

# Navy Personnel Research and Development Center

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## Navy Corrections Program Evaluation: Volume I. Design

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**Navy Corrections Program Evaluation:  
Volume I. Design**

Elyse W. Kerce

Reviewed by  
Robert F. Morrison

Approved by  
John J. Pass  
Director, Personnel Systems Department

Released by  
B. E. Bacon  
Captain, U.S. Navy

and

James S. McMichael  
Technical Director

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19 ABSTRACT (Continue on reverse if necessary and identify by block number) A comprehensive program evaluation and data collection plan to assess the effectiveness of recent modifications to the Navy disciplinary system is presented. It provides methods for evaluating the impact of correctional restoration policies on the Navy by assessing the retention and performance of sailors returned to active duty following confinement in correctional institutions. It also includes provisions for evaluating organizational processes, such as the integrity of program implementation across sites, the appropriateness of retraining interventions, and the efficacy of a unit management system. It addresses the theoretical justification for specific program elements and employs measures derived from applicable theory. A conceptual model of the Navy corrections program showing factors affecting program impact was developed, and measures for each of the factors were specified. Instruments were designed to collect data from staff and prisoners, to be used in conjunction with archival records. A series of research questions and hypotheses are proposed and an analysis plan is suggested. Success criteria, methods for tracking individuals after release from corrections facilities, and recommendations for implementing the evaluation system are included.												
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## SUMMARY

### Problem

Navy Corrections (NMPC-84) is initiating extensive modifications in the Navy disciplinary system, resulting from recommendations presented in the Navy Disciplinary Study and Facility Master Plan completed in August 1985 and studies performed by the American Correctional Association in 1987. Changes include construction of new facilities, an objective classification system and more comprehensive needs assessment for offenders, and expanded programming aimed at successfully restoring a larger number of prisoners to productive active duty. An ongoing program evaluation system must be implemented for assessment of program effectiveness.

### Objectives

The objective of this project was to design and provide a comprehensive written program evaluation and data collection plan for the Navy's brigs and correctional custody units. Specifically, such a plan is required to identify criteria for successful system performance, specify data to be collected and appropriate methods of analysis, integrate the evaluation data base with the correctional management information system (CORMIS), specify appropriate tracking requirements and methods, and develop reporting standards.

### Approach

The plan presented in this report provides methods for evaluating the impact of correctional restoration policies on the Navy by assessing the retention and performance of sailors returned to active duty following confinement in correctional institutions. It also includes provisions for systematically evaluating organizational processes, such as the integrity of program implementation across sites, the appropriateness of retraining interventions, and the efficacy of a unit management system. It addresses the theoretical justification for specific program elements and employs measures derived from applicable theory.

### Method

A conceptual model of the Navy Corrections program showing factors affecting program impact was developed, and measures for each of the factors were specified. Instruments were designed to collect data from staff and prisoners, to be used in conjunction with archival records. Details of the development of instruments and pretest results are presented. A series of research questions and hypotheses were proposed, along with a list of variables required to address those questions. Using the research questions as a framework, a tentative analysis plan is suggested. Recommendations for implementing the evaluation system are included. Success criteria and methods for tracking individuals after release from corrections facilities are included in the plan.

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## INTRODUCTION

### Problem

With predicted demographic changes, the military services can expect greater competition for a smaller pool of recruits, and retention of qualified personnel becomes increasingly important. Navy Corrections is responding to this challenge with a plan to restore greater numbers of awardees, detainees, and prisoners to productive active duty after release from confinement in correctional institutions. To meet this goal, extensive changes are presently being implemented in the Navy Corrections system. In order to demonstrate effectiveness of this modified correctional system and its special programs, and to assure its continued success, ongoing program evaluation must commence concurrently with other program changes.

### Objective

The objective of this project has been to design a detailed written evaluation and data collection plan for evaluating the outcomes and processes of the Navy's three-tiered brig system. Details of this evaluation plan are presented in the following report. It includes methods for assessing outcomes to determine if the program is meeting its goals, and the assessment of process strengths or weaknesses to assist program managers in making informed decisions as the program evolves. Special emphasis will be on the impact of the Corrections programs and service delivery on (1) restoration of prisoners to active duty and completion of obligated service, (2) recidivism, and (3) performance after release.

### Background

The Navy Disciplinary System Study and Facility Master Plan, which was developed through the efforts of key military personnel and civilian consultants, addressed the need for changes in the Navy's disciplinary system. One of its major recommendations was that 'modern' brigs with better programs should be provided. Specifically, the study noted that:

Major revisions need to be made to the Correctional system in order to better utilize limited resources and to maximize personnel available for fleet operations. Confinement facilities will be organized into three levels of correctional activities with specialized purposes for each level. These levels include a waterfront fleet service system, a consolidated brig system with concentrated professional services for more difficult cases, and non-naval confinement for long-term offenders through contracting with other agencies.

Consistent with those recommendations, two medium-security consolidated brigs and 12 waterfront brigs are under construction, and two existing waterfront brigs are being renovated. A systematic classification system for detainees and prisoners, designed and recommended by the American Correctional Association, will be implemented following field tests. Greater emphasis will be placed on treatment programs designed to prepare prisoners for successful return to active duty or civilian life. The Navy's Correctional Management Information System (CORMIS) will connect all facilities and will be expanded to include data for on-going evaluation of the total Corrections system.

## APPROACH

The Navy Corrections program is a complex system which must simultaneously address divergent issues and consider both organizational, security, and humane goals. Program evaluation for policy analysis and development in such a system demands a multidimensional and multifaceted approach. Accordingly, the plan outlined here will include evaluation of both program impact and processes; and employs a variety of methods such as time series designs for recurring evaluation of outcomes, site comparisons for clarifying process issues, and various ethnographic investigations which will help to identify unanticipated consequences.

Before addressing such methodological concerns, it will be helpful to consider the theoretical framework and conceptual organization underlying the Corrections program.

## THEORETICAL FRAMEWORK

The theoretical basis for developing certain interventions or programs in correctional systems has seldom been clearly explicated. This has meant that a program is more likely to be adopted because of its prior success under similar conditions, than because of its theoretical relevance for issues to be addressed. However, in order to structure a systematic evaluation which seeks to answer questions about why and for whom a program should be effective, the selection of a theory to guide evaluation efforts is necessary. Further, evaluation which lacks theoretical guidance contributes little either to the base of knowledge or to scientifically-based social policy (Short, 1980). Theory is also the basis for developing an accurate model of the program as a whole.

### Applicable Theory

Applicable theory can be used to understand why and how certain intervention programs or treatments can be expected to achieve desired results. There are several theoretical frameworks that are applicable to the goals of the Navy Corrections system. Of particular relevance are Sutherland's differential association theory (Sutherland & Cressey, 1978), Hirschi's (1969) control theory, Maslow's (1970) theory of motivation, and aggregation theory from the education literature (Janowitz, 1972). Some general principles from both learning theory and social psychology are also pertinent to the development of strategies for changing deviant behavior. These theoretical assumptions, summarized in Table 1, determine research hypotheses and help to guide analyses to be used in the evaluation.

### Developing a Model

An important preliminary step toward understanding a complex system is to develop a conceptual model to show how system components interact to produce final outcomes. Such a model can then serve as a map for the collection of data and, as data are collected, it can be refined and given additional precision.

Factors assumed to impact program outcomes can be categorized as either system variables or as exogenous variables, over which the Corrections program has little control. These two classes of variables are summarized in Tables 2 and 3. The evaluation system will concentrate on classes of variables central to the Correction program, while specifying the effects of uncontrollable peripheral events whenever possible.

**Table 1. Theory Applicable to Navy Corrections Program**

1.	People commit crimes because they learn definitions of their situations that are favorable to law violations more than they learn definitions that are unfavorable to law violation.	DIFFERENTIAL ASSOCIATION THEORY
2.	Most of this learning occurs in communication with others, in intimate groups.	
3.	The learning that affects definitions of situations includes techniques, motives, rationalization and attitudes about crime.	
4.	The relative strength of the learned criminal and anticriminal definitions is a function of the frequency, duration, priority, and intensity of the learning.	
5.	All persons learn how to be "delinquent", either from others or alone, and would be delinquent if they dared.	CONTROL THEORY
6.	People dare not be delinquent, however, if they develop bonds with conventional society that they value sufficiently to fear jeopardizing them	
7.	The bonds that make people control themselves include: <ol style="list-style-type: none"> <li>a. attachments to conventional persons</li> <li>b. valued conventional pursuits and statuses, from which they would be ejected if found delinquent</li> <li>c. time for conventional pursuits</li> <li>d. anticriminal beliefs</li> </ol>	
8.	Behavior that is rewarded in given types of circumstances tends to be repeated in such circumstances but to cease when no longer rewarded	
9.	The rewards that most influence the conduct of humans are favorable self-conceptions	LEARNING THEORY

**Table 1. (Continued)**

10.	Favorable self-conceptions come mainly from the responses that a person's conduct elicits from other people	LEARNING THEORY
11.	People may also reward or punish themselves by covert communications to themselves about their own conduct	
12.	Humans can learn new types of conduct through written and oral communication from others, through vicariously experiencing the conduct and its rewards when observing others do it, or by devising it themselves; but vicarious experience (modeling) is probably the most influential of these modes of learning.	
13.	Human needs are organized into a non-rigid hierarchy of relative prepotency. Basic human needs are: physiological, safety and stability, affection and belonging, esteem, self-actualization.	MASLOW'S THEORY OF MOTIVATION
14.	Needs may be conscious or unconscious.	
15.	Behavior is dominated by unsatisfied needs.	
16.	Lower-level physiological needs are prepotent. Conditions may permanently constrain level of aspiration so that higher-level needs disappear. Thwarting of needs can lead to maladaptive compensatory behaviors.	
17.	Most behaviors are overdetermined; i.e., multi-motivational. Behavior may also be determined by external fields.	
18.	Not all behavior is motivated, but may be expressive or defensive.	
19.	The main conative function of education is to neutralize apparent danger through knowledge.	

**Table 1. (Continued)**

20. Academic and vocational achievement is interdependent with socialization goals.
21. Socialization and learning are facilitated by intensive human effort rather than elaborate, but impersonal, technology.
22. Human referents are more effective carriers of meaning than abstractions, and rewards are mediated by personal relations. Facilitation of interpersonal relations can neutralize the power of informal leaders.
23. A single "teacher" should be responsible for well-being and educational process, but he or she can involve a variety of other persons.
24. Affective considerations as well as rational ones should influence curriculum development.
25. The appropriate authority structure for educating should be centralized policy making and decentralization based on professional autonomy.

EDUCATIONAL  
AGGREGATION  
MODEL

**TABLE 2.**

***PROGRAM VARIABLES WHICH MAY AFFECT SYSTEM IMPACT***

**Prisoner Characteristics**

**Offense Characteristics**

**Sentence Characteristics**

**Classification System**

**Validity of Intervention Programs**

**Intensity of Intervention Programs**

**Adherence to Policy/Standardization Across Brigs**

**Staff Selection/Screening**

**Staff Attributes**

**Staff Training**

**Organizational Structure/Climate**

**TABLE 3.**

***EXOGENOUS VARIABLES WHICH MAY AFFECT SYSTEM IMPACT***

**Acceptance of Restoration Policy by Operational Commands:**

Example: the attitudes of operational commands have an impact on how well a restored sailor is reintegrated into the Fleet and how well he or she performs. Command attitudes also influence who enters the corrections system

**Sentencing Practices:**

Example: Because classification is partially a function of sentence, this affects who is placed in the restoration program

**Economic climate:**

Example: motivation to succeed in the Navy may be diminished during times of greater civilian opportunity

**Social mores:**

Example: acceptance and prevalence of drug use among the general population

**Political events:**

Example: areas of crisis in the world. Political events may also affect public opinion and acceptance of military personnel, and influence perceptions of job value

**Navy/DOD policies:**

Example: Policy changes and new instructions relative to mandatory discharge.

Systems variables form the core of the preliminary model of the Corrections program, shown in Figure 1. However, whether a variable is categorized as a system variable or an exogenous variable can be somewhat arbitrary since that classification depends on where the system's boundaries are drawn--a distinction that is not always clear. For example, command acceptance is determined not only by people and conditions outside the program, but by performance within the program. Therefore, it is listed in Table 3 as a variable outside the program, but it is also included in the model shown in Figure 1. In general, however, exogenous variables are not considered to be part of the Navy Corrections system and are not found in the model.

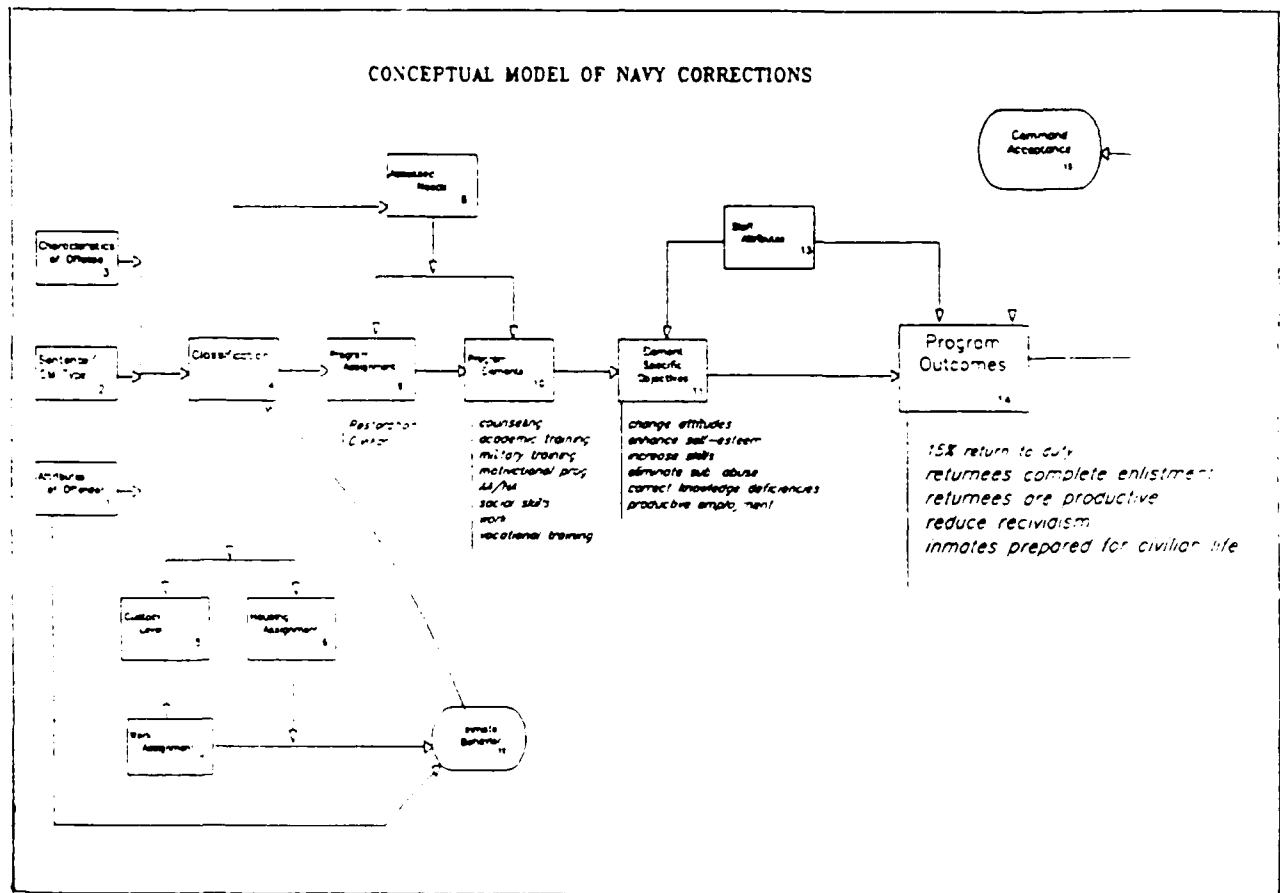


Figure 1. Conceptual model of Navy corrections.

The model indicates that classification is based upon the attributes of the offender, the character of the offense, and the sentence handed down. The result of this classification, in turn, determines program assignment, housing assignment, and custody level. Each of these affects behavior while in the brig. Assignment to the return to duty or civilian program and the individual's assessed needs both influence the selection of program elements to be provided. The appropriateness and effectiveness of the various treatment components (program elements) are then among the factors determining final outcomes. However, final outcomes are also affected by factors outside the system.

This model provides a framework for more detailed discussion of the evaluation measures and analyses found in later sections of this report. Classes of variables to be included in the evaluation system will be referenced by block numbers from the model.

### **ASSESSING IMPACT: FINAL GOALS**

The purpose of impact evaluation is to determine how successfully a program is doing what it set out to do. Although both intermediate and final outcomes will be assessed, "impact evaluation" is commonly associated with final outcomes, which indicate how successful the program has been in meeting its stated goals. Outcome measures are thus derived from the program mission statements, but, to be meaningful, these must be restated in operational terms and have a sound theoretical basis.

The mission of the Navy Corrections program can be summarized as follows:

- **To ensure the security, good order, discipline, and safety of awardees, detainees, and prisoners.**
- **To restore no less than 15 percent of the eligible prisoner personnel to offense-free, honorable active service.**
- **To prepare the remaining prisoners for return to civilian life as productive citizens.**

Table 4 represents the first step in operationalizing final outcomes. Key phrases from the Navy Corrections statement of mission are shown in the first column, while the second column lists the appropriate outcome measure for each.

Although the measures outlined in Table 4 may appear limited to the compilation of summary statistics, merely collecting the numbers in certain categories does not take full advantage of the information available. With the proposed organization of the evaluation data file, it will also be possible to correlate outcome measures with personal characteristics and program variables. From such analysis, it can be determined who benefits most from which program elements.

The assessment of final outcomes requires follow-up procedures after release of the individual from the brig or the Correctional Custody Unit. For those returned to active duty, two methods are proposed. The first of these will yield objective data extracted from the Enlisted Master Tape (EMT) and other existing Navy data bases. This follow-up procedure will be maintained for no less than 2 years after release. Social security numbers (SSN) will be used to match information from such records to the evaluation files. A second follow-up of the restoration population will seek information from the restoree's current command about his or her performance after returning to duty. Data will be collected after 3 months, 6 months, and 1 year.

Obtaining information about those released to civilian life is anticipated to be more difficult and detailed procedures required for follow-up of that population are still being developed. The feasibility of using FBI arrest records to assess recidivism is currently being investigated. Although there appears to be some practical problems associated with the use of the FBI records (see Gottfredson & Gottfredson, 1980), no alternative sources of data have been uncovered.

**TABLE 4. MEASURES OF SYSTEM IMPACT**

<b>Program Objective</b>	<b>Measure</b>
A. Confining prisoners:	
Security	Attempted and realized escapes from confinement
Discipline	Masts and other punishments during confinement. Disruptive behaviors.
Safety	Injuries inflicted on other prisoners or staff. Accidents. Self-inflicted injuries; suicide attempts.
-----	
B. Retraining and Restoration to Duty:	
Restore 15% of eligible* prisoner population	Retraining/Restoration statistics: number recommended by brig and CCU staffs, number completing restoration program, number given admin discharges despite recommendation, number returned to command.
Offense-free	Follow-up courts martial, NJPs, UAs.
Honorable (& productive)	Command evaluations after restoration. Completion of obligated service. Grade promotions.
-----	
C. Preparation for productive civilian life:	Participation in recommended programs while confined. Crime-free at follow-up.

---

\* Eligible population refers to offenders who do not have a mandatory discharge.

The procedures outlined above will provide information about the impact of the Corrections program on individuals who have been confined in correctional facilities and on the Navy. However, the program is also expected to have an impact on Navy members who are assigned to brig staff duty. To assess the future impact of brig duty on the careers of staff members, follow-up data on retention and performance will be extracted from the master tapes. Current job perception and satisfaction data are also collected.

### **ASSESSING PROCESS: INTERMEDIATE GOALS**

Process evaluation describes what happened within the system (i.e., it documents program events). It is dangerous, both intellectually and politically, to judge program effectiveness only on outcome measures without assessing the processes of program implementation. First, it cannot necessarily be assumed that the program delivered at any local level is the same program as that specified by policy makers. Such discrepancies in program delivery may result when those involved at the local level do not share the same perspective or define the situation in the same way as those who instigate the policy. If undetected, such variations in implementation may seriously affect overall measures of program effectiveness. Process evaluation, therefore, seeks to understand what exactly is going on within the system. Second, because process evaluation reveals site differences in program delivery, it can also identify more precisely those aspects of a complex delivery system that are working best. This type of feedback makes it possible for program managers to modify program implementation, retaining those techniques which the data show to be most effective.

Process evaluation also must assess each element of a program to determine if element-specific objectives are being met. It is useful to think of such objectives as intermediate outcomes or intervening variables. Intermediate outcomes to be assessed (box 11 of the model) relate primarily to measurable results of specific interventions.

To develop appropriate measures, concrete intermediate goals must be specified. For example, if a program element is intended to enhance the self-concept of prisoners, then it is important to know if there has been a change in self-concept as well as whether the particular element does or does not contribute to the desired final outcomes. Table 5, which defines some intermediate outcomes, indicates that program elements may have overlapping goals. Program elements are also interactive. Skills and behavior acquired in one program affect the success of others.

This evaluation step is also necessary to determine the validity of the program elements being offered. That is, each program element should be theoretically linked to and contribute to the overall goals in addition to achieving its specific objective. If a program element does not achieve what it was designed to do, it probably is not contributing to successful outcomes. In that case, it should be modified or eliminated in favor of elements which make a greater contribution to program goals. Intermediate goals of increasing self-esteem, correcting social and behavioral skills deficiencies, and establishing relationships with appropriate role models appear to be particularly relevant to the overall goals of Navy Corrections. However, when individual program elements fail to achieve their desired objectives, it is frequently not the validity of the intervention that is questionable but the way it has been implemented. Assuming that there has been adequate theoretical justification for introducing a program element into the system, such things as organizational variation in duration, intensity, or presentation of a treatment may account for its failure to have the desired results.

**Table 5.**  
**Program Categories and Intermediate Outcomes**

<i>Program</i>	<i>Desired Outcomes</i>
Academic programs	To correct educational deficiencies
Counseling	Change attitudes, eliminate maladaptive behaviors, develop coping skills
"Motivational" programs	Change attitudes, enhance self-esteem, improve social and communications skills
"Crossroads"	Behavioral skill acquisition, modify values and attitudes, enhance self-image, goal clarification and commitment
AA/NA, Etc.	Eliminate substance abuse
Vocational training	Improve job skills
Work	Productive employment while in the brig.
Military training	Reinforce Navy values and clarify behavioral guidelines and requirements
All programs	Present prisoners with an appropriate role model, and establish proper rapport with successful Navy personnel.

Finally, another goal of process evaluation is to facilitate policy analysis of impact studies by collecting and analyzing data about the operations, structure, and flow of the program. As a prisoner moves through the Corrections system, many decisions are made which affect the impact of the system on that individual. Program flow analysis determines if critical steps in the program are being accomplished in the appropriate order and within the time-frame specified. For example, in the Corrections program one would want to be assured that the required information was compiled prior to prisoner assignment to programs, and that reclassification procedures are carried out as scheduled. The client flow chart found in Appendix C indicates how detainees and prisoners move through the Corrections program.

Classification is a primary example of a staff decision with a direct bearing on outcomes, since restoration cannot be successful if prisoners are incorrectly assigned to programs. Recent changes have been made in the system to assure that those decisions are as structured and unbiased as possible when the appropriate procedures and decision rules are followed. The evaluation must, therefore, determine how well procedures are being implemented, and whether they result in decisions consistent with mission goals. The fact that the evaluation of Navy Corrections program will be conducted at multiple sites will facilitate process analysis because it provides some variability in organizational variables.

Process evaluation does substantially increase the data collection burden over impact evaluation, but some research of intermediate objectives can be conducted as mini-studies at a sample of total sites in the system rather than system wide.

## OTHER DESIGN ISSUES

### Control Group(s)

Frequently evaluations of social programs cannot be fitted into an experimental paradigm because appropriate control groups are unavailable in many real life situations. This is particularly true for social programs where the total population of interest receives the same treatment. Researchers may substitute a comparable group, but a poor "comparable group" can be worse than no control at all because resulting comparisons often will be misleading.

This plan does not specify a control group for the evaluation of overall impact because there is no matching group of offenders randomly assigned to a different program. For evaluation of intermediate goals, groups receiving different program elements with the same objective will be compared if such groups are available. In the same way, the analyses will make use of any site differences in implementation for group comparisons. In the absence of a suitable control group, the convergent validity approach using multiple measurements serves as an alternate strategy for the evaluation of the Navy Corrections system. The rationale for this approach is that the more different lines of evidence which converge, the more convincing will be the results. The use of multiple measurements also helps to counteract the problem of imperfect validity of individual measures.

### Pre-post Comparisons

Although simple pre-post designs frequently are used in evaluation of social programs where a control group is not available, this approach is an extremely weak strategy

because it is difficult to rule out or control for alternative explanations of results. Alternative explanations are often found among the exogenous variables shown in Table 3, and results over time should be considered in the light of such outside influences as political events and Navy policies. While single pre- and post-program measures are totally inadequate, the analysis can be somewhat improved if outcomes can be measured in an "interrupted time series" (Campbell, 1975) design which plots the data over a number of years. This design will be used where comparable data is available for previous years (i.e., for some outcome measures such as the number of prisoners returned to duty and their survivability in the Navy).

### Multiple Stakeholders

Any complex people-changing program will have multiple "stakeholders," or groups, which have a stake in program outcomes. In the Navy Corrections system, stakeholders include both individuals and organizations that are concerned with the outcomes of the program: the Navy, the operational commands from which offenders come and to which they will be returned, program administrators, brig staff, and the prisoners themselves. For evaluation purposes, this means that there are personal and organizational goals to be considered other than the manifest, public goals set forth in mission statements. It is important to recognize how personal goals may be in conflict with manifest program goals, and the impact they may have on outcomes. For example, the duties of staff members may become more demanding as the emphasis is placed on restoration rather than security. If one of the unacknowledged goals of some staff members is less-demanding work routines, then an important evaluation question is how such individual goals are affecting program implementation. The recommended evaluation plan seeks to identify and speak to divergent goals, particularly discrepancies between.

### Criteria

To determine the success of the new Corrections program, criteria must first be clearly defined and the most feasible way to measure each criterion needs to be specified. These criteria should be relevant to attainable goals, and should also be useful in the determination of appropriate funding in the future. To the extent possible, it is better to use objective rather than subjective measures, and continuous rather than discrete statistical variables.

The use of a continuous variable as the criterion allows various degrees of "success" to be determined rather than a successful/not successful dichotomy. To illustrate, Figure 2 shows that an individual's total success score is comprised of his or her scores at four levels of increasing difficulty and importance. At Level 1, behavior while in the brig is measured by the absence of disciplinary incidents and participation in recommended program elements. Level 2 adds the staff's recommendation for restoration to duty or discharge. The next level considers recidivism after release and, for those restored to duty, a "survival index," which is computed by dividing the number of additional months served by the number of months until the end of obligated service. Finally, Level 4 examines the individual's performance after return to duty. Total success score will not be determined until the individual has been tracked for 2 years following release from the brig, but it will be possible to assess the degree of success at each progressive level.

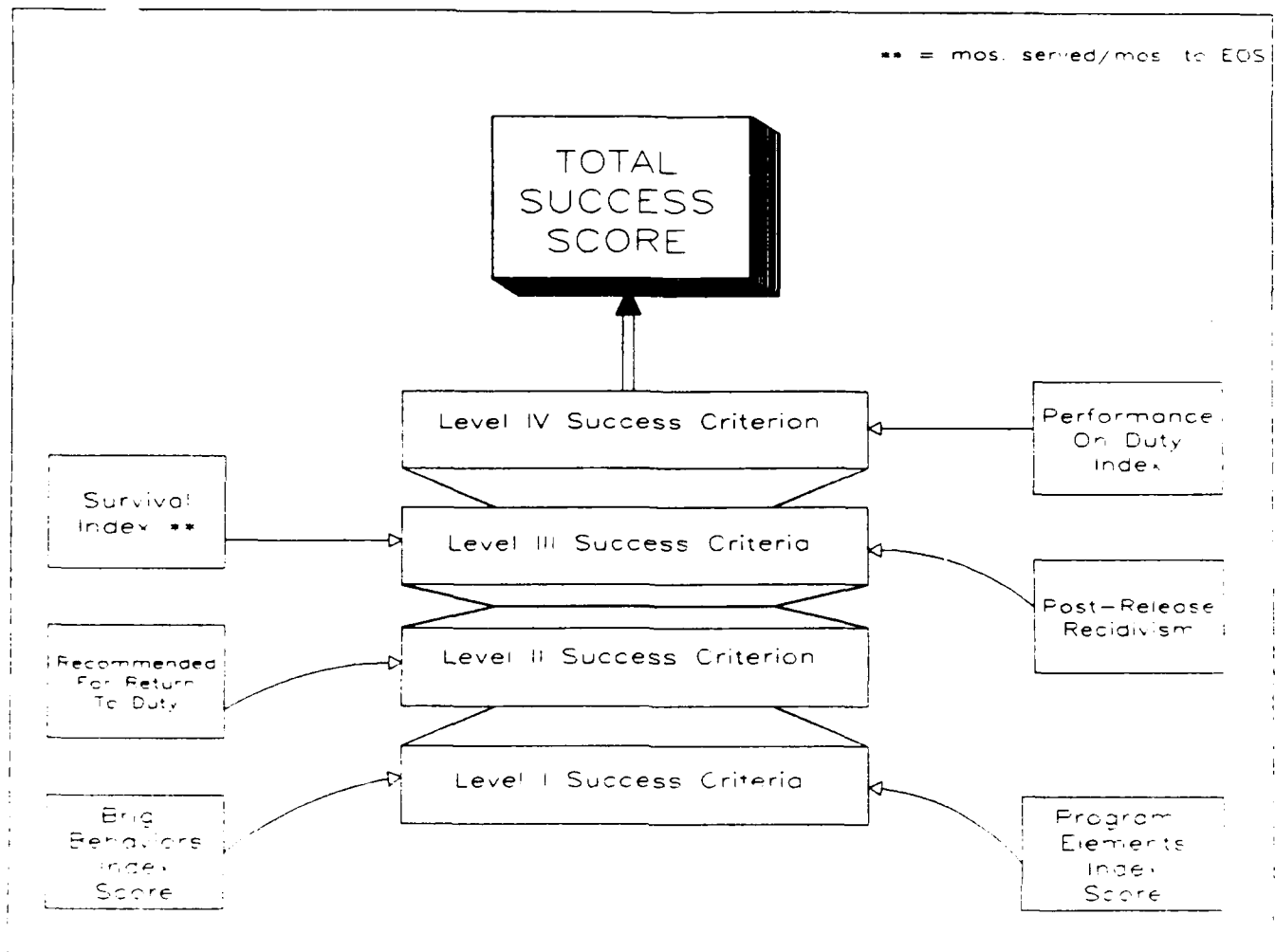


Figure 2. Hierarchy of success.

### Integration with CORMIS

Three evaluation files will be added as modules of the existing CORMIS system. They will be organized at the individual level, with SSN as the key variable for matching with other Navy data bases for follow-up purposes. Many of the data elements in the evaluation components are now routinely entered as part of the management information system. This will help to reduce the time required for data entry, as program modifications can be made to allow data to be copied to the evaluation component at the time of its original entry into CORMIS. The major portion of the data to be added will consist of scores on various assessments and research instruments.

### Privacy Data

An important consideration for implementation of this data base is the initiation of safeguards that will maintain the confidentiality of personal data being collected on both prisoners and staff members. Data entry programs should be constructed so as to limit access for many of the file elements to the evaluation team only. Completed paper and pencil instruments must be stored in locked cabinets and destroyed after computer entry.

## METHOD

The following sections describe in greater detail how impact and process evaluations will be conducted and the type of information which can be expected following implementation of this plan. A number of research questions are first proposed, data collection instruments are described, and a comprehensive list of the variables is provided. Hypotheses are stated and an analysis plan, which will test those hypotheses, is outlined. Implementation and supplemental research projects are briefly discussed.

### Research Questions

To facilitate decisions about what to measure and to plan subsequent analyses, it is helpful to state the aims of the evaluation in terms of research questions. The questions below are those that are most relevant at this time, but they represent only a sample of a universe of questions that could be asked. As more information becomes available about the efficacy of the Corrections program, other areas of investigation may replace these.

Questions to be asked about program impact are:

- Is 15 percent of the restorable (without mandatory discharge) brig population being returned to active duty?
- Do individuals returned to active duty after successfully participating in the restoration program complete their term of enlistment?
- How do those who complete the restoration program perform after return to duty?
- What are the demographic and psychological characteristics of those who are successful in the program, and how do they differ from those who are not successful?
- What are the characteristics of staff members who have the best results in promoting positive change in prisoners?
- What is the recidivism rate of those who have participated in the new Navy Corrections programs?
- What is the frequency of serious infractions, and the characteristics of those committing them?
- What is the perceived impact of brig assignment on staff careers, and how are such perceptions related to staff effectiveness?

Questions to be asked about process include:

Program elements:

- Were needs assessments carried out for all prisoners using the approved instruments and techniques?
- Were program elements available to meet prisoner needs, and were the program elements delivered those indicated by needs assessment?

- Which program elements are associated with success after release?
- Which program elements are meeting their stated objectives?
- How does the frequency with which an individual participates in a program element (program intensity) affect program outcomes?

Classification:

- Were specified procedures and tools employed in the classification process?
- How frequently does the staff override the classification form and for what reasons?
- Are outcomes different for prisoners who were classified with the form only and those whose classification was the result of a form override?
- Was reclassification held at the specified intervals?
- How frequently does reclassification result in a change in program assignment or custody level?

Staff:

- What is the effect of staff attitudes toward prisoners on the behavior of prisoners?
- What is the correlation between staff attitudes and prisoner success after release from the brig?
- What changes in staff attitudes occur with tenure on the job?
- How much variance in staff attitudes is related to the specific facility to which staff members are assigned.

Program managers should anticipate that it may take several years after implementation of the evaluation system before the accumulated evidence provides definitive answers to many of the research questions. However, the recurring nature of the evaluation, which allows the data to be plotted as a time series, is one of the strengths of this plan.

Data Collection Instruments

To answer the research questions that have been postulated, it is advisable to rely on convergent evidence from multiple measures. This will require a comprehensive and extensive data base. In addition to the variables presently in the CORMIS system, several instruments have been developed to collect data specifically for evaluation purposes. Each of these instruments is discussed briefly below, and complete copies are provided in Appendix A. Technical details of the development of instruments are found in Appendix B.

It should be stressed that these instruments are experimental and should not be used as a basis of decisions about individuals until sufficient data have been collected to verify their reliability and validity.

### Responsible Sailor Scale (RSS)

The RSS, which rates an individual on dimensions thought to be qualities essential for "responsible sailors," is a scale developed to be used by staff members as part of the classification process. It will also be used to assess change in individuals as they are exposed to program elements. This scale was designed by the American Corrections Association following a survey of personnel in several different commands. The survey data first identified 230 different attributes, which were clustered and reduced to a smaller number. Those most frequently mentioned were then included as bi-polar variables in a one-page rating scale. Several minor modifications have since been made in order to provide a seven-point scale and to assure that each pair of anchors is unidimensional. The RSS will be implemented as a computerized questionnaire. It is suggested that this form initially be completed for each prisoner by more than one staff member (e.g., leading petty officer and counselor) in order to investigate inter-rater reliability. If inter-rater reliability is shown to be adequate during this initial period, the procedure could be modified to allow a single knowledgeable staff person to complete the form.

Administration at no less than two points in time is recommended for each prisoner. This instrument may also prove to be appropriate for self-ratings by the prisoners. An interesting one-time analysis would compare self-ratings with staff ratings.

### Brig Staff Questionnaire

In the model of the Navy Corrections system presented above, staff attributes are shown to have an effect on both intermediate and final outcomes. Such an association is consistent with expectations, given the theoretical assumptions concerning the value of establishing bonds with non-delinquent individuals for facilitating change among prisoners. For example, Glaser (1969) found that correctional officers' positive attitude toward prisoners was one of the crucial variables underlying successful releases. Law enforcement personnel, however, often have been shown to have strong negative attitudes toward prisoners (e.g., Jacobi, 1975; Niederdoffer, 1969) which constrain the effectiveness of rehabilitative programs.

Given the importance of staff attitudes for program success, an instrument has been developed to assess staff attitudes about prisoners and their orientation on a treatment/punishment continuum. A second part of the questionnaire contains items to measure staff perceptions about their jobs and the organizational climate of the brig to which they are assigned. The questionnaire consists of a number of original items, as well as items adapted from published scales. The first section of the questionnaire will be administered upon arrival at the training academy, prior to assuming duties at a brig, and again when the staff member is rotating from brig duty. Part II will be used only in the third administration. Appendix B includes a technical discussion of the development of the Brig Staff Questionnaire.

### Prisoners Personality Inventory and Evaluation Survey (PINES)

This instrument was designed to measure personality traits and social psychological attitudes of brig prisoners, and to investigate how attitudes may change as a result of exposure to rehabilitative programs and positive role models.

This Likert-type questionnaire consists of subscales designed to measure self-esteem, internal vs. external locus of control, feelings of anomia or isolation, and several value

dimensions. Previously published scales that have been adapted to this population and the evaluation objectives are used for these measures. Additional items related to feelings of safety while in the brig and the presence of significant others in the prisoner's life are also included in the questionnaire. In addition to reliability and validity data, the use of published scales also provides normative scores for some general population groups. The questionnaire is to be simultaneously administered to a random sample of active duty enlisted personnel in comparable pay grades to establish Navy norms. The complete instrument is included in Appendix A and a detailed technical account of its development is to be found in Appendix B.

This self-report questionnaire will be administered to offenders during the early assessment and classification stage of confinement, and just prior to release from the brig. Ideally, changes between the two scores will reflect more positive attitudes (e.g., increased self-esteem, internalized locus of control, and reduced anomie).

#### Prisoners' Pre-release Survey

The purpose of this short questionnaire is to provide the prisoner about to be released with the opportunity to express an opinion about the program elements and staff members that have been most helpful during his or her confinement. They will be asked how their brig experience has affected them, and if they perceive personal changes as a result of exposure to the brig programs and staff.

#### Individual Follow-up Questionnaires

For prisoners returned to active duty, the evaluation will include two follow-up methods. The first of these utilizes computerized Navy master data files. These records are the most reliable source of information about discharges, courts martial, changes in pay grade, etc. On the other hand, they have the disadvantage of a time lag and provide only a sketchy notion of how the service member performed after release from the brig. A richer source of data about performance can be tapped by asking the individual's command to complete follow-up questionnaires at specified intervals. The major disadvantages associated with this second method are a response rate that is typically low, and the performance of additional tasks by Corrections administrators. To counteract those disadvantages, the follow-up questionnaire is designed to be easily completed in a few minutes. A second version will be used to follow-up CCU awardees. An accompanying form cover letter, to explain the reason for the request, will also be required.

#### Variables

The variables necessary to fully answer the research questions are summarized in Table 6. As the table indicates, about one fourth of the evaluation measures are available in usable format from current CORMIS files. Some follow-up information is to be extracted from Navy enlisted master tapes and from arrest reports maintained by the FBI. Variables which are not presently in CORMIS are mostly assessment scores and records of participation in program elements. The list of variables in Table 6 is intended to be exhaustive, although some may not be available at all waterfront brigs. In those cases, individual's files will be processed with missing data. Attitude questionnaires and certain of the assessment instruments are represented in the table by a single variable. However, individual item scores will be entered in the data base with scale indices computed during analysis. This procedure will conserve information and also simplify data entry. To further simplify data entry, the variables are organized in four files: prisoner files,

**TABLE 6.**  
**SUMMARY OF EVALUATION VARIABLES**

**FILE NO 1**

<u>Model</u> <u>Ref.</u>	<u>Variable</u>	<u>In</u> <u>CORMIS</u>	<u>To Be</u> <u>Added</u>	<u>Master</u> <u>Tapes</u>
1.	Brig UIC	X		
	Block 1.			
	Attributes of Offender:			
2.	SSN	X		
3.	Service branch	X		
4.	Command (at offense) UIC	X		
5.	Sex	X		
6.	Age	X		
7.	Race	X		
8.	Marital status	X		
9.	Religious Pref.	X		
10.	Education (highest grade)	X		
11.	Diploma type	X		
12.	Mos. honorable service	X		
13.	Paygrade	X		
	Previous offenses			
14.	CC15	X		
15.	OTH15	X		
16.	SCM	X		
17.	SPCM	X		
18.	GCM	X		
19.	Civilian (NCIC alert)	X		
20.	Medical alert	X		
	Block 2.			
	Offense Characteristics			
21.	Article 1	X		
22.	Article 2	X		
23.	Article 3	X		
24.	Article 4	X		
25.	Article 5	X		
26.	Article 6	X		
27.	Narcotics related?	X		
	Block 3.			
	Sentence			
28.	Court	X		
29.	Trial Date	X		
30.	Confinement date	X		
31.	Length of sentence	X		
32.	Discharge	X		

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>Master Tapes</u>
Block 4.	Screening/Classification			
	Screening			
33.	Suicide risk	X		
34.	Separation case	X		
35.	Mental health problem	X		
36.	Physical health problem	X		
37.	History of violence			
	Initial Classification			
38.	Date		X	
39.	Total classifying points		X	
40.	Classification form override		X	
41.	Reason for override		X	
	Latest Reclassification			
42.	Date		X	
43.	Total classifying points		X	
44.	Form override		X	
45.	Reason for override		X	
Block 5.	Custody level			
46.	Initial custody level	X		
47.	Latesst custody level	X		
Block 6.	Unit assignment			
48.	Leading Petty Officer (SSN)		X	
49.	Subsequent LPO (SSN)		X	
50.	Subsequent LPO (SSN)		X	
Block 7.	Work Assignment			
51.	Work Center supervisor (SSN)		X	
52.	Work type		X	
53.	Work Center supervisor (SSN)		X	
54.	Work type		X	
55.	Work Center supervisor (SSN)		X	
56.	Work type		X	
Block 8.	Needs Assessment			
	Assessment scores			
57.	MAST		X	
58./59.	Responsible Sailor (2 admins.)		X	
	AIMS			
60.	Assigned group		X	
61.	Final T-score 1		X	
62.	Final T-Score 2		X	
63.	Final T-Score 3		X	
64.	Final T-Score 4		X	
65.	Final T-score 5		X	
66.	Beta IQ		X	
67.	Educational Achievement (TABE)		X	
68.	Reading Level (Nelson)		X	

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>Master Tapes</u>
69.	Substance Abuse Life Circ.		X	
70.	Vocational Assessment		X	
71	Basic Personality (16 PF)		X	
	PINES Questionnaire			
72.	Scale 1		X	
73.	Scale 2		X	
74.	Scale 3		X	
75.	Scale 4		X	
76.	Scale 5		X	
77.	Scale 6		X	
	Clinical Assessment			
78.	Marital difficulties?		X	
79.	Financial difficulties?		X	
	Block 9.			
	Program Assignment			
80.	Initial assignment to restoration or civilian program track		X	
	Reassignment		X	
81.	Date		X	
82.	Change		X	
	Block 10.			
	Program Elements			
	Psychotherapy (group)			
83.	Sessions attended		X	
84.	Therapist		X	
85.	Reason end		X	
	Psychotherapy (indiv)			
86.	Sessions attended		X	
87.	Therapist		X	
88.	Reason end		X	
	Counseling (group)			
89.	Sessions attended		X	
90.	Counselor		X	
91.	Reason end		X	
	Counseling (indiv)			
92.	Sessions attended		X	
93.	Counselor		X	
94.	Reason end		X	
	Alcoholics Anonymous			
95.	Sessions attended		X	
	Narcotics Anonymous			
96.	Sessions attended		X	
	NADSAP			
97.	Sessions attended		X	
	CAAC Group			
98.	Sessions attended		X	
	"Crossroads"			
99	Sessions attended		X	
100.	Facilitator/counselor		X	

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>Master Tapes</u>
101.	Evaluation or Grade		X	
	Sex therapy (for sex offenders)			
102.	Sessions attended		X	
103.	Counselor		X	
104.	Reason end		X	
	Family Advocacy Group			
105.	Sessions attended		X	
106.	Reason end		X	
	GMT			
107.	Grade or evaluation		X	
	GED Courses			
108.	Number completed		X	
109.	Test undertaken		X	
	CLEP Courses			
110.	Number completed		X	
	Block 11. Element-Specific Objectives (assessed just prior to release)			
111.	PINES Questionnaire (2)		X	
	Acquired skills			
112.	Vocational		X	
113.	Communications		X	
	Educational			
114.	Diplomas/certificates		X	
115.	Responsible Sailor (final)		X	
116.	Pre-release Questionnaire		X	
	Block 12. Prisoner Brig Behaviors			
	Infractions			
117.	Category 1 count		X	
118.	Category 2 count		X	
119.	Category 3 count		X	
120.	Category 4 count		X	
	Behavioral evaluations			
121.	Work center supervisor		X	
122.	Leading petty officer		X	
123.	Complete restoration program?		X	
124.	Individual plan conditions		X	
	Block 14. Program Outcomes			
	Release information:			
125.	Recommended for return to duty	X		
126.	Returned to duty	X		
127.	Command UIC	X		
128.	Type of discharge	X		
	Return to duty follow-up			
129.	Completion of "indiv plan"		X	
130.	Disciplinary actions			X
131.	Survivability Index (time left/time in)			X

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>Master Tapes</u>
132.	Promotions			X
133.	Command evals (see File 2)		X	
	Discharged upon release (see File 3)			
	Block 15.			
	Command Acceptance			
	Command visit 1			
134.	Date		X	
135.	Visitor rank		X	
	Command visit 2			
136.	Date		X	
137.	Visitor rank		X	
	Command visit 3			
138.	Date		X	
139.	Visitor rank		X	
	Command visit 4			
140.	Date		X	
141.	Visitor rank		X	
	Command visit 5			
142.	Date		X	
143.	Visitor rank		X	
	Command visit 6			
144.	Date		X	
145.	Visitor rank		X	

**FILE NUMBER 2 NAVY FOLLOW-UP**

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>Master Tapes</u>
Blocks 14/15. Program Outcomes/Command Acceptance				
1.	Prisoner SSN	X		
2.	Release date	X		
3.	Command UIC	X		
	Command follow-up evaluations			
4.	30 Day Evaluation			X
5.	Date sent			X
6.	Date received			X
7.	Attribute 1			X
8.	Attribute 2			X
9.	Attribute 3			X
10.	Attribute 4			X
11.	Attribute 5			X
12.	Attribute 6			X
13.	3 Month Evaluation			X
14.	Date sent			X
15.	Date received			X
16.	Attribute 1			X
17.	Attribute 2			X
18.	Attribute 3			X
19.	Attribute 4			X
20.	Attribute 5			X
21.	Attribute 6			X
22.	6 Month Evaluation			X
23.	Date sent			X
24.	Date received			X
25.	Attribute 1			X
26.	Attribute 2			X
27.	Attribute 3			X
28.	Attribute 4			X
29.	Attribute 5			X
30.	Attribute 6			X
31.	1 Year Evaluation			X
32.	Date sent			X
33.	Date received			X
34.	Attribute 1			X
35.	Attribute 2			X
36.	Attribute 3			X
37.	Attribute 4			X
38.	Attribute 5			X
39.	Attribute 6			X

**FILE NO. 3 CIVILIAN FOLLOW-UP**

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>FBI Rap Sheets</u>
Block 14	Program Outcomes			
1.	Prisoner SSN	X		
2.	Release date	X		
3.	Follow-up number		X	
4.	Follow-up date		X	
5.	Offense code 1			X
6.	Offense code 2			X
7.	Offense code 3			X
8.	Follow-up number		X	
9.	Follow-up date		X	
10.	Offense code 1			X
11.	Offense code 2			X
12.	Offense code 3			X
13.	Follow-up number		X	
14.	Follow-up date		X	
15.	Offense code 1			X
16.	Offense code 2			X
17.	Offense code 3			X

**FILE NO. 4 STAFF**

<u>Model Ref.</u>	<u>Variable</u>	<u>In CORMIS</u>	<u>To Be Added</u>	<u>Master Tapes</u>
Block 13.	Staff Attributes			
1.	UIC		X	
2.	SSN		X	
3.	Sex		X	
4.	Race		X	
5.	D.O.B.		X	
6.	Marital status		X	
7.	Education		X	
8.	Psych screening		X	
9.	Paygrade		X	
10.	Primary NEC		X	
11.	Assignment (billet)		X	
12.	Report-in date		X	
13.	PRT category		X	
14.	Brig Staff Questionnaire (1)			X
	Initial training			
15.	(NEC) Course code			X
16.	Start date			X
17.	Completion date			X
18.	Grade or evaluation			X
19.	(Counselor) Course code			X
20.	Start date			X
21.	Completion date			X
22.	Grade or evaluation			X
	In-service training			
23.	Course code			X
24.	Start date			X
25.	Completion date			X
26.	Grade or evaluation			X
	Additional training			
27.	No. of hours			X
28.	Brig Staff Questionnaire (2)			X

prisoner follow-up files, and staff files. The files can be combined during analysis by matching on key variables.

Information available from the resulting data file will be sufficient to allow tests of hypotheses derived from the theoretical assumptions presented earlier in Table 1.

### Hypotheses

Theory applicable to the rehabilitation of prisoners suggests that frequent close association with appropriate role-models and the development of bonds with non-criminal others helps delinquent individuals to define their situations in new non-criminal ways. New types of conduct can be learned through both communication and observation. Further, the rewards that most influence the conduct of humans are favorable self-conceptions, which comes mainly from the responses that a person's conduct elicits from other people. These assumptions suggest, for example, that the rehabilitation of prisoners will be facilitated by extensive interaction with staff members, such as leading petty officers, who possess the qualities of a good sailor and a rehabilitative philosophy of corrections.

These ideas have been restated as a group of hypotheses which can be tested using the variables detailed above:

1. Success will be greater where unit management allows frequent and continuing interaction between prisoner and staff member.
2. Success will be greater when classification results in the clear separation of more hardened criminals from status offenders.
3. Success will be greater when staff members score higher on the Treatment Scale than on the Punitive Scale.
4. Successful restoration will be more likely if the individual's command has shown evidence of concern.
5. Success will be positively correlated with increased self-esteem.

### Analysis Plan

One of the first tasks of the evaluation is the analysis of FY87/FY88 data to establish a base line against which subsequent years can be compared. Although the number of prisoners returned to active duty has been small, it will be useful to examine whether they have successfully completed their obligated service without further incident. This will be accomplished by extracting information from the enlisted master tapes. Results will be plotted with post-program data and analyzed using regression-discontinuity procedures

Another early task involves administering the Prisoners' Attitude Survey to a random sample of enlisted Navy personnel to establish Navy normative scores. As data are subsequently collected from the brig population, they may then be compared to the population norms.

Other analyses planned are those necessary to address the research questions that were outlined in this report. Table 7 provides details of the preliminary analysis plan.

**TABLE 7. DETAILS OF ANALYSIS PLAN**

<u>Research Question</u>	<u>Variables</u>	<u>Analysis</u>
Is 15% of the restorable brig population being returned to active duty?	(a) V125-V128 (b) EMT* records	(a) Report frequencies (b) Determine if admin discharge from TPU
Do those return to active duty ... successfully complete their term of enlistment.	(a) EMT	(a) Survivability Index (time left/time in)
How do those completing restoration program perform after return to duty?	(a) File 2: V4- V39 (b) EMT	(a) Mean scores on attribute scales from command follow-up. (b) % promoted.
What are the characteristics of those who are successful in the program and how do they differ from those who are not successful?	(a) V5-V20, V57-V79 File 2; File 3 (b) EMT	(a/ b) Group on success variables; multi-variate analysis of variance of characteristics.
What are characteristics of staff members who have best results promoting positive change in prisoners?	(a) V48 - V56 File 4: V2 - V14,	(a) Group on success variables; multi-variate analysis of variance.
What is recidivism rate for those participating in new correction programs?	(a) EMT (b) FBI records	(a/ b) Frequencies of new offenses by category; contrast with baseline data.
The number of serious infractions and characteristics of those committing them.	(a) V117 - V120, V5-V20, V57-V79	(a) Frequencies of infractions and multivariate analysis of variance.
The perceived impact on staff careers and how such perceptions are related to staff effectiveness.	(a) V117 - V124 File 4: V14, V28 (part) File 2: V4 - V39	(a) Staff perceptions of job correlated with prisoner performance in the brig and after return to duty.
Were program elements available to meet prisoner needs, and were program elements delivered those indicated by needs assessment?	(a) V57 - V79 (b) V83 - V110	(a) Site analyses of programs offered/needs of prisoners (b) Match needs data with participation data.
Were individual needs assessed using the approved instruments and techniques?	(a) V57 - V79	(a) Missing data indicates instrument not used.

Table 7. (Continued)

<u>Research Question</u>	<u>Variables</u>	<u>Analysis</u>
Which program elements are associated with success after release?	(a) V83 - V116 File 2: V4 - V39 File 3: V3 - V17 (b) EMT	(a) Analyze relationship between command follow-up and EMT survivability index and program element participation.
Which program elements are meeting their stated objectives?	(a) V58 - V59, V72- V77, V83 - V110, V111 - V116	(a) Look at changes in scores after participation in program elements.
What is the effect of intensity or frequency of a program element?	(a) V83, V86, V89, V92, V95, V96, V97, V98, V99, V102, V105, V111 - V124	(a) Analyze relationship between frequency of participation in program elements and success of elements.
How frequently is there an override of the classification form, and why? How does this affect the number restored to duty?	(a) V40, V44 V125 - V128	(a) Relationship between the number of overrides and number returned to duty by site.
Was reclassification held at the specified intervals?	(a) V38, V42	(a) Assess Reclassification dates by custody level.
How frequently is there a change at reclassification?	(a) V39, V43	
Do staff attitudes toward prisoners affect behavior of prisoners?	(a) V117 - V124 V111 - V116 File 4: V14, V28	(a) Staff attitude means by site with prisoner behaviors
What is the relationship between staff attitudes toward prisoners and prisoner success after release?	(a) V111 - V124 File 2: V4 - V39 File 3: V1 - V17 File 4: V14, V28	(a) Staff attitude measures with success measures

## Implementation Recommendations

The success of this evaluation plan depends upon the routine collection and entry of data, in a consistent numeric format, at all brig sites. The following recommendations for accomplishing evaluation tasks are presented to NMPC-84 as a framework for future discussions. They are organized by what needs to be done at various organizational levels (i.e., consolidated brigs, waterfront brigs, headquarters, training academy, and research center) in order to assure that the evaluation proceeds according to plan. It is anticipated that site visits will be required to resolve some details of the procedures before they are finalized.

### Consolidated Brig

The evaluation requirements at the consolidated brigs are primarily administrative and clerical:

1. Administrative oversight is required to assure that assessment data, staff evaluations of prisoners, and program participation data are available in acceptable format and that data files are maintained as outlined.

2. Clerical support is required for extensive data entry.

These duties could be performed by one full-time person if an appropriate candidate can be located, or by two part-time staff members as collateral duties.

### Waterfront Brigs

Evaluation tasks are essentially the same at waterfront and consolidated brigs (i.e., to see that the data are entered routinely). With a smaller population, it is anticipated that data entry can be accomplished by present administrative staff. However, one individual should be given the responsibility of assuring that files are complete and transmitting data at specified intervals.

### Headquarters

It is recommended that the command follow-up procedures be carried out by NMPC-84, where Data File 2 (see Table 6) would be maintained and transmitted to the research facility on a semi-annual basis. Alternatively, each brig could do its own follow-up; however, it is the belief of the author that response rate will be considerably greater if the follow-up questionnaires are returned to headquarters.

These procedures would include the following tasks, many of which can be computerized:

1. Receive, from brigs throughout the system, information on individuals being returned to active duty including name, SSN, command address, command UIC, and date of release.

2. Enter into the file the dates for mailing forms (i.e., 1 month, 3 months, 6 months, from date of release) and establish methods to access reminders by month.

3. At appropriate time, enter name and SSN, of individual at top of form and mail questionnaire.

4. Enter data from responses into file (as indicated in Table 6).

5. Periodically transmit data to research center for analysis.

In addition, this staff member would also be responsible for periodically requesting information from the FBI for follow-up of prisoners being discharged upon their release from the brig.

#### Training Academy

It is suggested that the first administration of the staff attitude survey should be at the beginning of the individual's training at the academy. The results of that questionnaire, together with initial training information (variables 15-22, File No. 3), should be forwarded to the assigned duty brig to be entered into staff records.

#### Research Center

The research center provides computing facilities appropriate to sophisticated statistical analysis of large data bases, and technical personnel with the skills and training required for analysis and interpretation of results. The principal investigator should conduct periodic feed-back sessions with program managers in order that evaluation results can be utilized for decision-making and program modification/development. The principal investigator will also work closely with Corrections personnel in the field to facilitate data collection, and seek ways to simplify and refine data collection procedures. Finally, the research center staff will prepare technical reports detailing program accomplishments and inadequacies, and will present recommendations for supplemental research if indicated.

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APPENDIX A  
DATA COLLECTION INSTRUMENTS

**NMPC-84**  
**NAVY CORRECTIONS PROGRAM**

***BRIG STAFF QUESTIONNAIRE***

# RESPONSIBLE SAILOR SCALE

For: \_\_\_\_\_  
Name

SSN | \_ | \_ | \_ | - | \_ | \_ | - | \_ | \_ | \_ | \_ |

For each item, place an 'X' between the vertical lines to show where **THIS SAILOR** rates between columns (a) and (b). Base your decision on all available information and your own personal opinion.

(a)		(b)
Insubordinate; rebellious	_ _ _ _ _ _ _ _ _	Obedient; follows orders
Avoids work	_ _ _ _ _ _ _ _ _	Hard worker
Poor quality work	_ _ _ _ _ _ _ _ _	Good quality work
Irresponsible; never accepts blame	_ _ _ _ _ _ _ _ _	Responsible; accountable
Lacks leadership ability	_ _ _ _ _ _ _ _ _	Has leadership ability
Complainer, negative attitude	_ _ _ _ _ _ _ _ _	Enthusiastic, can-do attitude
Poor, slovenly appearance	_ _ _ _ _ _ _ _ _	Neat, military appearance
Repeated disci- plinary problems	_ _ _ _ _ _ _ _ _	No disciplinary problems
Uneducated; unskilled	_ _ _ _ _ _ _ _ _	Knowledgeable; skilled
Unconcerned, selfish	_ _ _ _ _ _ _ _ _	Caring, helpful
Unreliable	_ _ _ _ _ _ _ _ _	Dependable
Always late	_ _ _ _ _ _ _ _ _	Punctual
Lazy	_ _ _ _ _ _ _ _ _	Industrious
Devious	_ _ _ _ _ _ _ _ _	Straightforward
Dishonest	_ _ _ _ _ _ _ _ _	Honest
Dislikes Navy	_ _ _ _ _ _ _ _ _	Navy career oriented
Goal-less	_ _ _ _ _ _ _ _ _	Goal directed
Immature; uses poor judgment	_ _ _ _ _ _ _ _ _	Mature; uses good judgment

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

# NAVY CORRECTIONS STAFF QUESTIONNAIRE

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This information is requested under the authority of regulation 5 USC 301 and will be used only for the purpose of research to aid the Navy corrections program. Failure to complete this questionnaire will not adversely affect you in any way; however, your participation is important for the success of this study.

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Please enter the following information about yourself:

SSN \_\_\_\_\_

Paygrade \_\_\_\_\_

UIC \_\_\_\_\_

## PART I

A. In this section, we would like to get your opinion about Navy prisoners in general and about some aspects of the corrections system. Please indicate whether you agree or disagree with each of the statements below by putting an X in one of the columns. There are no right or wrong answers: we are only interested in your opinions.

	<i>STRONGLY DISAGREE</i>	<i>DISAGREE</i>	<i>NO OPINION</i>	<i>AGREE</i>	<i>STRONGLY AGREE</i>
1. Providing a good role model for the prisoners is as important as enforcing the rules.	_____	_____	_____	_____	_____
2. People must be punished for breaking the law or military rules.	_____	_____	_____	_____	_____
3. No matter what we do, most of the prisoners in this brig will never be good sailors.	_____	_____	_____	_____	_____
4. Prisoners in the brig should have to work at least 8 hours a day.	_____	_____	_____	_____	_____
5. The inmates should have a say about how some things are done here.	_____	_____	_____	_____	_____

		<i>STRONGLY DISAGREE</i>	<i>DISAGREE</i>	<i>NO OPINION</i>	<i>AGREE</i>	<i>STRONGLY AGREE</i>
6.	Security is the most important duty of the brig staff.	_____	_____	_____	_____	_____
7.	The new Navy corrections philosophy of restoring more prisoners to active duty is the right approach.	_____	_____	_____	_____	_____
8.	In general, I believe that the judicial system in this country is too lenient.	_____	_____	_____	_____	_____
9.	People committing military offenses should not be treated as criminals.	_____	_____	_____	_____	_____
10.	Very few brig prisoners are dangerous.	_____	_____	_____	_____	_____
11.	Most prisoners in the Navy corrections system are victims of circumstance and deserve to be helped.	_____	_____	_____	_____	_____
12.	It is not wise to trust a prisoner too far.	_____	_____	_____	_____	_____
13.	I like a lot of the prisoners.	_____	_____	_____	_____	_____
14.	Most of the prisoners are here because they are stupid.	_____	_____	_____	_____	_____
15.	Trying to rehabilitate brig prisoners for active duty is a waste of time and money.	_____	_____	_____	_____	_____
16.	You never know when a prisoner is telling the truth.	_____	_____	_____	_____	_____
17.	Prisoners need affection and praise just like anybody else.	_____	_____	_____	_____	_____
18.	Most prisoners in the brig are no better or worse than other people.	_____	_____	_____	_____	_____
19.	If you give a prisoner your respect, he'll give you the same.	_____	_____	_____	_____	_____
20.	There are some prisoners that I would trust with my life.	_____	_____	_____	_____	_____

		<i>STRONGLY DISAGREE</i>	<i>DISAGREE</i>	<i>NO OPINION</i>	<i>AGREE</i>	<i>STRONGLY AGREE</i>
21.	Most Navy prisoners have values that are about the same as the rest of us.	_____	_____	_____	_____	_____
22.	Prisoners will listen to reason.	_____	_____	_____	_____	_____
23.	Prisoners should be under strict, harsh discipline.	_____	_____	_____	_____	_____
24.	Prisoners are basically immoral.	_____	_____	_____	_____	_____
25.	Prisoners respect only brute force.	_____	_____	_____	_____	_____
26.	Some prisoners are pretty nice people.	_____	_____	_____	_____	_____
27.	I wouldn't mind serving in a command with ex-prisoners.	_____	_____	_____	_____	_____
28.	If a prisoner does well in the brig, he or she should be returned to active duty.	_____	_____	_____	_____	_____
29.	I would never want one of my children dating an ex-prisoner.	_____	_____	_____	_____	_____
30.	Most Navy prisoners can be rehabilitated.	_____	_____	_____	_____	_____

GO TO THE NEXT SECTION

B. In this section, there are a number of examples of how people act in certain situations in an institution like the brig. Different people feel very differently about these examples. We would like to know how you feel about someone doing these things; whether you feel that a person

*ABSOLUTELY SHOULD NOT*      *SHOULD NOT*      *MAY OR MAY NOT*      *SHOULD*      *ABSOLUTELY SHOULD*

do them. Under each statement, please circle the answer which best shows how you feel about what people should or should not do in an institution like Navy brigs.

-----

Here is one example for practice:

(a) An inmate watches TV as much as he can.

*ABSOLUTELY SHOULD NOT*      *SHOULD NOT*      *MAY OR MAY NOT*      *SHOULD*      *ABSOLUTELY SHOULD*

-----

We would like you to circle the answer which shows how you feel things should be, not how they are. If you feel that an inmate absolutely should watch TV as much as he can, then you would circle *ABSOLUTELY SHOULD*, and so on. There are no right or wrong answers to any of the examples, so remember to answer the questions the way you think things should be, not the way they are. We are interested in your opinion.

Now, turn the page and read each example carefully, then circle the answer which best reflects how you feel about each one.

1. Staff members help an inmate if he gets in trouble.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
2. Staff members treat an inmate as if she is here to pay off a debt to society.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
3. Staff members try to help an inmate take a new look at his life.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
4. Staff members push an inmate until he breaks.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
5. Staff members try to understand an inmate's problems.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
6. Staff members are rough with inmates to show them who's boss.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
7. Staff members take a personal interest in the inmates here.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
8. Staff members see to it that an inmate has a hard time to make up for what he did on the outside.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>
  
9. Staff members help an inmate to plan for a future on the outside.  

<i>ABSOLUTELY</i>	<i>SHOULD NOT</i>	<i>MAY OR MAY NOT</i>	<i>SHOULD</i>	<i>ABSOLUTELY</i>
<i>SHOULD NOT</i>				<i>SHOULD</i>

10. Staff members remind an inmate that she is here to pay for a crime.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
11. Staff members try to teach an inmate skills that will help after leaving the brig.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
12. Staff members send an inmate to segregation even for little things.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
13. Staff members try to help an inmate understand why he is here.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
14. Staff members jump on inmates the minute they get out of line.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
15. Staff members take time to help an inmate learn how to get along with others.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
16. Staff members treat inmates as if they deserve to be punished.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
17. Staff members try to show an inmate where he made mistakes so he or she won't make the same mistakes again.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |
18. Staff members act like they are here to punish an inmate for what he did.
- |                   |                   |                       |               |                   |
|-------------------|-------------------|-----------------------|---------------|-------------------|
| <i>ABSOLUTELY</i> | <i>SHOULD NOT</i> | <i>MAY OR MAY NOT</i> | <i>SHOULD</i> | <i>ABSOLUTELY</i> |
| <i>SHOULD NOT</i> |                   |                       |               | <i>SHOULD</i>     |

19. Staff members work hard to teach inmates how to get the most out of their time in the brig.

*ABSOLUTELY SHOULD NOT MAY OR MAY NOT SHOULD ABSOLUTELY SHOULD*

20. Staff members make it hard on inmates who break the rules.

*ABSOLUTELY SHOULD NOT MAY OR MAY NOT SHOULD ABSOLUTELY SHOULD*

## PART II

C. The purpose of this section is to find out how you feel about your work. Please read each question carefully, then indicate whether you agree or disagree with each of the statements below by putting an X in one of the columns.

	<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>SOMEWHAT DISAGREE</u>	<u>SOMEWHAT AGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
1. At this brig, it is often unclear who has the formal authority to make a decision.	_____	_____	_____	_____	_____	_____
2. It's really not possible to change things in this institution.	_____	_____	_____	_____	_____	_____
3. I am told promptly when there is a change in policy, rules or regulations that affects me.	_____	_____	_____	_____	_____	_____
4. I have the authority I need to accomplish my work objectives.	_____	_____	_____	_____	_____	_____
5. Employees do not have much opportunity to influence what goes on in this brig.	_____	_____	_____	_____	_____	_____
6. Under the present system, promotions are seldom related to employee performance.	_____	_____	_____	_____	_____	_____
7. Management at this brig is flexible enough to make changes when necessary.	_____	_____	_____	_____	_____	_____
8. In this brig, authority is clearly delegated.	_____	_____	_____	_____	_____	_____
9. I am not afraid to inform supervisors about things I find wrong here.	_____	_____	_____	_____	_____	_____
10. My supervisor encourages me to help in developing work methods and procedures for my job.	_____	_____	_____	_____	_____	_____
11. I am given adequate information on how well I am performing.	_____	_____	_____	_____	_____	_____
12. My supervisor asks my opinion when a work-related problem arises.	_____	_____	_____	_____	_____	_____

		<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>SOMEWHAT DISAGREE</u>	<u>SOMEWHAT AGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
13.	I have a great deal of say over what has to be done on my job.	_____	_____	_____	_____	_____	_____
14.	The standards used to evaluate my performance have been fair and objective.	_____	_____	_____	_____	_____	_____
15.	On my job I know exactly what is expected of me.	_____	_____	_____	_____	_____	_____
16.	My own hard work will lead to recognition as a good performer.	_____	_____	_____	_____	_____	_____
17.	In general, this institution is run very well.	_____	_____	_____	_____	_____	_____
18.	The amount of responsibility I have on this job is about right.	_____	_____	_____	_____	_____	_____
19.	There is a lot of cooperation and team spirit among staff members at this brig..	_____	_____	_____	_____	_____	_____
20.	All in all, I am satisfied with this job.	_____	_____	_____	_____	_____	_____

D. The final section of this questionnaire contains some multiple-choice questions about your Navy career. Select a response option and write its number in the blank at the right.

1. Compared with other assignments you have had during your Navy career, how satisfied are you with your job in Corrections? \_\_\_\_\_

- [1] Much less satisfied
- [2] Less satisfied
- [3] About the same
- [4] More satisfied
- [5] Much more satisfied

2. Do you think you have acquired skills in this job that will be useful to you in future assignments in the Navy? \_\_\_\_\_

- [1] Definitely not
- [2] Not likely
- [3] Uncertain
- [4] Probably useful
- [5] Definitely useful

3. Would you say that you have developed better leadership skills as a result of your assignment in Corrections? \_\_\_\_\_

- [1] Yes
- [2] Perhaps
- [3] No
- [4] No opinion

4. In your opinion, how does a tour of duty with the Corrections program affect chances for promotion in the Navy? \_\_\_\_\_

- [1] Helps promotion chances
- [2] Has no effect
- [3] Hinders promotion chances
- [4] No opinion

5. Using the scale below, please rate the training you received on how RELEVANT it was to your job duties at the brig. \_\_\_\_\_

Not Relevant | [1] | [2] | [3] | [4] | [5] | [6] | [7] | Very Relevant

6. Using the scale below, please rate the training you received on how COMPREHENSIVE it was. \_\_\_\_\_

Not Comprehensive | [1] | [2] | [3] | [4] | [5] | [6] | [7] | Very Comprehensive

**NMPC-84**  
**NAVY CORRECTIONS PROGRAM**

*PINES QUESTIONNAIRE*

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This information is requested under the authority of regulation 5 USC 301 and will be used only for the purpose of research to aid the Navy corrections program. Failure to complete this questionnaire will not adversely affect you in any way; however, your participation is important for the success of this study.

---

A. Enter your social security number:   |\_|\_|\_|-|\_|\_|-|\_|\_|\_|\_|

B. People have different attitudes about themselves and the things that happen in everyday life. This survey will enable us to learn more about you. There are no right and wrong answers, but you should be as truthful as possible. Read each statement, and then indicate how strongly you agree or disagree with it by putting a check in the column that best reflects your opinion. Don't skip any items, and put a check in only one column for each statement.

	<i><u>STRONGLY DISAGREE</u></i>	<i><u>DISAGREE</u></i>	<i><u>AGREE</u></i>	<i><u>STRONGLY AGREE</u></i>
1. I feel that I have a number of good qualities.	_____	_____	_____	_____
2. It is difficult for ordinary people to have much control over what politicians do in office.	_____	_____	_____	_____
3. These days a person doesn't really know whom he can count on.	_____	_____	_____	_____
4. You have to respect authority and when you stop respecting authority, your situation isn't worth much.	_____	_____	_____	_____
5. I am able to do things as well as most other people.	_____	_____	_____	_____
6. In life a person should mostly "go it alone", working on one's own and trying to make his or her own life.	_____	_____	_____	_____

		<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
7.	When things are going well for me, I consider it a run of good luck.	_____	_____	_____	_____
8.	I have never had anyone to share my private thoughts and feelings with.	_____	_____	_____	_____
9.	The average person is probably better off today than ever.	_____	_____	_____	_____
10.	Everyone should have an equal chance and an equal say in most things.	_____	_____	_____	_____
11.	I take a positive attitude toward myself.	_____	_____	_____	_____
12.	The one person that I care for most feels the same about me.	_____	_____	_____	_____
13.	I worry about my physical safety while I am here in the brig.	_____	_____	_____	_____
14.	Success is mostly a matter of getting good breaks.	_____	_____	_____	_____
15.	Obedience and respect for authority are the most important things in character that children should learn.	_____	_____	_____	_____
16.	I wish I could have more respect for myself.	_____	_____	_____	_____
17.	I feel that I am pretty much alone in the world.	_____	_____	_____	_____
18.	Most of my friends are better looking than I am.	_____	_____	_____	_____
19.	Many times I feel that we might just as well make many of our decisions by flipping a coin.	_____	_____	_____	_____
20.	At times I think I am no good at all.	_____	_____	_____	_____
21.	Success in dealing with people seems to be more a matter of the other person's moods and feelings rather than anything I do.	_____	_____	_____	_____

		<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
22.	I feel inferior to most people when it comes to athletic ability.	_____	_____	_____	_____
23.	The prisoners who are bullies make my life miserable.	_____	_____	_____	_____
24.	There is someone in my life that I can depend upon.	_____	_____	_____	_____
25.	Many times I feel that I have little influence over the things that happen to me.	_____	_____	_____	_____
26.	Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	_____	_____	_____	_____
27.	A group of people that are nearly equal will work a lot better than one where people have bosses and ranks over one another.	_____	_____	_____	_____
28.	I certainly feel useless at times.	_____	_____	_____	_____
29.	To make money there are no right and wrong ways anymore, only easy and hard ways.	_____	_____	_____	_____
30.	I worry that the people I care about are disappointed in me.	_____	_____	_____	_____
31.	I feel safe here.	_____	_____	_____	_____
32.	Everyone should have what he needs, the important things we have belong to all of us.	_____	_____	_____	_____
33.	I feel that I'm a person of worth, at least on an equal basis with others.	_____	_____	_____	_____
34.	I think that life is mostly a gamble.	_____	_____	_____	_____
35.	Most people in public office are not really interested in the problems of the average person.	_____	_____	_____	_____
36.	I am an attractive person.	_____	_____	_____	_____
37.	Our family members maintain close ties.	_____	_____	_____	_____

	<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
38. It isn't wise to plan too far ahead, because most things turn out to be a matter of good or bad fortune anyhow.	_____	_____	_____	_____
39. Most people will go out of their way to help someone else.	_____	_____	_____	_____
40. Since no value lasts forever, the only real values are those that fit the needs of right now.	_____	_____	_____	_____
41. I am frightened of some of the prisoners here.	_____	_____	_____	_____
42. I feel that I do not have much to be proud of.	_____	_____	_____	_____
43. I am good at sports.	_____	_____	_____	_____
44. Getting a good job seems to be largely a matter of being in the right place at the right time.	_____	_____	_____	_____
45. I know that the people I care about stand behind me all the way.	_____	_____	_____	_____
46. Young people sometimes get rebellious ideas but as they grow up they ought to get over them.	_____	_____	_____	_____
47. On the whole, I am satisfied with myself.	_____	_____	_____	_____
48. The brig staff makes sure that the trouble-makers here can't bother the rest of us.	_____	_____	_____	_____
49. There's not much use in worrying about things...what will be, will be.	_____	_____	_____	_____
50. My spouse/boyfriend/girlfriend is a very responsible person.	_____	_____	_____	_____
51. All in all, I am inclined to feel that I am a failure.	_____	_____	_____	_____
52. I have usually found that what is going to happen will happen, no matter what I do.	_____	_____	_____	_____

		<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
53.	The solution to almost any human problem should be based on the situation at the time, not on some general idea of right and wrong.	_____	_____	_____	_____
54.	We should all admire a person who starts out bravely on their own.	_____	_____	_____	_____
55.	Knowing that I am important to someone helps me through the bad times.	_____	_____	_____	_____
56.	I sometimes feel that I will never get out of this place.	_____	_____	_____	_____
57.	One should not depend on other persons or things, the center of life should be found inside oneself.	_____	_____	_____	_____
58.	Do what you want to do and worry about the future later.	_____	_____	_____	_____
59.	I have made some friends here.	_____	_____	_____	_____
60.	People in our family help one another.	_____	_____	_____	_____

## CORRECTIONS PRE-RELEASE QUESTIONNAIRE

Your SSN: | \_ | \_ | \_ | - | \_ | \_ | - | \_ | \_ | \_ | \_ |

Today's Date: \_\_\_\_\_

Before you are released from the brig, you are required to complete this questionnaire to be used by Navy researchers who are evaluating the Corrections program. There are no right or wrong answers to these questions. The researchers want to learn about your opinions and your experiences in the brig.

**PART I.** In this section, carefully read all the answers possible for each question, then select **ONE** answer which best reflects how you feel. Then **CIRCLE** the corresponding number.

1. How fairly do you think you have been treated in the brig?
  1. I was always treated fairly.
  2. I was usually treated fairly.
  3. I was seldom treated fairly.
  4. I was never treated fairly.
  
2. How has your understanding of YOURSELF changed since you came to the brig?
  1. I understand myself and my problems a lot better than I did before I came here.
  2. I understand myself and my problems somewhat better than I did before I came here.
  3. I understand myself just about the same as I did before I came here.
  4. I am more confused than ever about myself and my problems.
  
3. How has your understanding of OTHER PEOPLE changed since you came to the brig?
  1. I understand other people a lot better now.
  2. I understand other people somewhat better now.
  3. I understand other people just about the same as I did before I came here.
  4. I am more confused than ever when it comes to understanding others.

4. How have your feelings about **YOURSELF** changed while you have been in the brig?

1. I feel a lot more positive about myself
2. I feel somewhat more positive about myself
3. I feel just about the same about myself
4. I feel somewhat less positive about myself
5. I feel a lot less positive about myself

5. How have your feelings about the **NAVY** changed while you have been in the brig?

1. I feel a lot more positive about the Navy.
2. I feel somewhat more positive about the Navy.
3. I feel just about the same about the Navy.
4. I feel somewhat less positive about the Navy.
5. I feel a lot less positive about the Navy.

**PART II.** In this section, you are asked to think about how your **BEHAVIOR** may have changed since you came to this brig. Read the statements below and put a check mark in front of **ALL** statements that are true of you. Please be as honest as you can. Remember, **YOU MAY CHECK MORE THAN ONE.**

- \_\_\_\_\_ 1. I don't lose my temper as easily as I did.
- \_\_\_\_\_ 2. I take more time to consider before I act.
- \_\_\_\_\_ 3. I don't brood about what has happened in the past as much as I did before.
- \_\_\_\_\_ 4. I am better at setting goals for myself.
- \_\_\_\_\_ 5. I communicate better than I did.
- \_\_\_\_\_ 6. I have mastered some new vocational skills.
- \_\_\_\_\_ 7. I can control my restlessness better.
- \_\_\_\_\_ 8. It is easier for me to ask others for help.
- \_\_\_\_\_ 9. I can work with others better.
- \_\_\_\_\_ 10. I can accept responsibility for my actions.

**PART III.**

A. Here is a list of programs in which you may have participated since you came to this brig. Please **CIRCLE ONE NUMBER** on each scale to indicate how much a program helped you. If you did not participate in a program, put a check in the column at the end.

		<u>Not Applicable</u>
a.	Vocational Training	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
b.	Group Counseling	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
c.	Individual Counseling	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
d.	Alcoholic Anonymous	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
e.	Narcotics Anonymous	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
f.	Crossroads	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
g.	NADSAP	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
h.	CAAC	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
i.	Religious Counseling	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	
j.	Educational Courses	
	Not at all helpful  __[1]__ __[2]__ __[3]__ __[4]__ __[5]__ __[6]__ __[7]__  Very Helpful	_____
	Somewhat Helpful	

B. Indicate how helpful each of the following people were to you while you were in the brig. **CIRCLE ONE NUMBER ON EACH SCALE.**

1. How helpful was your LPO?

Not at all helpful | \_[1]\_| \_[2]\_| \_[3]\_| \_[4]\_| \_[5]\_| \_[6]\_| \_[7]\_| Very Helpful  
Somewhat Helpful

2. How helpful was your counselor?

Not at all helpful | \_[1]\_| \_[2]\_| \_[3]\_| \_[4]\_| \_[5]\_| \_[6]\_| \_[7]\_| Very Helpful  
Somewhat Helpful

3. How helpful was your work center supervisor?

Not at all helpful | \_[1]\_| \_[2]\_| \_[3]\_| \_[4]\_| \_[5]\_| \_[6]\_| \_[7]\_| Very Helpful  
Somewhat Helpful

4. How helpful were other prisoners?

Not at all helpful | \_[1]\_| \_[2]\_| \_[3]\_| \_[4]\_| \_[5]\_| \_[6]\_| \_[7]\_| Very Helpful  
Somewhat Helpful

UIC \_\_\_\_\_

\_\_\_\_\_  
SHIP/STATION

\_\_\_\_\_  
DATE

EVALUATION QUESTIONNAIRE for:

\_\_\_\_\_  
SSN | \_ | \_ | \_ | - | \_ | \_ | - | \_ | \_ | \_ | \_ |

1. It is requested that this questionnaire be completed and returned to Chief of Naval Personnel (OP01B3) to assist in evaluating the success of the Navy Brigs Restoration Program. The above-named individual joined/rejoined your command after participation in a retraining program while confined to the brig. We are interested in your evaluation of his or her performance **at the present time.**

2. Please rate this individual in each of the areas listed below, using this scale. Write the numbers in the blanks at the right.

Unacceptable | \_ | [1] | \_ | [2] | \_ | [3] | \_ | [4] | \_ | [5] | \_ | [6] | \_ | [7] | Excellent  
Satisfactory

- a. Performance of duties \_\_\_\_\_
- b. Willingness to carry out orders \_\_\_\_\_
- c. Military bearing \_\_\_\_\_
- d. Respect for authority \_\_\_\_\_
- e. Conduct \_\_\_\_\_
- f. Reliability \_\_\_\_\_

3. Comments/Recommendations (write on reverse side if needed):

\_\_\_\_\_  
Signature/Title

UIC \_\_\_\_\_

\_\_\_\_\_  
SHIP/STATION

\_\_\_\_\_  
DATE

**CORRECTIONAL CUSTODY EVALUATION QUESTIONNAIRE for:**

\_\_\_\_\_  
SSN |\_\_|\_\_|\_\_|\_|-|\_\_|\_\_|\_|-|\_\_|\_\_|\_\_|\_|

1. It is requested that this questionnaire be completed and returned to Chief of Naval Personnel (OP01B3) to assist in evaluating the ability of this program to meet the needs of your command. It should be stressed that the individual is to be evaluated on his or her performance **at the present time.**

2. Please rate this individual in each of the areas listed below, using this scale. Write the numbers in the blanks at the right.

Unacceptable |\_\_| [1] |\_\_| [2] |\_\_| [3] |\_\_| [4] |\_\_| [5] |\_\_| [6] |\_\_| [7] | Excellent  
Satisfactory

- a. Performance of duties \_\_\_\_\_
- b. Willingness to carry out orders \_\_\_\_\_
- c. Military bearing \_\_\_\_\_
- d. Respect for authority \_\_\_\_\_
- e. Conduct \_\_\_\_\_
- f. Reliability \_\_\_\_\_

3. Compared to this individual's performance prior to being awarded correctional custody, would you say that his or her performance has (CHECK ONE):

- \_\_\_\_\_ Improved greatly
- \_\_\_\_\_ Improved somewhat
- \_\_\_\_\_ Not changed
- \_\_\_\_\_ Declined

4. Comments/Recommendations (write on reverse side if needed):

\_\_\_\_\_  
Signature/Title

APPENDIX B  
DEVELOPMENT OF DATA COLLECTION INSTRUMENTS

**DEVELOPMENT OF THE  
BRIG STAFF ATTITUDE QUESTIONNAIRE**

This questionnaire has been designed to assess staff attitudes toward the prisoners they come in contact with, and attitudes about their job in Navy corrections. To measure attitudes toward brig prisoners, the questionnaire includes both items adapted from published scales and original items developed for this purpose. Published scale items were taken from the Attitudes Toward Prisoners Scale (ATP) used by Melvin, Gramling and Gardner (1985) and from the Prison Behavior Scale (PB) developed by Swanson (1968).

According to Melvin, et Al, the ATP Scale is a single factor scale which reflects general positive or negative attitudes toward prisoners, with "the positive attitude viewing the prisoner as a normal person capable of positive change, whereas the negative scores reflect the view that prisoners are basically deviant individuals". The authors report split-half reliabilities of .90 and .84, based on relatively small samples of first-year psychology students and penitentiary correctional officers. Validity for the scale is less clearly established although contrasted groups have been used in an attempt to demonstrate validity. A law-enforcement group was compared with groups expected to have more positive attitudes toward prisoners, and significant differences were reported between the attitudes of the law-enforcement group and other groups.

The full PB Scale is composed of six subscales which can be located on a continuum, with a Treatment Subscale (TS) at one end and a Punitive Subscale (PS) at the other. High scores on a subscale indicate favorable attitudes toward the orientation of the particular subscale (e.g., a high score on the PS subscale indicates custodial and punitive

attitudes, while high TS scores manifest attitudes favoring treatment.) The PB scale was successfully used by Paddock and McMillin (1972) to measure change in the attitudes of new correctional staff members as a result of a special training project at a Vienna, Illinois correctional facility. The goal of that training project was "to influence new correctional officers to be helping agents with some empathy and understanding of inmates and consider themselves as agents of rehabilitation". Training success would therefore be reflected by TS scores that were higher at  $T_2$  than at  $T_1$ , and PS scores that were lower at  $T_2$ .

To keep the instrument to be administered to brig staff members at a manageable length, it includes only the two PB subscales at the ends of the continuum, (i.e., the treatment and punitive subscales). These two subscales, which are those most likely to reflect attitude change, are used without modification. They were combined with 21 selected items from the ATP scale were selected for inclusion in the questionnaire. Finally, 11 original items specifically related to the brig environment were added to complete Part I of the questionnaire. In the first section, respondents are asked to indicate agreement or disagreement with a series of statements, using a five-point Likert-type scale. Statements in the second section use a similar metric and ask if certain behaviors should or should not occur in the brig. Both sections include reversed scored items to counteract acquiescence set.

Part II consists of items related to the respondent's job at the correctional institution and his or her Navy career. The first section employs a Likert-type scale, while the six items in the second section are in a multiple-choice format. The resulting questionnaire of 76 items is self-administered and can be completed in approximately 30 minutes.

## Pretest

### Procedures

The Brig Staff Questionnaire (Part I and section D. of Part II) was pretested at Naval Brig, Philadelphia, during the week of 5 December 1988. A total of 96 staff members, including administrative personnel and guards, completed the questionnaire. The researcher met with the respondents in five groups to explain the purpose of the research and answer questions. Questionnaires were then completed during working hours and returned at the end of the shift.

### Method

Twenty-one items from the ATP Scale were combined with 11 items written specifically for this study, and a factor analysis performed using principal components extraction and varimax rotation. Unlike the research reported by Melvin, Gramling and Gardner (1985), the best fit of the ATP items yielded three factors rather than a single general factor. Two items which had loadings less than .30 on all factors were dropped from subsequent analysis and future administrations of the instrument. Three additive subscales were derived, based on this factor structure, and tested for internal consistency and homogeneity of variance. The subscales reflecting the range of attitudes toward prisoners are: Positive Regard (PR), Capacity for Change (CC), and Negative Regard (NR).

A factor analysis of the 20 PB items confirmed the two-factor structure anticipated from the inclusion of two subscales from the original instrument. Internal consistency and homogeneity of variance for the present sample were computed.

Items making up the final versions of each of the five subscales, and the alpha coefficient for each, are provided in Table B-1. Reversed-scored items are marked (R).

## Table B-1 SCALE COMPOSITION

### Attitudes toward Prisoners Subscales

#### Positive Regard Scale

Alpha = .75

26. Some prisoners are pretty nice people.
19. If you give a prisoner your respect, he'll give you the same.
27. I wouldn't mind serving in a command with ex-prisoners.
20. There are some prisoners that I trust with my life.
29. I would never want one of my children dating an ex-prisoner. (R)
11. Most Navy prisoners are victims of circumstance and deserve to be helped.
10. Very few brig prisoners are dangerous.
22. Prisoners will listen to reason.
13. I like a lot of the prisoners.
21. Most Navy prisoners have values that are the same as the rest of us.
18. Most prisoners in the brig are no better or worse than other people.
9. People committing military offenses should not be treated like criminals.
5. The inmates should have a say about how some things are done here.
6. Security is the most important duty of the brig staff. (R)

#### Capacity for Change Scale

Alpha = .73

3. No matter what we do, most of the prisoners in this brig will never be good sailors. (R)
7. The new Navy philosophy of restoring more prisoners to active duty is right.
15. Trying to rehabilitate brig prisoners for active duty is a waste time & money. (R)
30. Most Navy prisoners can be rehabilitated.
1. Providing a good role model is as important as enforcing the rules.
17. Prisoners need affection and praise just like anyone else.
28. If a prisoner does well in the brig, he/she should be returned to active duty.
4. Prisoners in the brig should have to work at least 8 hrs per day. (R)

#### Negative Regard Scale

Alpha = .63

24. Prisoners are basically immoral.
16. You never know when a prisoner is telling the truth.
8. In general, I believe the judicial system in this country is too lenient.
23. Prisoners should be under strict, harsh discipline.
14. Most prisoners are here because they are stupid.
25. Prisoners respect only brute force.
12. It is not wise to trust a prisoner too far.
2. People must be punished for breaking the law or military rules.

**TABLE B-1 SCALE COMPOSITION**

**Prison Behavior Subscales**

**Treatment Subscale**

Alpha = .74

**Punitive Subscale**

Alpha = .69

- |     |  |     |   |
|-----|--|-----|---|
| 1.  | Staff members help an inmate if he gets in trouble.  | 2.  | Staff members treat an inmate as if she is here to pay off a debt to society.                     |
| 3.  | Staff members try to help an inmate take a new look at his life.   | 4.  | Staff members push an inmate until he breaks.   |
| 5.  | Staff members try to understand an inmate's problems.  | 6.  | Staff members are rough with inmates to show them who's boss.                                     |
| 7.  | Staff members take a personal interest in the inmates here.  | 8.  | Staff members see to it that an inmate has a hard time to make up for what he did on the outside. |
| 9.  | Staff members help an inmate to plan for a future on the outside.  | 10. | Staff members remind an inmate that she is here to pay for a crime.                               |
| 11. | Staff members try to teach an inmate skills that will help after leaving the brig.                         | 12. | Staff members send an inmate to segregation even for little things.                               |
| 13. | Staff members try to help an inmate understand why he is here.   | 14. | Staff members jump on inmates the minute they get out of line.                                    |
| 15. | Staff members take time to help an inmate learn how to get along with others.                              | 16. | Staff members treat inmates as if they deserve to be punished.                                    |
| 17. | Staff members try to show an inmate where he made mistakes so he or she won't make the same mistake again. | 18. | Staff members act like they are here to punish an inmate for what he did.                         |
| 19. | Staff members work hard to teach inmates how to get the most out of their time in the brig.                | 20. | Staff members make it hard on inmates who break the rules.  |

---

Note: Reversed scoring used for all items;  
5 = "absolutely should", 1 = "absolutely should not".

## **Results**

The objective of this field test of the brig staff questionnaire was to confirm that it is appropriate for the target population, that it appears to measure what it is intended to measure, and that scales are both rational and have demonstrated reliability when used with this population. Results of factor analysis, reliability analysis, and an examination of the correlations between scales strongly suggest that this questionnaire will provide useful information about staff attitudes. This questionnaire, with revisions resulting from the pretest administration, is found in Appendix A.

A brief summary of the attitudes expressed by staff members at the Philadelphia brig is also presented for your information.

### **Sample Description**

During each meeting with the researcher, respondents expressed concern about the need for entering social security numbers on the questionnaire. Although reassured that only group results would be available to management, many in this staff sample apparently continued to have some doubts about confidentiality, with 39% electing to withhold their SSN. Eight of those individuals also declined to enter their paygrade. This may indicate a potential problem if it reflects attitudes about confidentiality throughout the system.

Distribution of the remaining pretest sample (n=88) by paygrade was as follows:

E4	12.5%
E5	45.5%
E6	23.9%
E7	10.2%
E8	3.4%
E9	2.3%
O3	1.1%
O4	1.1%

In addition to Navy members, the sample also included 14 respondents from the Army and four were Air Force personnel.

#### ATP Subscale Scores

As its label implies, the Positive Regard subscale indicates positive opinions about brig prisoners in general, and is typified by agreement with items such "Some prisoners are pretty nice people" and "There are prisoners I would trust with my life". The Negative Regard subscale, on the other hand, reflects generally negative opinions about prisoners (e.g., "Prisoners are basically immoral"). High scores on the Capacity for Change subscale indicate that a respondent tends to believe that prisoners can be rehabilitated and something about how they should be treated to achieve this. Sample means for these three subscales (on a 1-to-5 scale) were:

Positive Regard	2.97
Negative Regard	3.10
Capacity for Change	3.26

These mean scores show that there was less agreement, in general, with positive statements about prisoners than with negative statements.

An item by item analysis revealed that this sample agreed most strongly that providing a good role model was as important as enforcing the rules (Item 2), and disagreed most strongly with the idea that prisoners respect only brute force (Item 26). On the important question of whether a prisoner who does well in brig should be returned to active duty, 28% felt they should not while 35% thought they should be returned to duty. However, another 28% had "no opinion" on this matter.

#### PB Subscale Scores

Scores on the Treatment Scale and Punitive Scale provide an indication of an individual's orientation toward one end or the other of this continuum. Reversed scoring was used throughout this section of the questionnaire so

that the "absolutely should" option equals 5 on the five-point scale. Mean subscale scores for this sample were:

Treatment Scale	3.49
Punitive Scale	2.44

There was strongest agreement among the respondents that staff members absolutely should help an inmate take a new look at his life, and that staff members absolutely should not "push an inmate until he breaks".

### Correlations Among Scales

If the various scales are providing a valid assessment of respondent's attitudes, we would expect that the three scales which reflect a positive, or treatment, orientation would be positively correlated with each other and negatively correlated with the negative and punitive scales. This proved to be the case, as shown in the correlation matrix in Table B-2. The moderate size of the correlations indicate that each scale is making a unique contribution to the assessment.

Table B-2 Correlations Among Scales

	<u>Negative Regard</u>	<u>Capacity for Change</u>	<u>Treatment Scale</u>	<u>Punitive Scale</u>
Positive Regard	-.48**	.33**	.36**	-.08
Negative Regard		-.25*	-.19	.24*
Capacity for Change			.42**	-.21
Treatment Scale				-.04

\*\* p < .001

\* p < .01

### **Job Variables**

Forty-seven percent of the Philadelphia respondents stated that they were either much less satisfied or less satisfied with their brig job than with other duty assignments they have had. In contrast, 33% were either more satisfied or much more satisfied. However, 62% thought that they had acquired skills on the job that would be useful in future Navy assignments. More specifically, 61% believed that the job had helped them to acquire leadership skills.

### **Training for the Job**

Respondents were asked to rate, on the dimensions of relevance and comprehensiveness, the training they had received for their brig assignments. Based on a 7-point scale where 7 indicated very relevant/very comprehensive, mean ratings for the sample were 4.42 on the relevance dimension, and 4.49 on the comprehensive dimension.

**DEVELOPMENT OF THE  
OFFENDERS "PINES" QUESTIONNAIRE**

The modification of certain social psychological attitudes is one of the expected outcomes of the programs provided for offenders in Navy brig. To determine if the programs are successful in that respect (i.e., is there a positive change in attitudes after program participation), an attitude assessment will be conducted at the beginning and end of a prisoner's time in the brig.

There are any number of attitude areas which might have been included in an assessment of prisoner attitudes. From t's wide domain, four areas have been selected on the basis of their theoretical or rational relationship to the goals of Navy Corrections. The areas selected for investigation are self-esteem, locus of control, anomia and certain aspects of the individual's value system. Values - being more enduring - would not be expected to change in the course of the brig sentence. However, learning more about the basic values of brig prisoners adds an important dimension to the understanding of this population.

Attitudes and values will be assessed by means of a self-administered, paper-and-pencil instrument consisting of seven published scales and 17 original items. Respondents will be requested to indicate how strongly they agree or disagree with a series of 60 statements, with the entire procedure taking about 20-25 minutes. Each of the scales is discussed in greater detail below.

**Self-Esteem Scale:**

The terms self-esteem and self-concept are frequently used interchangeably, but self-concept seems to be a broader term. Most researchers in this area have formulated and worked with a hierarchical multifaceted model. Generally the model includes emotional, social, physical and academic components, although researchers

frequently attach their own labels. At the apex of the hierarchy is a global, or general, component of self-esteem.

There are a number of problems associated with adopting a multifaceted model for the brig evaluation research. Although the multidimensional approach gives a more complete assessment of self-esteem, such instruments must be quite lengthy in order to accommodate all the scales and assure their reliability. Some dimensions appear to be only marginally appropriate for this population. For example, academic dimensions are less appropriate to the brig population than for student populations, although items assessing attitudes about job abilities could be substituted for items assessing attitudes about academic abilities. The Rosenberg (1965) Self-Esteem Scale satisfies the requirement for brevity, a primary concern for this application. In addition, it measures a global self esteem factor, the most relevant factor for an investigation of changes in level of self-esteem. Regarding the prediction of behavior, it should be noted that specific aspects of self-concept are better used to predict specific behaviors. However for these purposes, a general construct is more appropriate.

Many of the better known measures of self-esteem have employed creative, and sometimes complex, response techniques in an effort to reflect the complexity of the construct. The various strategies have included Q-sort, discrepancy scores (e.g., between ideal and self), adjective check lists in the "Like Me" format, social rankings, rating the appropriateness of certain behaviors, etc. (Wells and Marwell, 1976) Each of these has proved to be useful for certain theoretical requirements. For current purposes, however, the Rosenberg scale satisfies requirements and also meets the need for ease of administration. It is self-administered and will take no longer than five minutes to complete.

The self-esteem scale developed by Rosenberg consists of ten items, answered on a four-point scale from strongly agree to strongly disagree. The scale is unidimensional, with all items revolving around acceptance of the self. This instrument originally was meant to be used as a Guttman scale, but can easily be used without the grouping of items necessary for the Guttman format (Crandall, 1973). A test-retest reliability of .85 has been demonstrated for the scale, and a Guttman reproducibility coefficient of .92 was obtained. Correlations with other self-esteem measures and with clinical assessments have ranged from .56 to .83.

To complete the measure of self-esteem, four items reflecting physical factors have been added to the Rosenberg scale, two from each of the physical dimensions, because it was felt that those factors would be especially relevant to this population. The physical dimension items were adapted from Fleming and Courtney's (1984) revision of the Janis-Field (1959) measure, and from the Self Description Questionnaire developed by Marsh, Relich and Smith (1983).

#### **Locus of Control Scale:**

Internal-external locus of control refers to the extent to which persons perceive that there is a contingency relationship between their actions and their outcomes. "Internals" believe that they have some control over their environment and the things that happen to them; "externals" believe that outcomes are determined by agents or factors extrinsic to themselves. This construct has received a great deal of attention from behavioral scientists due to its wide range of generalizability and its social relevance. Its relationship to other psychological phenomena, including behavior, is well documented, and all research points to the conclusion that people are handicapped by an external locus of control orientation (MacDonald, 1973). It is a construct that is particularly relevant for this population because (1) locus of control can be changed in the direction of internality, and (2) it is related to the idea of accepting responsibility for what happens to one, e.g., being in the brig.

Rotter's Internal-External Locus of Control Scale (Rotter, 1966) is the most widely used test in the locus of control literature. It was intended to be a unidimensional test, but numerous factor analyses have shown it to be multi-dimensional. Subsequent work in the area has taken two directions, with some researchers attempting to develop a unidimensional IE scale and others working on multi-dimensional tests. Items in unidimensional scales tend to avoid situation-specific content and are better adapted to the purposes of this research. However, no appropriate unidimensional scales for adults were found which could be used in their present form.

An investigation of published IE scales revealed them to be considerably longer than desired, with many requiring complex scoring. Valecha (1972) has used an abbreviated 11-item Rotter scale, but no data are

reported on reliability, homogeneity or discriminate validity.

The scale which best fits the response format for the present instrument is the older James' Internal-External Locus of Control Scale. In its published form, it contains 60 items, of which 30 are filler items and can reasonably be deleted. It has a simpler factor structure than Rotter's scale, with a general factor which accounts for an appreciable amount of the total variance. Since this test has demonstrated satisfactory internal consistency and retest reliabilities (James reported split-half reliabilities ranging from .84 to .96 and retest reliabilities from .72 to .86), the decision was made to use 11 items from the scale which had significant loadings on the general factor when administered to both sexes. In common with most IE scales, all these items are worded in the external direction. However, the fact that these items will be scattered throughout the instrument will help control for agreement response set.

#### **Anomia Scale**

The term anomia is used to indicate an individual's generalized, pervasive sense of "self-to-others alienation". Persons scoring high on this scale can be said to lack social integration and a sense of belonging.

Srole (1956) developed a brief scale which has been used a great deal in subsequent research. More recent scales are available, however, most of these are longer and/or are focused on a specific aspect of social integration rather than the kind of generalized alienation tapped by Srole. The scale has the appropriate statistical properties of unidimensionality and internal consistency.

The original scale consisted of five items and four additional items were added for an expanded version. It's major fault is that no items are keyed in the negative direction. Five negatively-keyed items have subsequently been suggested by Srole, but no psychometric data are available for them. The scale adapted for present purposes consists of six items, with two negatively-keyed ones substituted for the original versions. A five-point scale has been substituted for the original dichotomous agree/disagree options.

## Values Scales

Withey (1965) developed a Dimensions of Values scale consisting of 12 items taken from the four basic value dimensions of Bales and Couch. The complete Bales and Couch scale (1969) consists of 40 items, with the three highest loading items on each of the factors selected by Withey for use in a nation-wide study. The four dimensions of values assessed are acceptance of authority, need-determined expression, equalitarianism, and individualism. Each of these will be analyzed as a separate scale.

The items are presented with a five-point Likert type response format. The four-factor structure was confirmed using the shortened version. No reliability data are available.

The items which contribute to each of these scales are presented in Table B 3.

In addition to the items from published scales, other items groups have been incorporated in the questionnaire to assess (a) perceptions of being safe or at risk in the brig environment and (b) the absence or presence in the prisoner's life of significant others.

**TABLE B 3. SCALE COMPOSITION**

**Self-Esteem Scale**

1. I feel that I have a number of good qualities.
5. I am able to do things as well as most other people.
11. I take a positive attitude toward myself.
16. I wish I could have more respect for myself.
18. Most of my friends are better looking than I am.
20. At times I think I am no good at all.
22. I feel inferior to most people when it comes to athletic ability.
28. I certainly feel useless at times.
33. I feel that I'm a person of worth, at least on an equal basis with others.
36. I am an attractive person.
42. I feel that I do not have much to be proud of.
43. I am good at sports.
47. On the whole, I am satisfied with myself.
51. All in all, I am inclined to feel that I am a failure.

**Internal/External Locus of Control Scale**

2. It is difficult for ordinary people to have much control over what politicians do in office.
7. When things are going well for me, I consider it a run of good luck.
14. Success is mostly a matter of getting good breaks.
19. Many times I feel that we might just as well make many of our decisions by flipping a coin.
21. Success in dealing with people seems to be more a matter of the other person's moods and feelings rather than anything I do.
25. Many times I feel that I have little influence over the things that happen to me.
34. I think that life is mostly a gamble.
38. It isn't wise to plan too far ahead, because most things turn out to be a matter of good or bad fortune anyhow.
44. Getting a good job seems to be largely a matter of being in the right place at the right time.
49. There's not much use in worrying about things... what will be, will be.
52. I have usually found that what is going to happen will happen, no matter what I do.

TABLE B-3 continued...

**Anomia Scale**

- 3. These days a person doesn't really know whom he can count on.
- 9. The average person is probably better off today than ever before.
- 26. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
- 29. To make money there are no right and wrong ways anymore, only easy and hard ways.
- 35. Most people in public office are not really interested in the problems of the average person.
- 39. Most people will go out of their way to help someone else.

**Values Scales**

**Acceptance of Authority:**

- 4. You have to respect authority and when you stop respecting authority, your situation isn't worth much.
- 15. Obedience and respect for authority are the most important things in character that children should learn.
- 46. Young people sometimes get rebellious ideas but as they grow up they ought to get over them.

**Equalitarianism**

- 10. Everyone should have an equal chance and an equal say in most things.
- 27. A group of people that are nearly equal will work a lot better than one where people have bosses and ranks over one another.
- 32. Everyone should have what he needs, the important things we have belong to all of us.

**Need-determined Expression**

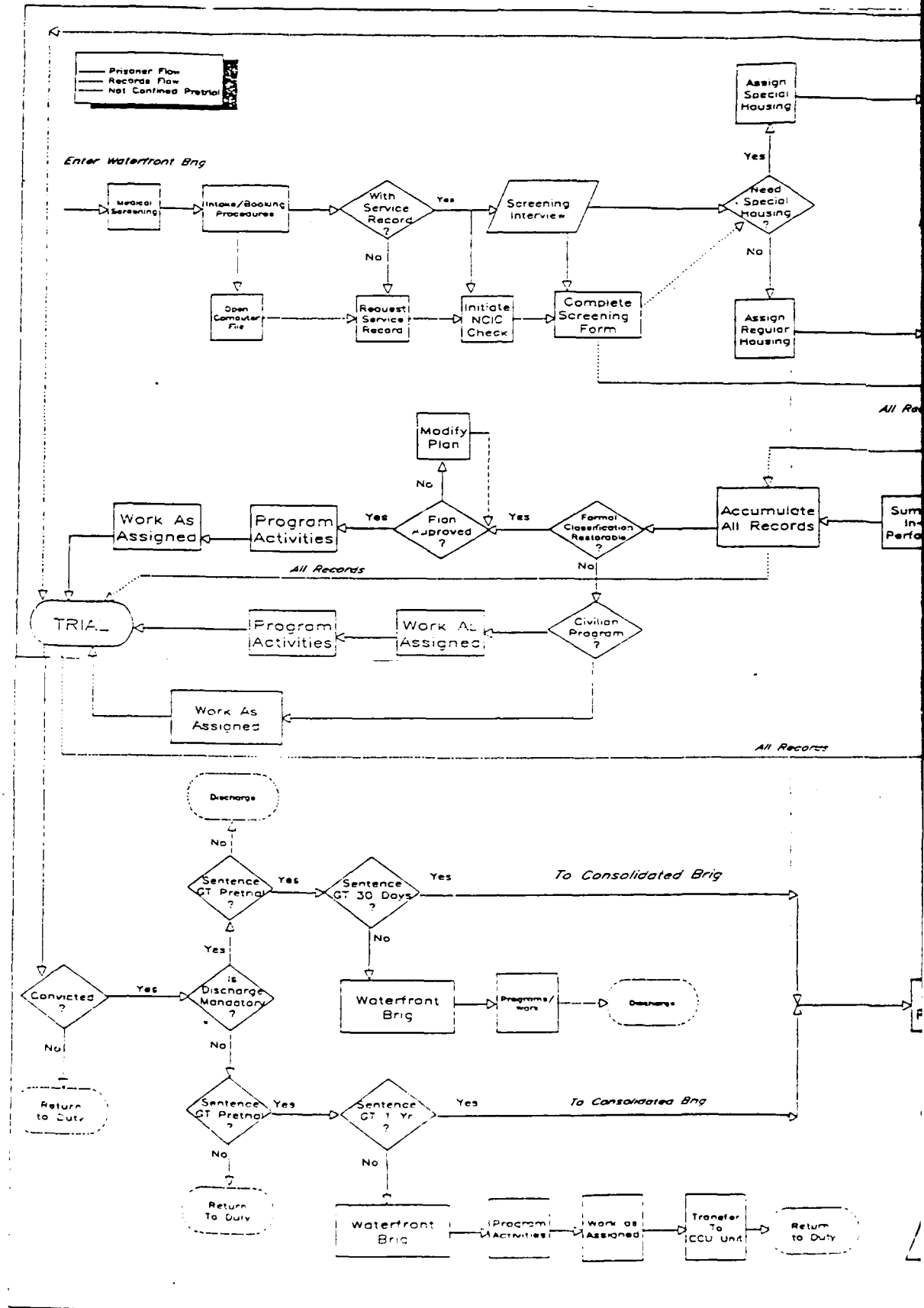
- 40. Since no value lasts forever, the only real values are those that fit the needs of right now.
- 53. The solution to almost any human problem should be based on the situation at the time, not on some general idea of right and wrong.
- 58. Do what you want to do that's fun and worry about the future later.

**Individualism**

- 6. In life a person should mostly "go it alone", working on his own and trying to make his own life.
- 54. We should all admire a man who starts out bravely on his own.
- 57. One should not depend on other persons or things, the center of life should be found inside oneself.

APPENDIX C  
DETAINEE/PRISONER FLOW CHART

# NAVY CORRECTIONS DETAINEE



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