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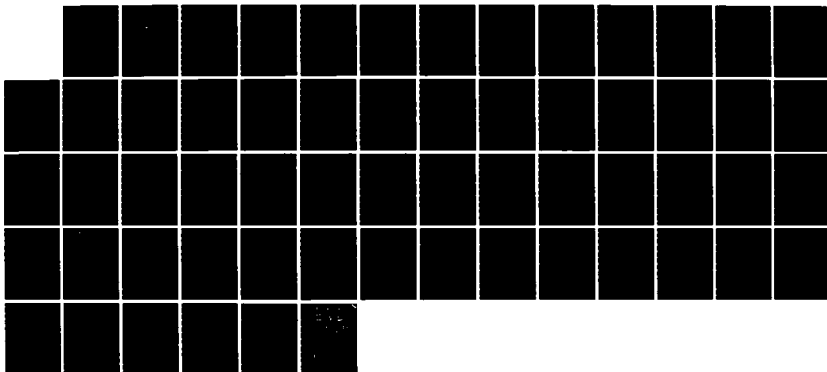
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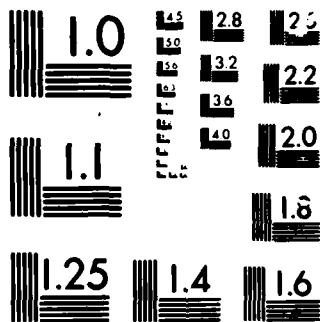
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AIR COMMAND AND STAFF COLLEGE

STUDENT REPORT

SOCIAL ACTIONS EDUCATION
EVALUATION PROGRAM

MAJOR JOANNE L. SKIDMORE

86-2315

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REPORT NUMBER 86-2315

TITLE SOCIAL ACTIONS EDUCATION EVALUATION PROGRAM

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

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PREFACE

The Air Force has a vested interest in eliminating discriminatory behavior and drug/alcohol abuse among its members. Both can significantly reduce mission effectiveness through diminished job performance or lowered morale. To combat these problems, the Air Force requires members to attend a variety of Social Actions education programs. Evaluation of these courses is critical to ensuring quality education that achieves its objectives.

The purpose of this study is twofold. First, the study is to assess the evaluation of Social Actions education programs with emphasis on student learning and retention. The second objective is to develop an evaluation plan to enhance the current program. This proposed evaluation plan would include a specific evaluation tool for the author's area of Social Actions expertise, which is drug/alcohol abuse.

This project could not have been completed without the extensive assistance received from Major Robert D. Brody, Chief, Social Actions Program Development Branch, HQ AFMPC, and Mr John D. Morrow, Chief, Tests & Measurements Division, Academic Instructor School. Their suggestions and guidance proved to be invaluable, especially when it came to writing achievement test questions. The author is also indebted to Major Laurel Vada Henderson, HQ AU Social Actions, and to Major Stephan L. Havron, the author's advisor, for their support and technical assistance. In addition, the author wants to thank the 3800 ABW Social Actions staff for reviewing and providing feedback on the drug/alcohol achievement test questions. Finally, the author wishes to express her gratefulness to Dave, her husband. Throughout the author's career he has understood her commitment to what Social Actions stands for and encouraged her to take the risks and forge ahead with those beliefs.

ABOUT THE AUTHOR

Major Joanne L. Skidmore began her career in the Air Force in 1973 when she received her commission through the Reserve Officer Training Corps (ROTC) program at Washington State University, where she also received a Bachelor of Arts Degree in General Studies. Between her junior and senior year in ROTC she completed the Air Force formal training for Drug/Alcohol Abuse Control Officers. During her senior year she worked part-time in the Social Actions office at Fairchild AFB, WA. This experience enabled her to be granted a waiver and become a Drug/Alcohol Abuse Control Officer upon commissioning. During her first duty assignment at George AFB, CA, she earned her Master of Arts degree in Correctional Counseling from Chapman College. In 1975, she transferred to Elmendorf AFB, AK, where she was responsible for the drug/alcohol abuse program for the base and 15 geographically separated units. She was moved to Headquarters, Alaskan Air Command in 1979, as Chief, Support Officer Assignments. In 1980, she was transferred to Travis AFB, CA, where she was Chief, Quality Force, at the Consolidated Base Personnel Office. She returned to Alaskan Air Command in 1982 as Command, Chief of Social Actions. Major Skidmore attended Squadron Officer School in residence and completed the Air Command and Staff College (ACSC) seminar program. She is currently a student in the ACSC resident program.

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EXECUTIVE SUMMARY

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REPORT NUMBER 86-2315

AUTHOR(S) MAJOR JOANNE L. SKIDMORE, USAF

TITLE SOCIAL ACTIONS EDUCATION EVALUATION PROGRAM

I. Purpose: To identify significant shortfalls in the current Social Actions education program evaluation process and develop methods to correct these shortfalls.

II. Problem: The current evaluation process consists of an extensive evaluation by Chiefs of Social Actions. The evaluation focuses primarily on the professionalism of the instructors and their effectiveness in teaching the information. Participant feedback addresses the quality of the course and how well it provided specific information. This paper takes the position that the current process does not attempt to determine the degree of participant learning in regard to the course objectives nor does it determine their ability to use the information.

III. Discussion of Analysis: To better assess course effectiveness, the evaluation process should determine if participants learn and are able to use the information at the specified level of learning. This need was identified by Social Actions Operations Division, HQ AFMPC/DPMYS. An effective evaluation process that addresses student learning would require expanding the current process to include achievement testing of participants. Such testing would show if participants are learning the information at the desired level of learning and if they could apply this information in given situations. Three options for conducting achievement testing were reviewed. All included pre-testing and post-testing in the classroom. The options

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differed in how follow-up testing would be conducted. Follow-up testing would provide needed feedback on retention of learned information plus continued assessment on ability to apply this learning. Follow-up testing would also identify areas requiring further education efforts. Options were judged by considerations and constraints previously identified by HQ AFMPC/DPMYS. Option one was to test participants at the next Social Actions course. The drawback with this option is current plans are to discontinue Social Actions education for incoming personnel upon arrival at a new duty station, except for first duty station personnel. Option two was to test participants at a later date, for example, six months after completion of a course. The problem with this approach is it would require an extensive administrative process for Social Actions staffs. The final option was to include the follow-up testing in the current Staff Assistance Visit (SAV) survey. This would provide the needed information without a significant increase in the current administrative process. An additional benefit from this option is it would provide unit commanders with immediate feedback, identifying areas in which their unit needs further specialized training.

IV. Conclusions: The current evaluation process provides an excellent assessment of the quality of instruction and adherence to Air Force objectives. To ensure the most effective use of Social Actions training time and dollars, achievement testing of participants is essential. Testing could identify areas, both in a specific unit and Air Force-wide, where participants need further training. This information could then be used to develop specialized unit training or improve the Air Force Social Actions education programs.

V. Recommendations: The Air Force should include achievement testing in the current evaluation process. Testing should include a pre-test, post-test, and follow-up test. The follow-up test should be tied into the current SAV survey. For the Non-Supervisors Drug/Alcohol course, test questions should be taken from the bank of questions included in this paper. For the First Duty Station Human Relations course, test questions should be developed by a qualified Human Relations instructor. Implementing these recommendations will move Social Actions programs to the forefront of Air Force education evaluation programs.

Chapter One

INTRODUCTION

OVERVIEW

Evaluating education efforts in the Air Force has increased in importance as a result of tighter dollars and fewer people. Ensuring education programs achieve their objectives is a critical step to getting the most out of our education investment. Clearly, achieving objectives is more than teaching specific tasks or providing information. It also includes doing the most possible to ensure students learn and retain skills or information. Failure to accurately determine whether, or to what extent students learn and retain the desired information can result in wasted time and dollars, as well as a reduction in productivity and mission effectiveness.

In the context of Social Actions education programs, such considerations are crucial. The phenomena of substance abuse and discrimination persist, though their form may vary from that of years past. The singular goal of Social Actions education is the prevention of mission debilitating behavior through the exercise of individual responsibility and positive human relations practices. (14:--) As the frequency and length of Social Actions education programs are altered and reduced, there is an even greater need for participant retention and internalization. In reviewing Social Actions education programs, both Human Relations and Drug/Alcohol, the question must be raised, "Are they effectively evaluated, especially in the context of student learning and retention?"

This paper takes the position that Social Actions education programs are not effectively evaluated in the arena of direct assessment of student learning and subsequent retention of that learning. The existing evaluation program focuses primarily on content, delivery, and group interaction evaluations. It makes only a slight attempt to determine if students learn and retain the desired information.

To provide needed background, Chapter Two discusses the current Social Actions education programs, their purposes, and their objectives. Chapter Three explains the current methods for

evaluating Social Actions education programs and identifies some shortfalls in the evaluation process. Chapter Four focuses on means to correct these shortfalls while Chapter Five examines ways to write effective questions for the evaluation process. Chapter Six summarizes the shortfalls of the current evaluation program and provides recommendations for changes. The remainder of Chapter One will deal with background information regarding this project and then discuss some specific assumptions and limitations.

BACKGROUND

While HQ AFMPC/DPMYS (Social Actions Operations Division) has recognized the importance of evaluating participant learning and retention, more critical priorities have precluded their reworking the program and creating a better system. As a result, they proposed this project. (14:--; 16:--) All aspects of this project were developed in concert with HQ AFMPC/DPMYS to ensure the end product met their specific needs. Identification of specific shortfalls was accomplished in conjunction with that office, based on their expertise and analysis, and feedback from the field. In addition, the Assistant Chief, Education Evaluation Division, of the Air Force Academic Instructor School (AIS), provided expertise in devising an evaluation method which addressed the specific shortfalls and assisted in developing questions for use in the evaluation process.

During the time this project was researched and written, major revisions to the Social Actions education programs were proposed and appeared likely to be approved. Basically, the changes will delete formal Social Actions education upon permanent change of station. The First Duty Station Human Relations education and Non-Supervisors Drug/Alcohol education programs will remain. The Drug/Alcohol education will be provided only upon arrival at the first duty station. While revised course and lesson objectives were not yet written, these will be derived by synthesizing the objectives of current education programs, according to HQ AFMPC/DPMYS. Therefore, this paper will use as its basis the objectives of the current First Duty Station Human Relations education program and the Non-Supervisors Drug/Alcohol education program, with modifications as provided by HQ AFMPC/DPMYS. (14:--)

ASSUMPTIONS AND LIMITATIONS

Prior to presenting any information regarding Social Actions prevention education and the evaluation process, it is important that several assumptions and limitations be understood. Most importantly, this paper deals only with a specific portion of the

Social Actions education programs--the evaluation of those courses. It does not address the education courses which are part of the drug/alcohol evaluation/rehabilitation program. Rather, it deals with the primary Social Actions education programs which are prevention oriented, are taught by Social Actions staff, and are attended by every individual entering the Air Force.

In early 1984, HQ AFMPC/DPMYS (then MPCX) developed Air Force standardized education programs using the widely accepted principles and practices of Instructional System Development (ISD). (14:--) Therefore, this paper assumes program objectives are valid and written at the correct levels of learning. The levels of learning used for these courses are "knowledge" and "comprehension," with the anticipated outcome being the ability to apply the information learned in the Air Force environment. (10:32; 14:--) It also accepts the appropriateness of cognitive objectives for Social Actions education programs and, therefore, the appropriateness of evaluation tools corresponding to those cognitive objectives. (6:32) This paper will not address the content of courses regarding correctness or scope.

Finally, specific guidance from HQ AFMPC/DPMYS requested an evaluation method that would address all objectives and samples of behavior for each course. Educational evaluation principles state the ideal evaluation of learning includes the measurement of all samples of behavior. (6:39) HQ AFMPC/DPMYS requested the construction of a bank of test items to be used to meet varying instructional situations. (14:--) Therefore, the time and length of the evaluation process were not to be limiting factors for this paper.

SUMMARY

The evaluation of Air Force Social Actions education programs is critical to ensuring the Air Force is getting the most for its time and dollars. The evaluation process must be geared to determine whether participants are learning the desired information and skills at the prescribed learning level and whether they have the ability to use these in an Air Force environment. The goal of this research project was to develop an evaluation process which could accomplish this task while remaining within the parameters set by HQ AFMPC/DPMYS. To continue, a general understanding of Social Actions education programs is needed.

Chapter Two

SOCIAL ACTIONS EDUCATION

OVERVIEW

Before any attempts are made to examine the Social Actions education program evaluation process, it is important to know the purposes and objectives of these courses. This chapter will start by discussing the overall objectives of Social Actions. It will then move to the specific education courses and look at their objectives and learning levels. Only by knowing both the general and specific objectives can an effective evaluation program be developed.

AFR 30-2, Social Actions Program, states, "The primary goal of social actions is to improve mission effectiveness." (12:1-1) The regulation further states the reason Social Actions was created was to "counter the negative mission impact of chemical dependency, discrimination, and poor human relations." (12:1-1) A key aspect to achieving the goals of Social Actions must be prevention education. Treating only the symptoms of these problems is not as desirable as preventing the problems in the first place.

HUMAN RELATIONS EDUCATION

Looking first at the Human Relations education program, DOD Directive (DODD) 1322.11, Education and Training in Human/Race Relations for Military Personnel, directs all services to have education programs aimed at achieving equal opportunity within the Department of Defense and "...designed to eliminate human/racial tensions, unrest, and violence...." (2:A2-2) To achieve this, the Air Force places emphasis on preventing, eliminating, and neutralizing factors which detract from harmonious relations. (12:5-1) The overall Human Relations course objective is for each participant "to comprehend that individual awareness of and involvement in positive human relations are essential elements in fostering productive mission accomplishment." (8:1) This course objective is broken into five lesson objectives. (8:2; 9:1-4)

a. Know current Air Force and local policy on Equal Opportunity and Treatment (EOT) and Equal Employment Opportunity (EEO).

b. Comprehend that individual perception influences interracial, interpersonal (including sexual harassment), and intercultural communication.

c. Comprehend that arbitrary discrimination (including sexual harassment) negatively impacts on the individual and the mission.

d. Comprehend that human relations issues on- and off-base impact on mission accomplishment.

e. Comprehend that the individual has responsibilities for resolving and preventing EOT/EEO problems.

These lesson objectives each have a corresponding series of samples of behavior. A complete list of objectives, levels of learning, and samples of behavior is at Appendix A. These were used to develop the specific evaluation method. The evaluation process should address all lesson objectives and samples of behavior.

DRUG/ALCOHOL EDUCATION

Drug/Alcohol education, like Human Relations education, is mandated by DOD. DOD Instruction (DODI) 1010.5, Education and Training in Alcohol and Drug Abuse Prevention, directs all military personnel be trained regarding drug/alcohol abuse prevention policy and "effective measures associated with alcohol and drug abuse." (1:1) It also states prevention should be emphasized and "desired behavior, credible role models, and healthy alternatives shall be presented as well as disciplinary, career, and health consequences of abuse." (12:2) The Air Force, in AFR 30-2, lists the first goal of Drug/Alcohol education as discouraging all drug/alcohol abuse. (12:3-1) The overall Drug/Alcohol education course objective is to "comprehend that individual responsibility and commitment to drug and alcohol abuse control significantly contributes to mission accomplishment." (10:2) This course objective is broken into seven lesson objectives. (7:1; 10:2; 11:2)

a. Know Air Force, command, and local elements of drug/alcohol abuse policies.

b. Know the unique local laws regarding the use of drug/alcohol abuse on- and off-base.

- c. Comprehend responsible versus irresponsible use of alcohol.
- d. Know the drug/alcohol abuse identification methods, including urinalysis testing.
- e. Comprehend the drug/alcohol abuse evaluation/rehabilitation process.
- f. Comprehend effective alternatives to drug/alcohol abuse.
- g. Comprehend the operational intent of the Intoxicated Driving Prevention Program.

As with the Human Relations education program, these lesson objectives have corresponding samples of behavior. A complete list of objectives, levels of learning, and samples of behavior is at Appendix B. These were used to develop the specific evaluation method. The evaluation process should address all lesson objectives and samples of behavior.

SUMMARY

This chapter has reviewed Department of Defense and Air Force objectives for Social Actions prevention education programs, both Human Relations education and Drug/Alcohol education. It explored the course objectives for each, along with specific lesson objectives. It is against these general and specific objectives the current evaluation program should be tested, shortfalls identified, and an evaluation method developed that reduces or eliminates the shortfalls. The next chapter will review the current evaluation program and identify some specific shortfalls.

Chapter Three

SOCIAL ACTIONS EDUCATION EVALUATION PROGRAM

OVERVIEW

Currently, Social Actions education programs are evaluated by the Chiefs of Social Actions, supervisors of Social Actions instructors, and students. These are accomplished by using Air Force designed instruments. In addition, some MAJCOMs and bases have developed additional instruments for their own use. This paper will focus only on the Air Force instruments, exploring each of these evaluation tools and their purpose. It will then identify some of the shortfalls of the current method. The primary sources of information regarding the current evaluation program are the Social Actions Education Programs Evaluation Guide and Social Actions education lesson plans. (6:--; 7:--; 8:--; 10:--; 14:--) Shortfalls of the program were identified in conjunction with HQ AFMPC/DPMYS and AIS Educational Evaluation Division.

CHIEFS OF SOCIAL ACTIONS EVALUATION TOOLS

Chiefs of Social Actions have four evaluation instruments they are encouraged to use by HQ AFMPC/DPMYS. (6:1) These instruments are intended to help Chiefs of Social Actions, and others in Social Actions supervisory positions, evaluate the quality of the education efforts in terms of process, content, and delivery. (6:1) However, they are designed primarily as a tool for evaluating instructor effectiveness rather than curriculum effectiveness. (15:--) Chiefs of Social Actions are told their presence in the classroom will impress upon their instructors the importance of the job and transmit the Chief of Social Actions' concern for quality education. (6:1) Each evaluation instrument will be examined independently.

The first is the Lesson Plan Development Evaluation Instrument (Appendix C). Its purpose is to determine how well the lesson plan outlines the specific tasks needed to achieve the overall lesson objectives. It also addresses the quality of elements organized within the lesson, such as introduction, body, and conclusion. For example, under "introduction," three items

are reviewed: attention, motivation, and overview. The lesson plan's body is looked at in terms of support, transitions, interim summaries, and responses to questions. The conclusion is an evaluation of the final summary, remotivation, and closure. The Lesson Plan Development Evaluation Instrument can be used in or out of the actual classroom. Use out of the classroom would be to complete the required personalized lesson plan review. Finally, it is intended for use in conjunction with the other three instruments.

The next instrument is the Process/Content Evaluation Instrument (Appendix D). Process is defined as "how the group is functioning" and "what is happening between and to group members." (6:10) The definition of content is "the subject matter or task the group is working on." (6:11) The content "should be easily linked to the lesson objectives" and "...should follow and fulfill the main points and samples of behavior...." in the lesson plan. (6:11)

The Delivery Skills Evaluation Instrument is the third tool available for use by Chiefs of Social Actions (Appendix E). It focuses on the teaching skills of the instructor. Items addressed include physical behavior (eye contact, poise, dress, and gestures); voice (vocal expression and word usage); and, attitude (enthusiasm, sincerity, and confidence). (6:15)

The final evaluation instrument is the Student Learning Assessment (Appendix F). There is a specific assessment corresponding to each Social Actions course. Chiefs of Social Actions are tasked to determine if students can do specific tasks, based upon lesson objectives and samples of behavior. (6:16) This is a highly subjective evaluation based on a classroom environment with very limited student dialogue. (15:--) If the Chiefs of Social Actions think students aren't able to accomplish the specific behaviors, they are advised to discuss the specifics with the instructor at a later time. (6:16) Chiefs of Social Actions are tasked to evaluate all instructors to identify strengths and weaknesses and innovative ideas for crossfeed. It is through this process the high quality of Social Actions education programs can be achieved. (6:1)

PARTICIPANTS EVALUATION

Anonymous course critiques are completed by all participants at the end of each Social Actions education program (Appendix G). Each question has a range of one to five, from "very poor" to "outstanding," and each allows for additional written comments. Questions are highly subjective, asking participants for their opinions on how well the course helped them, the quality of the course content, and the quality of the instructor's skills.

Critiques do not attempt to determine what the participants learned in relationship to objectives or samples of behaviors.

SHORTFALLS OF THE CURRENT SOCIAL ACTIONS EDUCATION EVALUATION PROGRAM

While the current Social Actions education evaluation program meets and exceeds Air Force requirements (15,--) that does not mean it is the best it can be. The current program for evaluation of the quality of course content and instruction is excellent. (15,--) However, there are two important shortfalls in the current program. The lack of determining participants' learning is the principle weakness. Part of the reason is that it is difficult to determine learning achieved by participants in courses where the underlying objective is to have participants act in certain ways while in the Air Force. (15,--) This shortfall is common among many base-level education programs, such as driving safety programs, designed to generate long-term changes in behavior. (15,--) Tied to this is the fact that the current evaluation method does not assess participants' ability to apply in the "real" Air Force what they learned in the classroom. This is much harder to assess and is uncommon in current Air Force education programs. (15,--) According to the AIS Educational Evaluation Division, the decision to move into this arena of evaluation will put Social Actions programs at the forefront of Air Force education evaluation programs. (15,--) Few Air Force education programs attempt to assess actual participant learning, let alone the ability to apply the information learned. (15,--)

SUMMARY

The current Social Actions education evaluation program consists of an extensive, but subjective, review and observation program by the Chiefs of Social Actions and the supervisors of instructors, plus opinion input from participants. The Chiefs of Social Actions evaluation tools ensure instructors provide the required information in an informative and professional manner. The continual evaluation of all instructors is critical to providing quality education programs, both in instructor effectiveness and course content. Participants evaluations are subjective and primarily address how well the course was taught and how well it provided specific information. With the current evaluation system, there are two shortfalls. It does not attempt to determine the degree of participants' learning in regard to the samples of behavior nor does it determine their ability to use the information. Having reviewed the current evaluation program and identified two important shortfalls, the next chapter examines means to reduce or eliminate the shortfalls through expanded evaluation.

Chapter Four

CORRECTING SHORTFALLS THROUGH EXPANDED EVALUATION

OVERVIEW

To improve the current evaluation program, Social Actions must expand their education evaluation process to include achievement testing of participants. The testing should be designed to determine if participants learn and retain the information and whether they can apply the information in "real" Air Force situations. To determine this, the evaluation program must include achievement examinations. (5:1) To best determine if participants learn and retain the desired information, the use of a pre-test, post-test, and follow-up test is recommended. Also, to ensure the most reliable feedback and allow for ease of comparing results, questions should be the same for at least the pre-test and post-test. (15:--)

PRE-TEST AND POST-TEST

The pre-test and post-test technique is designed to demonstrate changes in learning resulting from the impact of an educational event. When analyzed, testing may identify areas in the curriculum that require more emphasis. In addition, it gives an initial look at participants' ability to apply the information in actual situations. Pre-testing and post-testing are accomplished in the classroom. To reduce the impact on Social Actions staffs' time and to facilitate the ease of analyzing the data, computer compiled and analyzed testing is recommended. (14:--; 15:--)

FOLLOW-UP TEST

Follow-up testing assesses long-term retention of information and indicates the ability of participants to use what they learned in subsequent situations outside the classroom. It also points out areas needing further education efforts or curriculum modification, both locally and Air Force-wide. Follow-up testing would be administered to participants at a specified time after completing the Social Actions education programs.

There are several possibilities for accomplishing follow-up testing. However, each must be evaluated in light of specific considerations and constraints. One key consideration is that the Air Force is concerned about the overtesting or oversurveying of Air Force members. (15:--) Time and manpower constraints are another issue. These are definitely days of reduced manpower and increased workload. Any new tasking must be weighed against impact on the staffs' time. For the follow-up test this includes both administering the test and analyzing responses. Finally, the ease of administering the follow-up test is important. Based on the above, three possible follow-up testing options will be reviewed and assessed for appropriateness.

Option One:

The first is the testing of participants at the next Social Actions education course they attend. This test would constitute the pre-test of this second or third course. It would eliminate problems associated with administering a separate follow-up test such as control and distribution of surveys, and monitoring the return of the surveys. However, with the probable elimination of Social Actions education upon arrival at a second or subsequent duty station, it would not be a feasible choice.

Option Two:

The second possibility is testing participants at a specific time after completion of the course, for example six months or nine months later. While this would determine if participants retained the desired information, administering this option would be time consuming. It would require the Social Actions staff to maintain a system to identify who should be tested. In addition, it would require distributing the surveys and ensuring their return. Thus, while this method meets the follow-up testing objective, it would significantly increase the staffs' workload.

Option Three:

The last option is to include the follow-up testing in the current Social Actions Staff Assistance Visit (SAV) survey. SAVs are conducted by Social Actions at the request of unit commanders. IAW 30-2, it is currently optional for unit commanders to request SAVs. However, in the soon to be published AFR 30-2, Air Force guidance is for all units to receive SAVs at least every 24 months. (12:5-4; 14:--) Part of the SAV process includes a formal survey that assesses such factors as the human relations climate, the substance abuse threat, and unit morale. Survey questions are either true-false or multiple-choice response which

allows for compiling by computer thus reducing the workload for the Social Actions staff.

While there are numerous purposes for the SAV program, a particular one is to identify Social Actions education and training needs in the specific unit. By coupling the follow-up test and the SAV survey, benefits would be realized for both. For the SAV program, it would provide more comprehensive information on a unit's training and consultation needs, enabling the Social Actions staff to better tailor SAV training for that unit. Benefits for the follow-up testing phases would be even greater.

By combining these two surveys, it would eliminate the need to maintain a system to determine who needed testing. Also, the tasks associated with distributing the survey and ensuring it is returned would not be required. To enhance the usefulness of the data, a few additional demographic questions would be needed. It would be important to know when the participants last received formal Social Actions education in addition to which course(s) they attended. The only other change would be to expand the survey to include the follow-up test questions. The questions would have to be of the multiple-choice or true-false variety. These types of questions, particularly the multiple-choice, lend themselves well to the levels of learning specified for Social Actions education. Additionally, these selection types of questions are easily tabulated and analyzed by computer. The option of combining surveys would have the least impact on Social Actions staffs' time, as the survey framework is currently operational. In addition, this method would not increase the number of surveys Air Force members are required to complete. Therefore, marrying the follow-up testing to the current SAV survey would accomplish the goals of the test with the least impact on time and manpower.

SUMMARY

Expanding the evaluation process to include achievement testing is necessary to determine if participants are learning and retaining the desired information and to identify their ability to apply the information. To best accomplish this, the program should include a pre-test, post-test, and follow-up test. Both the pre-test and post-test are administered in the classroom. In light of the constraints and considerations discussed above, the follow-up test should be included in the current SAV survey. All tests should be written so they can be computer tabulated and analyzed. Another critical factor in effectively determining participants' learning, retention, and ability to apply the information is the development of appropriate test questions. This will be explored in the next chapter.

Chapter Five

DEVELOPMENT OF TEST QUESTIONS

OVERVIEW

Before developing specific test questions, it is essential to have an understanding of test development. To effectively test participants' learning, retention, and ability to apply information, questions must be carefully constructed. They must meet the qualitative test analysis criteria which is a set of standards to ensure questions test the samples of behavior as specified in the lesson plan and they test at the appropriate level. (3:1) This chapter will explore the development of test questions in general, address types of questions, and finally discuss test question development in relationship to the knowledge and comprehension levels of learning.

DEVELOPING TEST QUESTIONS

There are several basic rules that apply to developing test questions regardless of the type of question to be used. Ideally all participants should be tested on each sample of behavior. (15:--) Where time constraints prevent this, questions can be rotated so all samples of behavior are regularly tested. Each question should test a concept that is important for participants to know, understand, or be able to use. There must be only one correct answer for each question. Questions should be simple, direct, and free of ambiguity. (5:3) They should be written in consideration of the characteristics of the participants' language and background. For this evaluation process, questions should be geared toward new Air Force personnel who are high school graduates. (15:--) Finally, the questions should not be answerable by common knowledge. Rather, they should demand the use of information derived from the course. (5:3)

DEVELOPING QUESTIONS BY TYPES OF QUESTIONS

There are two categories of test questions, selection and supply. Selection questions require the participant to select the correct response from a list. The more common selection

questions are true-false, multiple-choice, and matching. Selection questions are best used for the lower levels of learning. Selection questions have three significant advantages. First, personal bias on the part of the evaluator is not a factor since there is only one correct response. Second, compared to supply questions, selection questions take comparatively less time to complete. Finally, selection questions can be quickly and easily analyzed statistically. Supply questions include completion, short-answer, and essay. These questions require participants to furnish their own answer without a presupplied list to choose from. The distinct disadvantages for supply questions is they are more difficult to score and can not be statistically analyzed. (13:21-1 - 21-12) As the test responses should be computer tabulated and analyzed, supply questions should not be used. Turning to selection questions, there are key factors for developing each.

True-False:

These questions are statements which participants must judge as true or false. True-false questions should test only one idea or sample of behavior. They should be simple and direct, with questions usually stated positively. They also must be clearly either true or false. A common problem with true-false questions is that they attempt to measure more than one idea with a single question. True-false questions are normally suitable for measuring the knowledge level of learning. (3:2; 4:2; 5:5-6; 13:21-8 - 21-9)

Multiple-Choice:

Multiple-choice questions consist of a statement which presents a problem situation or question followed by a list of alternatives, including one which provides the solution, answer, or completes the statement. (5:11) Key rules for writing multiple-choice statements (the stem of the question) include using words with clear meanings, emphasizing key words and negatives, and avoiding clues to either correct or incorrect answers. In addition, the statement must contain all the information needed to answer the question. In writing the alternatives, there should be only one correct or best answer, all alternatives should be plausible, and all should be in the same general format. Multiple-choice questions are typically appropriate for the comprehension and knowledge levels of learning. (3:1; 4:2; 5:11-13; 13:21-4 - 21-5)

Matching:

Matching questions require participants to match a series of items listed in one column with the related items in another. (4:2) Ideally, some of the responses should be used more than once and other responses not used at all. All items should be in the same subject area and should be plausible. (5:7; 13:21-5 - 21-6)

DEVELOPING TEST QUESTIONS BY LEVELS OF LEARNING

While there are six levels of learning, Social Actions education uses only two levels, knowledge and comprehension, both of which are in the cognitive domain. (6:31) While the three types of questions discussed above can be used, they must be written differently for the knowledge and comprehension levels of learning.

Knowledge:

Testing at the knowledge level of learning is looking for the participants' ability to recall or recognize the information taught. (6:31) Test questions should be factual and use terminology identical to that taught. (15:--) Knowledge level questions would normally be written tasking participants to list, name, match, describe, define, state, outline, identify, or select important information from the lesson. (6:35)

Comprehension:

The comprehension level of learning expects participants to be able to translate, interpret, and extrapolate the information taught. (6:31) Participants should be able to paraphrase or give meaning to the information. They should also be able to see relationships between individual parts of information. Finally, they should be able to look beyond what was taught and make predictions as to consequences, trends, or probabilities. (6:36-37) The expected outcome is that participants are able to correctly use the information taught. Questions that test comprehension level samples of behavior should be significantly reworded from the lesson yet remain within the confines of what was taught. (15:--) To test for participants' ability to use the information, scenario or "what-if" type questions are recommended. (15:--) Comprehension level questions would normally be written tasking participants to explain, compare, contrast, differentiate, predict, summarize, generalize, paraphrase, distinguish, solve, or compute. (6:35)

SUMMARY

This chapter reviewed the development of test questions both by types of questions and levels of learning used in Social Actions education programs. In that regard, test questions should be true-false, multiple-choice, or matching. Questions testing knowledge level samples of behavior should task participants to recall or recognize the information. Questions testing comprehension level samples of behavior should task participants to translate, interpret, or extrapolate the information. Besides testing for achievement, comprehension level questions can provide feedback on participants' ability to apply the information. Now that the shortfalls of the current evaluation program have been discussed and means identified to improve those programs through expanded evaluation and effective test questions, specific recommendations can be made.

Chapter Six

CONCLUSIONS AND RECOMMENDATIONS

OVERVIEW

Through the help of HQ AFMPC/DPMYS and the Education Evaluation Division of AIS, the author has reviewed and assessed the current Social Actions education evaluation program. The strengths and weaknesses of the current evaluation program were discussed. Finally, possible actions to overcome the shortfalls were identified. This study resulted in several conclusions and specific recommendations. The conclusions were identified and discussed in detail in Chapter Three and the recommendations were developed in Chapters Four and Five.

CONCLUSIONS

The current evaluation program provides for extensive review by Chiefs of Social Actions and the supervisors of instructors. This review is subjective in nature, focuses on the quality of instruction, and ensures the required information is covered. While subjective, this evaluation is critical to providing the highest quality instruction.

Evaluation by participants are also subjective. They primarily address how well the course was taught and how well it provided specific information learned.

The current evaluation program does not attempt to assess the degree of participants' learning in regards to the samples of behavior. Also, it does not attempt to determine the ability of the participants to use the information.

RECOMMENDATIONS

Achievement testing should be implemented for both First Duty Station Human Relations Education and Non-Supervisors Drug/Alcohol Education. Such testing should determine if participants learn and are able to use the information at the desired level of learning.

Achievement testing should include pre-testing, post-testing, and follow-up testing. Pre-testing and post-testing would be conducted in the classroom. Follow-up testing should be included in the current SAV survey. In addition to the achievements test questions, specific demographic questions should be asked to allow for the best use of the test results. They should cover when the participants last attended formal Social Actions education and which course(s) they attended.

For the Non-Supervisors Drug/Alcohol course, test questions should be taken from the bank of questions at Appendix H. These test questions were reviewed for appropriateness and correctness by the Education Evaluation Division of AIS and by HQ Air University Social Actions. In addition, the 3800 ABW Social Actions provided an assessment based upon their Social Actions instructor expertise.

For the First Duty Station Human Relations course, test questions should be developed by a qualified Human Relations Education instructor.

SUMMARY

It is essential the Social Actions evaluation program be expanded to include achievement testing. Only through achievement testing can the Air Force determine whether participants are learning the desired information at the prescribed level of learning and if they have the ability to use this information in the Air Force environment. With the proposed significant reduction in Social Actions education after the first duty assignment, it is critical to have the ability to advise commanders where their people lack the knowledge to effectively apply their supervisory responsibilities in regards to human relations and drug/alcohol abuse. Results from follow-up testing will identify to commanders areas in which their people require training. By combining the follow-up testing with the current SAV survey, the workload and administrative impact on the Social Actions staff will be minimal. Implementation of the above recommendations should achieve a significantly more comprehensive and effective evaluation program. Finally, it will put Social Actions at the forefront of the Air Force education evaluation programs.

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Appendix A

FIRST DUTY STATION HUMAN RELATIONS EDUCATION OBJECTIVES, LEVELS OF LEARNING, AND SAMPLES OF BEHAVIOR (SOB)

OBJECTIVE: Know current Air Force policy on Equal Opportunity and Treatment (EOT) and Equal Employment Opportunity (EEO).

SOB: Define Air Force EOT policy.

SOB: Outline specific events leading to development of the Air Force Human Relations program.

OBJECTIVE: Comprehend that individual perception influences interracial, interpersonal (including sexual harassment), and intercultural communication.

SOB: Define perception.

SOB: Explain how verbal/non-verbal symbols influence interracial, interpersonal (sexual harassment), and intercultural communication.

SOB: Give original examples of how perceptions influence interracial, interpersonal (sexual harassment), and intercultural communication.

OBJECTIVE: Comprehend that arbitrary discrimination (including sexual harassment) negatively impacts on the individual and the mission.

SOB: Define racism, arbitrary discrimination, and sexual harassment.

SOB: Explain the relationship between prejudice and discrimination.

OBJECTIVE: Comprehend that human relations issues on- and off-base impact on mission accomplishment.

SOB: Describe how contemporary social issues affect mission readiness.

SOB: Suggest possible consequences of arbitrary discriminatory behavior(s).

OBJECTIVE: Comprehend that the individual has responsibility for resolving and preventing EOT/EEO problems.

SOB: Give personal examples of individual responsibility for preventing human relations problems.

SOB: Identify complaint/grievance channels available to Air Force personnel.

Appendix B

NON-SUPERVISORS DRUG/ALCOHOL EDUCATION OBJECTIVES, LEVELS OF LEARNING, AND SAMPLES OF BEHAVIOR (SOB)

OBJECTIVE: Know Air Force policy on drug/alcohol abuse.

SOB: Describe Air Force policy on alcohol abuse.

SOB: Describe Air Force policy on drug abuse.

SOB: Explain the consequences of alcohol abuse.

SOB: Explain the consequences of drug abuse.

OBJECTIVE: Know the unique local laws regarding the use of drug/alcohol abuse on- and off-base.

SOB: Outline local laws concerning alcohol abuse.

SOB: Outline local laws concerning drug abuse.

OBJECTIVE: Comprehend responsible versus irresponsible use of alcohol.

SOB: Give examples of behavioral signs/symptoms of drug/alcohol abuse.

OBJECTIVE: Know drug/alcohol abuse identification methods including urinalysis.

SOB: List methods of drug/alcohol abuse identification.

OBJECTIVE: Comprehend the drug/alcohol abuse evaluation/rehabilitation process.

SOB: Summarize the evaluation/rehabilitation process.

SOB: Identify on- and off-base resources available for assistance.

OBJECTIVE: Comprehend effective alternatives to drug/alcohol abuse.

SOB: Give examples of effective alternatives to drug/alcohol abuse.

OBJECTIVE: Comprehend the operational intent of the Intoxicated Driving Prevention Program.

SOB: Define intoxicated driving.

SOB: Give examples of attitudes and behaviors that may lead to or are indicative of intoxicated driving.

SOB: Explain the procedures that specifically deter intoxicated driving.

SOB: Give examples of attitudes and behaviors that help prevent intoxicated driving.

LESSON PLAN DEVELOPMENT EVALUATION INSTRUMENT

INSTRUCTOR: _____ CURRICULUM: _____

Did the class start on time? _____ DATE: _____

INTRODUCTION	DESCRIPTION	COMMENTS
Attention:	Gains student interest and focuses attention on the material to be presented during the lesson.	
Motivation:	Helps students to realize the upcoming material is relevant to them and is worth listening to.	
Overview:	Tells participant briefly what will be covered during the lesson and how it will be organized.	

DEVELOPMENT (BODY)

Support:	Uses relevant and credible support (examples, statistics, cases, comparisons, etc) to support and reinforce main ideas/objective.
Transitions:	Shows logical connection between lesson elements.
Interim Summaries:	Uses planned support and supplemental support from participants to reinforce main points/objective. Also, helps clarify areas that were discussed or questioned.
Response to Questions:	Accurate and appropriate.

CONCLUSION**DESCRIPTION****COMMENTS****Final Summary:**

Ties main points,
support, and student
inputs together in a
logical pattern.

Remotivation:

Helps the student
realize the lesson
applies to them.
Gives rationale to
use the lesson
material after
leaving the class.

Closure:

Helps student realize
the lesson is over and
encourages them to
leave thinking of
the lesson material.

Did the class end on time? _____

Was the lesson plan followed? _____

ADDITIONAL COMMENTS

PROCESS/CONTENT EVALUATION INSTRUMENT

1. What was the overall tone in the class?

1	2	3	4	5
hostile and competitive	defensive and inhibitive	cooperative and respectful	productive and energetic	motivating and enlightening

2. How much did students participate in the class?

1	2	3	4	5
very little	somewhat	moderately	quite a bit	a whole lot

3. What feelings were observed in the class? (circle those appropriate)

anger	irritation	frustration	warmth	frankness
excitement	boredom	defensiveness	competitiveness	

(Observation of any feeling does not of itself indicate quality of process)

4. How did the group interaction support the lesson objectives?

5. How well were comments focused on what is going on in class?

6. How well did the instructor link student input to lesson objectives?

APPENDIX E

DELIVERY SKILLS EVALUATION INSTRUMENT

PHYSICAL BEHAVIOR	DESCRIPTION	COMMENTS
-------------------	-------------	----------

Eye Contact:	Establishes eye contact directly without favoring/excluding certain participants.	
Poise/Dress:	Creates favorable impression; adds to lesson effectiveness.	
Gestures:	Are natural and spontaneous; not distracting, appropriately timed.	

VOICE

Vocal Expression:	Uses natural force, pitch, rate, and emphasis.	
Word Usage:	Uses correct words, pronunciation, and grammar.	

ATTITUDE

Enthusiasm:	Demonstrates motivation, interest, involvement.	
Sincerity:	Demonstrates acceptance and belief in lesson content.	
Confidence:	Vocal/physical qualities support content and mood of lesson.	

ADDITIONAL COMMENTS

APPENDIX F

FIRST DUTY STATION HUMAN RELATIONS

STUDENT LEARNING ASSESSMENT

The objective of this course is for each student to comprehend that individual awareness of and involvement in positive human relations are essential elements in fostering productive mission accomplishment.

At the end of the course, you should determine that the participant, at a minimum, is able to:

Yes	No	
		a. Define AF EOT policy.
		b. Suggest possible consequences of arbitrary discriminatory behavior.
		c. Give personal examples of individual responsibility for preventing human relations problems.
		d. Explain the relationship between prejudice and discrimination.
		e. Identify complaint/grievance channels available to Air Force personnel

Has the participant met these behavioral objectives?

COMMENTS

NEWCOMERS ORIENTATION

STUDENT LEARNING ASSESSMENT

The objectives of this lesson are for each student to comprehend the Air Force and local commander's Equal Opportunity and Treatment (EOT) policy and comprehend the relationship between positive human relations and an improved ability to accomplish the mission.

At the end of the course, you should determine that the participant, at a minimum, is able to:

Yes No

- a. Explain the Air Force's and the local commander's policy on EOT.
- b. Describe the EOT program.
- c. Summarize EOT complaint processing procedures.
- d. Give examples of factors affecting the on base and off base human relations climate.
- e. Paraphrase the individual's responsibility to the EOT program.

Has the participant met these behavioral objectives?

COMMENTS

NON-SUPERVISORS DRUG/ALCOHOL EDUCATION

STUDENT LEARNING ASSESSMENT

The objective of this lesson is for each student to comprehend that an individual's responsibility to the Drug/Alcohol Abuse Control Program is an integral part of mission accomplishment.

At the end of the course, you should determine that the participant, at a minimum, is able to:

Yes	No	
		a. Describe Air Force policy on alcohol abuse.
		b. Describe Air Force policy on drug abuse.
		c. Explain consequences of drug abuse.
		d. Explain consequences of alcohol abuse.
		e. Outline local laws concerning drug/alcohol abuse.
		f. Identify on/off base resources available for assistance.
		g. Give examples of effective alternatives to drug/alcohol abuse.

Has the participant met these behavioral objectives?

COMMENTS

SUPERVISORS DRUG/ALCOHOL EDUCATION

STUDENT LEARNING ASSESSMENT

The objective of this lesson is for each student to comprehend that a supervisor's responsibility and commitment to the drug and alcohol abuse control program contribute to mission accomplishment.

At the end of the course, you should determine that the participant, at a minimum, is able to:

Yes No

- a. Describe the MAJCOM policy on drug/alcohol abuse.
- b. Describe the local commander's policy on drug/alcohol abuse.
- c. Give examples of local resources available for drug/alcohol abuse.
- d. Summarize the advantages of early intervention.
- e. Summarize the local drug/alcohol threat assessment.
- f. Summarize local laws and conditions regarding drug/alcohol abuse.
- g. Give examples of administrative restrictions inherent in the rehabilitation process.

Has the participant met these behavioral objectives?

COMMENTS

APPENDIX G

FIRST DUTY STATION HUMAN RELATIONS EDUCATION

COURSE CRITIQUE

This critique is anonymous. We will use your responses to help improve the quality of the course. Circle the number you choose.

1. How do you rate the course in providing an awareness of individual responsibilities for preventing human relations problems?

VERY POOR 1 2 3 4 5 6 7 OUTSTANDING

COMMENTS

2. How do you rate the course in providing you an insight into the on/off base HR climate?

VERY POOR 1 2 3 4 5 6 7 OUTSTANDING

COMMENTS

3. How well did this course provide you with a good understanding of prejudice and discrimination?

VERY POOR 1 2 3 4 5 6 7 OUTSTANDING

COMMENTS

4. How effective were the supportive materials used in the class? (e.g., films, handouts, case studies, scenarios, etc.)

VERY POOR 1 2 3 4 5 6 7 OUTSTANDING

COMMENTS

5. How do you rate your instructor's presentation skills?

VERY POOR 1 2 3 4 5 6 7 OUTSTANDING

COMMENTS

6. How do you rate the quality of the course content?

VERY POOR 1 2 3 4 5 6 7 OUTSTANDING

COMMENTS

7. ADDITIONAL COMMENTS

NEWCOMER'S ORIENTATION - COURSE CRITIQUE

INSTRUCTOR: _____

DATE: _____

This critique is anonymous. We will use your responses to help improve the quality of the course. Darken the space that corresponds to your choice.

1. How effective was the support material (ex. handouts, statistics, scenarios) used in class?

VERY POOR 1 2 3 4 5 OUTSTANDING

What areas may have required better support? _____

2. How do you rate your instructor's presentation skills?

VERY POOR 1 2 3 4 5 OUTSTANDING

Which of those skills were most notable? _____

3. How do you rate the quality of the course content (ex. relevant, current, informative?)

VERY POOR 1 2 3 4 5 OUTSTANDING

Which areas were the most useful to you? _____

4. The material covered in this course has increased my understanding of the Base Equal Opportunity and Treatment (EOT) Program.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE

5. As a newcomer to this installation, I believe this course has given me a good introduction to the local human relations climate.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE

Other comments/recommendations: (Please use reverse, as required)

NONSUPERVISOR DRUG/ALCOHOL EDUCATION

COURSE CRITIQUE

INSTRUCTOR: _____

DATE: _____

This critique is anonymous. We will use your responses to help improve the quality of the course. Darken the space that corresponds to your choice.

1. How well did the course help you to know the Air Force policy on drug/alcohol abuse?

VERY POOR 1 2 3 4 5 OUTSTANDING

What policies are still unclear? _____

2. How well did this course provide you with information about unique local laws regarding drug and alcohol use on and off base?

VERY POOR 1 2 3 4 5 OUTSTANDING

What more would you like to know in this area? _____

3. How well did this course provide you with an understanding of responsible versus irresponsible use of alcohol?

VERY POOR 1 2 3 4 5 OUTSTANDING

What other information would help you in this area? _____

4. How well did this course provide you with an understanding of the drug/alcohol rehabilitation process?

VERY POOR 1 2 3 4 5 OUTSTANDING

What information would help increase your understanding? _____

5. How well did the course help you to understand alternatives to drug/alcohol abuse?

VERY POOR 1 2 3 4 5 OUTSTANDING

What more would you like to know in this area? _____

6. How effective was the support material (ex. handouts, statistics, scenarios) used in class?

VERY POOR 1 2 3 4 5 OUTSTANDING

What areas may have required better support? _____

7. How do you rate your instructor's presentation skills?

VERY POOR 1 2 3 4 5 OUTSTANDING

Which of those skills were most notable? _____

8. How do you rate the quality of the course content (ex. relevant, current, informative)?

VERY POOR 1 2 3 4 5 OUTSTANDING

Which areas were the most useful to you? _____

SUPERVISOR DRUG/ALCOHOL EDUCATION

COURSE CRITIQUE

INSTRUCTOR: _____

DATE: _____

This critique is anonymous. We will use your responses to help improve the quality of the course. Darken the space that corresponds to your choice.

1. How well did the course provide you with information about the elements of drug and alcohol abuse control?

VERY POOR 1 2 3 4 5 OUTSTANDING

What elements are still unclear? _____

2. How well did the course help you to understand the extent of the Air Force, command, and local drug and alcohol problem?

VERY POOR 1 2 3 4 5 OUTSTANDING

What more would you like to know in this area? _____

3. How well did this course help you to know the local military and civilian resources available for drug/alcohol abuse control?

VERY POOR 1 2 3 4 5 OUTSTANDING

What other resources would you like to know about? _____

4. How well did this course help you to understand the supervisor's role in the rehabilitation process?

VERY POOR 1 2 3 4 5 OUTSTANDING

What more would you like to know in this area? _____

5. How effective was the support material (ex. handouts, statistics, scenarios) used in class?

VERY POOR 1 2 3 4 5 OUTSTANDING

What areas may have required better support? _____

6. How do you rate your instructor's presentation skills?

VERY POOR 1 2 3 4 5 OUTSTANDING

Which of those skills were most notable? _____

7. How do you rate the quality of the course content (ex. relevant, current, informative)?

VERY POOR 1 2 3 4 5 OUTSTANDING

Which areas were the most useful to you? _____

ADDITIONAL COMMENTS:

APPENDIX H

PROPOSED ACHIEVEMENT TEST QUESTIONS FOR DRUG/ALCOHOL EDUCATION

OBJECTIVE: Know Air Force policy on drug/alcohol abuse.

SOB: Describe Air Force policy on alcohol abuse.

1. According to Air Force policy, alcoholism is a non-compensable, preventable, and treatable disease. True/False (true)
2. The Air Force is committed to treating alcoholics and returning them to
 - a. civilian status.
 - b. full duty status. (correct)
 - c. limited duty status.
3. The decision to retain or separate an Air Force member can be based solely on their use of alcohol. True/False (false)
4. Individual drinking habits that don't affect performance, public behavior, mental health, or physical health are not investigated. True/False (true)

SOB: Describe Air Force policy on drug abuse.

1. The Air Force policy is that drug abuse isn't compatible with Air Force standards. Of the following, which is not a reason for this policy?
 - a. It can seriously damage one's physical or mental health.
 - b. It may jeopardize the safety of the person and/or others.
 - c. It can lead to fewer people supporting the airmen or NCO clubs. (correct)
 - d. It can lead to criminal prosecution and discharge under other than honorable conditions.

2. The use of marijuana by Air Force members is acceptable only

- a. off-duty.
- b. off-base.
- c. not acceptable at any time. (correct)
- d. off-base in states where use of marijuana isn't prosecuted.

SOB: Explain the consequences of alcohol abuse.

1. Blackouts are a sign of irresponsible drinking.
True/False (true)

2. As long as irresponsible drinking occurs off-duty the Air Force will not take non-judicial or judicial action.
True/False (false)

SOB: Explain the consequences of drug abuse.

1. Amn Johann is confirmed as a user of marijuana because of a positive test result from an inspection urine test. She could expect to get an Article 15. True/False (true)

2. Sgt Martin was arrested for possession of an illegal drug. Since she is an NCO, her commander should seriously consider discharge action. True/False (true)

OBJECTIVE: Know the unique local laws regarding the use of drug/alcohol abuse on- and off-base.

SOB: Outline local laws concerning alcohol abuse.

1. Amn Oliver is _____ years old. Which of the following is most correct?

- a. Amn Oliver can drink alcoholic beverages only on-base.
- b. Amn Oliver can drink alcoholic beverages only off-base.
- c. Amn Oliver can legally drink alcoholic beverages on- and off-base.
- d. Amn Oliver can't legally drink alcoholic beverages either on- or off-base.

Note: Correct answer will depend on age put in at each base.

2. According to Department of Defense, the legal age for drinking on-base must be the same as the state law unless the base is near a state with a lower drinking age. For this base the drinking age is ____ and the state drinking age is ____.
True/False

Note: Correct answer will depend upon ages put in at each base.

SOB: Outline local laws concerning drug abuse.

1. Regarding a first offense for marijuana, (state) legally considers

- a. possession of (ounces) to be _____, use to be _____, and transfer or sale to be _____.

Note: Insert responses in blanks such as "misdemeanor," "felony," "not prosecutable," based on state laws. Responses for b, c, d, and e would be in the same format but with different and incorrect responses.

2. Regarding cocaine, (state) legally considers

- a. possession to be _____, use to be _____, and transfer or sale to be _____.

See note for question 1 above.

3. In this state, when compared to driving under the influence of alcohol, driving under the influence of an illegal drug is treated

- a. lighter.
b. harsher.
c. the same.

Note: Correct answer will depend on the state.

OBJECTIVE: Comprehend responsible versus irresponsible use of alcohol.

SOB: Give examples of behavioral signs/symptoms of drug/alcohol abuse.

1. Amn Jackson is having a party at which alcohol will be served. To liven up the party there will be party games including a race to see how fast everyone can drink a can of beer and one to see how much everyone can drink in 2 minutes. Amn Jackson by having this party is encouraging

- a. irresponsible drinking. (correct)
- b. responsible drinking if Amn Jackson makes certain no one drives while intoxicated.
- c. neither, as it is each person's choice on how much he or she drinks.

2. Which of the following scenarios best shows the responsible use of alcohol?

- a. Amn Gable likes to have several beers over her lunch hour.
- b. Amn Timmons, after playing softball next to his dorm, likes to have a couple of beers. (correct)
- c. When out on the town, Amn Kelly has a few beers in order to feel comfortable asking someone to dance.
- d. Amn Knapp occasionally enjoys having a few too many beers. However, he always makes certain he doesn't drive or act inappropriately on these occasions.

3. All of the following scenarios describe the irresponsible use of alcohol except

- a. Amn Meyer has started experiencing blackouts after a few hours of drinking.
- b. Amn Steele frequently challenges his friends to see who can drink the most beer.
- c. Amn Bain enjoys partying all night and on occasion comes to work with a hangover.
- d. Amn Whitney, two hours after drinking two beers physically assaults his roommate. (correct)

OBJECTIVE: Know drug/alcohol abuse identification methods including urinalysis.

SOB: List methods of drug/alcohol abuse identification.

1. A commander needs some proof a person is using drugs before sending that person for a urine test. True/False (false)

2. Two of the ways to be identified as a drug or alcohol abuser are commander/supervisor and arrest/apprehension. The remaining three ways are

- a. chaplain, medical, and urinalysis.
- b. medical, urinalysis, and social actions.
- c. self identification, medical, and urinalysis. (correct)
- d. self identification, chaplain, and urinalysis.

3. Sgt James always takes pride in being a good supervisor and friend to his subordinates. He values the fact they all like him. He is known to party a lot on his days off. Amn Phillips, one of his subordinates, occasionally comes into work with a hangover. Sgt James has noticed an increase in the frequency of these hangovers. In addition, it has started to affect Amn Phillips job performance. What should Sgt James do?

- a. Nothing, as Amn Phillips has seen him drink a few too many.
- b. Read the riot act to Amn Phillips and document the counseling session.
- c. Talk to Amn Phillips about his hangovers but give him a break by not documenting it.
- d. Advise the commander of the problem and request Amn Phillips be referred to Social Actions for evaluation. (correct)

OBJECTIVE: Comprehend the drug/alcohol abuse evaluation/rehabilitation process.

SOB: Summarize the evaluation/rehabilitation process.

1. Sgt Carson has a positive urinalysis for marijuana. The commander enters Sgt Carson into the drug evaluation process. As a result Sgt Carson will

- a. be evaluated at Social Actions, at the hospital, and at a rehabilitation committee meeting.
- b. all of a plus attend an education course.
- c. all of b plus see a chaplain if Sgt Carson desires. (correct)
- d. none of the above as Sgt Carson will be discharged.

2. Which of the following is not a purpose of the evaluation process?

- a. Increase productivity. (correct)
- b. Determine fitness for duty.
- c. Determine if separation is appropriate.
- d. Determine if there's a drug or alcohol abuse problem.

3. All of the following are purposes of the rehabilitation committee meeting except

- a. recommending retention or separation of the member.
- b. developing an appropriate treatment plan for the member.
- c. assessing the member's progress in the rehabilitation program.
- d. determining the appropriate disciplinary action for a drug or alcohol offense. (correct)

SOB: Identify on- and off-base resources available for assistance.

1. Rehabilitation programs often use additional resources (on- and off-base) to enhance the program. Which is the best example of how off-base resources are used for active duty members?

- a. Local hospitals are used to provide medical care.
- b. Alcoholics Anonymous (AA) is used as a referral to reinforce the rehabilitation process. (correct)
- c. Local ministers are used to ensure each client (if desired) sees a minister of their own faith.
- d. Local civilian rehabilitation programs are used when the Social Actions staff is overloaded with clients.

2. During the evaluation process, seeing a chaplain is optional but is encouraged because the chaplain provides

- a. confidentiality.
- b. spiritual guidance.
- c. marital counseling.
- d. the commander another viewpoint. (correct)

OBJECTIVE: Comprehend effective alternatives to drug/alcohol abuse.

SOB: Give examples of effective alternatives to drug/alcohol abuse.

1. If recreation, sports, and off-duty education activities were reduced on-base, the more likely effect on drug or alcohol abuse would be

- a. no change.
- b. a decrease in drug or alcohol abuse.
- c. an increase in drug or alcohol abuse. (correct)

2. AB Stephen is new to this base. He's lonely and hasn't made many friends. He's already been approached by someone offering him some "weed." The most responsible choice for AB Stephen would be for him to

- a. watch TV alone in his room.
- b. go ahead and get some marijuana.
- c. get a six pack of beer and enjoy it.
- d. get involved in a group activity such as sports. (correct)
- e. go to the recreation center and sit around hoping someone will strike up a conversation with him.

OBJECTIVE: Comprehend the operational intent of the Intoxicated Driving Prevention Program.

SOB: Define intoxicated driving.

1. Which of the following best describes intoxicated driving?

- I. It applies only to alcohol.
- II. It includes failure of a field sobriety test.
- III. It includes operating a motor vehicle while intoxicated.
- IV. It applies to alcohol and/or illegal drugs but not prescription medication.
- V. It includes operating a motor vehicle on a military installation with a blood alcohol content (BAC) of .10 or higher.

- a. III and V
- b. II, III, and IV (correct)
- c. I, II, III, and V
- d. II, III, IV, and V
- e. I, II, III, IV, and V

2. Amn Jones is prescribed a barbiturate which has a warning stating it may impair driving ability. Amn Jones takes the medication as prescribed. He is stopped by the security police for erratic driving and fails the field sobriety test. As a result, Amn Jones should be directed to submit to

- a. breath test for the presence of alcohol.
- b. a urine test for the presence of drugs.
- c. both a breath test and a urine test. (correct)

SOB: Give examples of attitudes and behaviors that may lead to or are indicative of intoxicated driving.

1. Amn Heston has spent the evening drinking with his friend. When his friend, who was intoxicated, decided to drive home, Amn Heston kept quiet. Amn Heston's silence best reflects what attitude regarding intoxicated driving?

- a. "I won't get caught."
- b. "I don't need to plan when or how I drink."
- c. "I drink, so I can't tell others how to drink."
(correct)

2. Amn Nelson and Amn Walker are close friends. They enjoy going out together dancing and drinking. Recently Amn Walker was intoxicated and Amn Nelson wanted to sober him up before Amn Walker left the party to drive home. What should Amn Nelson do to sober up Amn Walker?

- a. Feed him food to help absorb the alcohol.
- b. Feed him coffee to increase his metabolism.
- c. Make him wait until enough time has passed for his body to process the alcohol. (correct)
- d. Make him walk around outside to speed up the elimination of alcohol from his system.

SOB: Explain the procedures that specifically deter intoxicated driving.

1. The Air Force increased on-base driving suspensions from 6 to 12 months for refusal of a Blood Alcohol Test (BAT), making it the same as a first DWI offense. The most important reason for this was to

- a. comply with DOD directives.
- b. reduce the number of BAT refusals.
- c. eliminate the "loophole" that the refusal of a BAT provided. (correct)
- d. make the program easier to administer, i.e., everyone gets the same length of suspension.

2. Amn Bay received an Article 15, reduction in grade, and a one year suspension of on-base driving privileges for his off-base DWI. In addition, his car insurance rates doubled. His best friend, Amn Keith, also drives when he's intoxicated but hasn't been caught yet. As a result of Amn Bay's punishment and expenses, the desired change to Amn Keith's intoxicated driving behavior is Amn Keith

- a. makes sure he doesn't drink and drive. (correct)
- b. drinks plenty of coffee before he drives.
- c. makes certain he drives slowly and cautiously when he's been drinking.

3. Select the group of activities that could best be used by a community or state to successfully reduce the number of intoxicated drivers on the roads.

- a. Fingerprinting convicted DWI offenders, reducing the amount of insurance coverage the DWI offender can purchase, and requiring the DWI offender to return for alcohol breath tests on a periodic basis.
- b. Increased penalties for those convicted for DWI, hard-hitting TV and radio announcements, fingerprinting convicted DWI offenders, and bumper stickers that remind people to get a ride home if they are intoxicated. (correct)
- c. Teaching children in lower grades about their responsibilities to not endanger others when driving, bumper stickers that remind people to get a ride home if they are intoxicated, and reducing the number of DWI convictions.

SOB: Give examples of attitudes and behaviors that help prevent intoxicated driving.

1. Ann Ross doesn't believe in jeopardizing herself or others. As a result, what is she least likely to do?

- a. Make certain when she's drunk, she doesn't drive.
- b. Plan ahead when she's going to be drinking alcohol.
- c. Make sure she doesn't ride with someone who's been drinking.
- d. Choose to not say anything to an intoxicated friend who's about to drive. (correct)

2. Taking responsibility for making the DWI program work does not include making sure

- a. friends don't drink and drive.
- b. you set the example for responsible drinking.
- c. there's someone to drive who hasn't been drinking.
- d. if you've only had a few, you drive more carefully. (correct)

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