evaluation meeting and luncheon scheduled for March 16, 1972.⁴² In accordance with the dual purpose of this meeting, invitations were also sent to heads of 27 agencies, who had not sent participants to the program.⁴³ All were asked to bring with them their Director of Training as well as other associates.

More than 100 persons attended the evaluation meeting.⁴⁴ Of these, the vast majority were administrators and some of their training men. The participant agencies all took part in the meeting with more than 50% completing evaluation⁴⁵ and projection forms.⁴⁶ The response from non-participant agencies was exceptionally good; more than 80% of those persons contacted came to the meeting and of these more than 65% sent in projection forms.

Five of these respondents were officials from corrections agencies which had not participated in the seminars. They showed a strong interest in management training and internship programs. Many of the non-participant agencies also sent in evaluation forms on the luncheon meeting which they considered a "one day seminar". They viewed this meeting not only as a training session, but also as an opportunity to establish a close working relationship with the College staff and with other members of the criminal justice system.

Those agency heads who had sent participants concurred with this viewpoint. They had the advantage, however, of assessing the value of these training sessions within

their own agencies. In one instance, there was immediate feedback from the program. Since the New York State Parole has become part of the State's Division of Correctional Services, those 21 persons who attended the seminar from State Parole have been given the responsibility for running all the training programs in the State Correctional system.

Finally, the overwhelming opinion of those who completed the evaluation and projection forms (82%) was that John Jay should continue to develop training programs for criminal justice personnel. Some suggestions made were regional seminars, in-service and internship programs. They saw the College as a valuable resource for improving the training techniques within criminal justice agencies.

END