

PATTERNS OF CAREER MOBILITY AND RETENTION AMONG  
CORRECTION OFFICERS OF THE MASSACHUSETTS  
DEPARTMENT OF CORRECTION

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### Highlights

- There were 1168 correction officers trained at the Training Academies at Framingham and Shirley since 1975. The modal graduate is a 25 year old white male with some college training and placed at a major institution.
- Attrition rates were calculated for new correction officers. Before six months after graduation 1 in 10 has left the department; before one year after graduation 1 in 5 has left the department.
- Retention of female officers and thus retention at MCI-Framingham is particularly problematic.
- There is no advantage of a residential program (Shirley) over a day program (Framingham) in terms of retaining officers or job performance.
- Attrition is caused at least partially by the relative attractiveness of other jobs, particularly jobs in law enforcement areas. It is also caused by salary policies.
- There are very few job changes for this sample. Correction officers were likely to transfer to new, small, lower security centrally located institutions. More correction officers moved to lower grade jobs in the areas of treatment or administration than were promoted to higher grade security jobs.
- Training Academy graduates are rated as meeting or exceeding all job requirements. There is no area in which they are judged deficient by their supervisors.

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Patterns of Career Mobility and Retention Among  
Correction Officers of the Massachusetts  
Department of Correction

The largest single group of employees in the Department of Correction (DOC) is correction officers. These individuals provide the majority of the direct contact between the inmates and the department and hold primary responsibility for security. The maintenance of a full and adequately trained staff of correction officers is a priority of the department. Responsibility for officer training rests with the department's Training Academy. Recently the Training Academy has made changes in some of its policies. More policy changes are likely to occur in the near future. It is important that some information be brought to bear on these decisions. Besides specific policy issues that are currently of great interest, some systematic feedback on the effectiveness of its programs and follow-up on its graduates is helpful to Academy staff.

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This project could not have been completed without the efforts of a large number of people. I would like to thank especially Jack Bates and Terry Richard of the Training Academy for suggesting the project and helping locate data there; Paul Jones of the Research Unit for many weeks of data collection; Roberta Bossi and other members of the Personnel Department who let us rummage through cards and files; and Cheryl Chase and Elaine Allen of the Research Unit for help in keypunching and typing the report.

The purpose of this study is to aid the Department and particularly the staff of the Training Academy by providing some objective data with which to make decisions regarding the future of Training Academy programs. There are three main areas to be considered under this design. First is the question of retention of correction officers, that is, what is the retention rate and what factors affect that rate positively? Second is promotions, what factors affect career mobility and what jobs do correction officers move into? Third is the opinions of their immediate supervisors about the job performance of Training Academy graduates.

The employment history of almost six years of Training Academy graduates, from 1975 through 1980, were followed after their graduation. Graduates who are still employed will be compared with those who left the department. In considering job retention several factors are of interest: type of training received, rank in class, sex, race, education of graduate, institution in which they were placed, and reasons for leaving.

In considering career mobility there are two areas of interest. In many instances correction officers transfer to other institutions. Of interest will be the institutions they transfer into and transfer away from. Correction officers can also change jobs by being promoted to senior officer positions or moving into a non-correction officer job. The types of jobs they move into will be looked at carefully in this study.

A third area that will be explored in this report is on-the-job performance. Variables associated with performance will be looked for and some description of the current evaluation process will be given.

Methodology

The sample consisted of all Training Academy graduates from January 1975 through October 1980. The sample size is 1168. Information was collected from Academy records, personnel folders and personnel cards.

Information was collected on a number of personal characteristics of the graduates including sex, veteran status, race, date of birth, last grade completed and highest degree received. Information from the Training Academy was the class with which they graduated and their rank in class. Employment history variables included first institutional assignment and subsequent job changes. For each job change made between date of graduation from the Academy and December 31, 1980, the date of that change, the type of change and some descriptive information regarding the change was recorded.

Job performance was measured by a standard non-managerial staff evaluation form. This information was collected, when available, from an individual's personnel folder. In cases where more than one evaluation form was available the earliest one was recorded. Numerical ratings on the twenty-three job performance items as well as the date of the evaluation and type of evaluation (probationary, annual or other) was recorded. In cases where a range of numbers were given for a score (e.g. 2 to 3) the higher number was always coded as the rating.

The major dependent variables are retention, job changes, and job performance. Retention was defined first through an individual's

current job status with the department (current as of December 31, 1980). Individuals who left and were subsequently rehired are considered as being retained by the department. For persons who left the department their length of service from graduation to termination was calculated. Cohorts of people employed six-months after graduation and twelve-months after graduation could then be constructed. Individuals who have not yet worked for the department for six months or one year were not included in these analyses. Job changes were recorded by the type of change (transfer or promotion), the institution the change was made at, and either the institution transferred to or the job promoted into. Job performance is measured as the average rating on all items of the personnel evaluation. Scores on all items were added together and then divided by the number of items on which a person was rated.

Analytic methods used include basic descriptive and comparative statistics. Frequency distributions are often given and usually include a summary measure such as mean (along with standard deviation) or median. Comparative tests were done using contingency table analysis and a chi-square test statistic, difference of means test and a student's t statistic or analysis of variance and an F statistic. In all cases the statistic is some measure of difference between groups. Statistics are evaluated at the .05 level of significance. A test statistic large enough to be considered statistically significant indicates that differences between groups are not likely to occur because of chance. Choices between the various tests were made based on the type of measurement used for that variable.



The Sample

Information was collected on 1168 graduates of the Training Academy. The sample starts with the 43rd Basic Training Class graduating in January 1975 from Framingham and ends with the 79th Basic Training Class graduating in October 1980 from Shirley. Of the 37 classes studied, 23 were graduated from the Framingham day program and 14 were graduated from the Shirley residential program. Average class size at Framingham was 28 graduates; average class size at Shirley was 38 graduates. Table 1 shows frequency distributions for all background characteristics of graduates.

Training Academy graduates are predominantly male. There were 1084 male graduates comprising 93 percent of the sample and 84 female graduates comprising 7 percent of the sample. Currently 5 percent of all DOC protective service staff are female (Holt, 1981).

In this sample there were 1008 whites (86 percent) and 158 minorities (14 percent). Of the minority graduates there were 137 blacks, 15 Hispanics, 4 Asians, 1 Cape Verdean and 1 Native American. Currently 7 percent of all DOC protective service staff are minorities (Holt, 1981).

The average age of a correction officer at graduation was 24.9 years (standard deviation = 4.1). Graduates from the Training Academy at Shirley were significantly younger than those graduating from Framingham. Shirley graduates were an average of 24.6 years of age at graduation; Framingham graduates were 25.2 years of age at graduation. This difference of almost a year is statistically significant ( $t=2.54$ ,  $p=.01$ ).

A little over one-third of the sample are veterans, the other two-thirds have no history of military service. This is lower than current DOC protective service staff where 53 percent are veterans (Holt, 1981).

The median educational level is one year of college for this group. While two-thirds only have high school diplomas, well over half report having attended at least a year of college. One quarter of the sample has earned a college degree.

The most common assignment received upon graduation is Walpole. Twenty-eight percent of the sample worked there after graduation. Almost all of the Training Academy graduates were assigned to one of five major institutions: Walpole, Norfolk, Concord, Bridgewater or Framingham. Assignments in smaller, lower-security institutions were unusual for new graduates.

Currently about half of the sample are in their original assignment, one-third are no longer working with the department and the rest are working in other institutions or were promoted to other jobs. More detailed analysis of retention and mobility patterns will be made in separate sections.

Job performance evaluations were available for 457 of the graduates. This represents 39 percent of the sample. Most graduates were rated average to above average on these measures of job performance. A careful analysis of these evaluations appears in a separate section.

Retention of Correction Officers

Of the 1168 Training Academy graduates, 751 or 64 percent are currently working at DOC in their original jobs or other assignments. The remaining 417 or 36 percent are no longer working for the department. Since follow-up periods ranged from two months to six years after graduation for the entire sample, a better measure of correction officer retention is the percent remaining after a uniform follow-up period. In this study both six months and one year follow-ups will be used.

Individuals who have terminated their employment at DOC worked from less than 1 month to 70 months after graduation. The median length of employment for this group is 10 months after graduation. At the six month follow-up 11 percent of the graduates had terminated employment, at the one year follow-up 21 percent of the sample had terminated employment.

A number of variables will be considered to see how they affect retention rates: Training Academy Program (Framingham or Shirley), sex, race, education, institutional assignment, rank in training class and veteran status. Reasons for leaving the department will be considered as well.

Sex

The sex of a Training Academy graduate is related to retention rates. Women have much lower retention rates than men. At six months after graduation 17 percent of the women and 11 percent of the men had terminated employment. At one year after graduation

33 percent of the women and 20 percent of the men had terminated employment. The difference at the one year follow-up is statistically significant. (See Table 2). The retention rates found here are similar to those found in an earlier study (Holt, 1980).

#### Race

There was no relationship between the race of a Training Academy graduate and retention rates. At six months after graduation 11 percent of the white graduates and 12 percent of the minority graduates terminated employment. At one year after graduation 21 percent of the whites and 24 percent of the minority graduates had terminated employment. These differences are small and are not statistically significant. (See Table 3).

#### Veteran Status

There was little difference in the retention rates of veterans and non-veterans. Differences in retention rates between veterans and non-veterans are not statistically significant (See Table 4).

#### Education

There was no relationship between a person's educational level and retention rates. For purposes of this analysis educational level was divided into four groups: GED, high school graduate, some college training and college graduate. While individuals with more education tended to have lower rates of retention these differences are too small to be considered statistically significant (See Table 5).

### Age at Graduation

Previously it was shown that graduates from Shirley were significantly younger than graduates from Framingham. For this reason the effects of age on retention will be considered separately for each Training Academy.

There were significant differences between various age groups in their attrition rates for Framingham graduates but not for Shirley graduates. For Framingham graduates the highest attrition rates were found in the 22 to 23 year old age group. Officers 21 and younger or 24 and older had much lower attrition rates. For Shirley graduates, all age categories had very similar attrition rates (See Table 6).

### Training Academy Program

The Training Academy residential program at Shirley experienced lower retention rates than the day program at Framingham. At six months following graduation 14 percent of the Shirley graduates compared with 10 percent of the Framingham graduates had terminated employment. At one year after graduation 29 percent of the Shirley graduates and 17 percent of the Framingham graduates had terminated employment. The difference at one year is statistically significant (See Table 7).

Previously it was thought that graduation from an intensive residential training program would be enough to exclude a large proportion of potential early terminations. The residential program has not been shown to be effective in reducing the drop out of

correction officers.

### Salary Schedules

From the beginning of the study period until July 1, 1977 all correction officers were paid according to a single salary schedule with annual step increases. From July 1, 1977 until 1980 there was a dual salary schedule, one for officers hired before July 1, 1977 and one for officers hired since that date. The salary schedule for new officers froze salaries at one level with no step increases.

There are significant differences between attrition rates of officers hired under the unitary and dual pay systems. The attrition rates for officers trained at Framingham under a dual pay system are higher than those trained when the unitary salary system was in effect. Attrition rates of officers trained at Shirley and those trained at Framingham under the dual pay system are similar. It is likely that the salary schedule as well as the training program affected retention rates. (See Table 8).

### Rank in Training Academy Class

There was no relation between retention rates and rank in Training Academy class. For purposes of this analysis rank in class was divided into quintiles and a person was placed into the top fifth, second fifth and so on. Persons at the top of their Training Academy classes had slightly higher retention rates but these differences are too small to be considered statistically significant. (See Table 9).

### Institutional Placement

There are significant differences between institutions in the retention rates of Training Academy graduates. At both six months and one year follow-ups, Gardner and Framingham had the highest drop out rate for new officers. At both follow-up periods Bridgewater, SECC and institutions in the "other" category had the lowest drop-out rate. (See Table 10). It should be noted that North Central Correctional Institute at Gardner was not open for inmates during this period. Some correction officers were assigned to work at other institutions or temporarily resigned pending its opening.

Considering only male graduates (since sex would seem to influence the high attrition rate for Framingham) NECC, Gardner and Walpole had above average rates of attrition. Framingham had above average at a one-year follow-up. Bridgewater, SECC and institutions in the "other" category have below average rates of attrition. (See Table 11).

### Reasons for Termination

Of the 417 individuals who have terminated their employment there were 349 voluntary resignations and 34 discharges. In only half of the cases was a specific reason for leaving known. Table 12 shows the frequency with which these reasons are given.

For voluntary resignations the most common known reasons were new jobs. Of particular note is that at least 29 resignees left for jobs as police officers and 21 left for jobs in another correctional agency (e.g. DYS, county facilities, parole). Other common

reasons for resignation were military service, education, personal problems and medical reasons. In about 10 cases there was an indication of some problem adjusting to a particular institution or to the job of correction officer.

In 34 cases correction officers were discharged. This represents 8 percent of all terminations from employment. The most common reason for being discharged from a correction officer position was poor attendance. This occurred in over a third of the terminations. The second most common reason was the commission of a crime. Other reasons generally were for unsuitable conduct for an officer during a tour of duty (sleeping, negligence, engaging in KKK activities, possession of drugs).

#### Job Changes for Correction Officers

In this section transfers from one institution to another are considered first. In a transfer, an officer retains the same job grade and job title but works in a different institution.

Other types of job changes are considered next. These include promotions from correction officer to senior correction officer and changes from correction officer to a non-security position (e.g. treatment, administration).

#### Transfers Within DOC

There were 101 cases in which a correction officer transferred from one institution to another. In 99 cases they transferred from one correction officer job to another and in 2 cases they transferred



from one senior correction officer job to another.

Table 13 shows the institutions that correction officers transferred to. Lemuel Shattuck received the most transfers (N=19) followed by Boston State (N=12). Lemuel Shattuck was a new institution for DOC during this time period. Both of these institutions are also located in Boston. Location and the availability of positions seems to cause transfers.

Table 14 shows the institutions that correction officers transferred away from. The five major institutions (Walpole, Concord, Framingham, Norfolk and Bridgewater) account for most of the transfers.

Table 15 shows transfers from the originating institution of the correction officer to the institution transferred into. Of all 101 transfers, 37 represented transfers from one secure institution to another (e.g. from Walpole to Bridgewater), 20 were transfers from a secure institution to a lower security position (e.g. from Norfolk to Central Office), 18 were transfers to nearby institutions (e.g. from Norfolk to RDC), 19 were transfers to Lemuel Shattuck (17 from major institutions and 2 from lower security institutions), 3 were transfers from Shattuck to a major institution, 1 was from Shattuck to a minimum security institution, 2 were transfers from one lower security institution to another and 1 was a transfer from a lower security to a major institution.

Transfers seem motivated by location. People transfer to more convenient locations near their homes and transportation. Transfers also seem to be towards lower security and smaller institutions.

For a sample of 1168 correction officers the number of transfers seems small. There were 101 transfers involving 95 individuals or 8 percent of the sample. Of these 95 individuals 77 are still employed at DOC and 18 terminated employment after transferring.

#### Job Changes for Correction Officers

There were 61 job changes for this sample involving 54 individuals or 5 percent of all the graduates in the study. Table 16 shows the type of jobs that correction officers move into. Almost a third of the job changes were to senior correction officer. This happened to 19 individuals or about 2 percent of the entire sample. Most job changes were made from the security job of correction officer to treatment oriented jobs such as counselor, social worker, teacher or recreation officer. This type of job change occurred 30 times representing 24 individuals or 2 percent of the entire sample. In most cases change from a correction officer to a treatment position involved a decrease in pay, job changes to senior treatment positions came only after changing to a lower treatment job. In 7 cases job changes were made to other institutional jobs in either administrative or technical areas. In 5 cases job changes were made from correction officer positions in institutions to security or technical positions in the central office.

In general there seemed to be very little career mobility for this sample of Training Academy graduates. Some moved to other non-security positions despite salary decreases, perhaps to establish a more mobile career ladder or to trade higher salary for different working conditions. A recent study showed senior correction

officers to have an average length of service of 13 years and supervisors 18 years (Holt, 1981). The follow-up period of two months to six years may not be long enough to indicate the full range of career moves for correction officers. Lack of opportunity to move into higher jobs in the security area may lead to problems for the department in retention of officers.

#### Job Performance of Correction Officers

Periodically all staff are evaluated by their supervisors. Correction officers are supposed to be evaluated at least once during their probationary period and annually after that. Evaluations can be done at other times as well (terminations, job changes, special request).

Performance evaluations were available for 457 of the graduates. This is 39 percent of the sample. Evaluations were not done for many individuals because they had left their jobs, because not enough follow-up time had been allowed and because the implementation of a personnel evaluation program has never been fully carried out. Because job performance information is missing for 61 percent of the sample the following findings should be considered tentative.

Performance evaluations rate correction officers on twenty-three different aspects of job performance. Table 17 shows each item, the number of officers rated on that item, the average score and the standard deviation of the scores. Ratings were based on a 1 to 5 scale where 1 is poor and 5 is excellent.

The average score on the evaluation forms was a 3.46, about half way between an average and above average rating. Scores on individual items ranged from 3.33 on skill with which work is done to 3.63 for attitude towards work. All of the items fall into a very close range.

Average scores on the evaluations did not differ on any background characteristic with the exception of age and veteran status. Sex, race, and education groups were all very similar in their job performance ratings. Age at graduation was found to be positively correlated with job performance, older graduates were evaluated more highly. Veterans scored significantly higher than non-veterans on their evaluations. (See Tables 18, 19 and 20).

Both Shirley and Framingham graduates had similar job performance ratings. The residential program had no impact on job performance over the day program. Rank in Training Academy class did not affect job performance ratings.

Individuals who terminated employment before six-months or one year tended to have lower evaluations than those who remained. The number of evaluations available for individuals who terminated is very small.

The institution at which the evaluation was done did affect average scores. Averages ranged from 3.19 at Norfolk/RDC to 3.75 at institutions in the "Other" category. It is not certain if this represents real differences in job performance or different values attached to the ratings.

Evaluations also were affected by the amount of time passing between graduation and the date of the evaluation. The more time

that had passed, the higher the evaluation tended to be. This indicates that experience gained on the job seems to affect ratings of job performance.

### Summary And Discussion

The Training Academy graduated over 1,100 individuals during the past six years into positions as correction officers within the department. The information collected here indicates that these graduates are young, predominantly male and well-educated.

Six months after graduation 1 in 10 graduates was no longer working for the department, a year after graduation 1 in 5 had left. It is not known how these rates of attrition compare with other types of workers, but given the expense of training and recruitment and the desire to maintain an experienced staff, the attrition rates are seen as high. Certain institutions have higher rates of attrition than others, even within the same level of security. Perhaps those institutions with low attrition rates can be further studied to see how they accomplish this. Attrition is particularly high among female officers. This difference between male and female retention could be studied more carefully as well.

Most individuals leave the department voluntarily and seem to be attracted by other jobs, jobs not totally dissimilar to that of correction officer. The Department may be able to decrease attrition by providing opportunities for salaries and working conditions more like those in other areas of law enforcement.

Two major types of training were given to these graduates: a day program and a residential program. The type of training received had no impact on retention or job performance, despite previous thinking that an intensive residential program would increase both.

These graduates exhibited very little desire or opportunity for job changes. There was not much movement between institutions, many of those transfers resulted from the creation of new institutions. Very few graduates were promoted to senior correction officer. More made lateral job changes or even took demotions to non-security jobs in DOC. The lack of opportunity for promotion must have an effect on retention of officers.

The Training Academy graduates were measured as meeting or exceeding requirements in all areas of job performance. Older officers, more experienced officers and veterans did somewhat better in evaluations. Of note is the fact that evaluations were not done on most officers. Periodic evaluation of job performance seems important and should be implemented more fully.

In summary, this report was intended to study patterns of career mobility, retention, and job performance of recently trained correction officers. The type of training received seems to have little impact on either retention or performance. Graduates are rated as performing well in their jobs. Uniformly there is little chance for upward career mobility as a correction officer, mobility can best be achieved in non-security jobs. Retention of officers remains a problem and needs to be addressed somewhat differently

for particular groups within the department. For a young and educated population such as this, retention rates as high as they are probably are an indication of a large amount of dedication to the department. Assurance of growth in their jobs and increased incentives for remaining with the department need to be forthcoming to address both the issues of career mobility and retention.

Table 1

Frequency Distribution of Background Characteristics  
of Training Academy Graduates

Background Characteristic	Number	Percent
<u>Basic Training Class</u>		
43	22	( 2)
44	25	( 2)
45	29	( 2)
46	25	( 2)
47	25	( 2)
48	20	( 2)
49	23	( 2)
50	24	( 2)
51	32	( 3)
52	28	( 2) Framingham
53	32	( 3)
54	32	( 3)
55	21	( 2)
56	28	( 2)
57	25	( 2)
58	32	( 3)
59	31	( 3)
60	35	( 3)
61	36	( 3)
62	32	( 3)
63	26	( 2)
64	29	( 2)
65	30	( 3)
66	34	( 3)
67	30	( 3)
68	36	( 3)
69	31	( 3)
70	39	( 3)
71	36	( 3)
72	43	( 4) Shirley
73	47	( 4)
74	45	( 4)
75	35	( 3)
76	31	( 3)
77	38	( 3)
78	36	( 3)
79	45	( 4)
TOTAL	1168	(100)



Table 1

Frequency Distribution of Background Characteristics  
of Training Academy Graduates

Background Characteristic	Number	Percent
<u>Sex</u>		
Male	1084	( 93)
Female	84	( 7)
TOTAL	1168	(100)
<u>Race</u>		
White	1008	( 86)
Black	137	( 12)
Hispanic	15	( 1)
Cape Verdean	1	( 0)
Native American	1	( 0)
Asian/Pacific Islander	4	( 0)
TOTAL	1166	(100)
Missing Observations - 2		
<u>Age at Graduation</u>		
18 Years	22	( 2)
19 Years	29	( 2)
20 Years	68	( 6)
21 Years	107	( 9)
22 Years	146	( 12)
23 Years	140	( 12)
24 Years	117	( 10)
25 Years	115	( 10)
26 Years	69	( 6)
27 Years	76	( 6)
28 Years	54	( 5)
29 Years	52	( 4)
30 to 34 Years	157	( 13)
35 to 39 Years	11	( 1)
40 and Over	5	( 0)
TOTAL	1168	(100)

Table 1

Frequency Distribution of Background Characteristics  
of Training Academy Graduates

Background Characteristic	Number	Percent
<u>Veteran Status</u>		
Veteran	399	( 35)
Non-Veteran	747	( 65)
TOTAL	1146	(100)
Missing Observations - 22		
<u>Last Grade Completed</u>		
7	1	( 0)
8	4	( 0)
9	10	( 1)
10	25	( 2)
11	32	( 3)
12	376	( 35)
1 Year College	200	( 19)
2 Years College	185	( 17)
3 Years College	80	( 8)
4 Years College	143	( 13)
More Than 4 Years College	15	( 1)
TOTAL	1071	(100)
Missing Observations - 97		
<u>Highest Degree Attained</u>		
GED	88	( 8)
High School Diploma	715	( 67)
Associate's	114	( 10)
Bachelor's	144	( 14)
Graduate	9	( 1)
TOTAL	1070	(100)
Missing Observation - 98		

Table 1

Frequency Distribution of Background Characteristics  
of Training Academy Graduates

Background Characteristic	Number	Percent
<u>First Institutional Assignment</u>		
Walpole	329	( 28)
Norfolk	276	( 24)
Concord	204	( 18)
Bridgewater	158	( 14)
Framingham	76	( 6)
SECC	27	( 2)
NECC	23	( 2)
NCCI (Gardner)	18	( 2)
Shirley	13	( 1)
RDC	13	( 1)
Lemuel Shattuck	8	( 1)
Bay State	7	( 1)
Boston P.R.C.	6	( 1)
S. Middlesex	4	( 0)
Central Office	3	( 0)
Plymouth	1	( 0)
Park Drive	1	( 0)
Medfield	1	( 0)
TOTAL	1168	(100)

Table 2

Retention Rates of Training Academy  
Graduates by Sex,  
Six-Months and One-Year Follow-Up

Employment Status	Males		Females	
	Number	Percent	Number	Percent
<u>Six Month Follow-Up</u>				
Terminated Employment	107	( 11)	14	( 17)
Employed at DOC	876	( 89)	68	( 83)
TOTAL	983	(100)	82	(100)

Chi-Square = 2.3 with 1 degree of freedom, p = .13

One-Year Follow-Up

Terminated Employment	180	( 20)	25	( 33)
Employed at DOC	711	( 80)	51	( 67)
TOTAL	891	(100)	76	(100)

Chi-Square = 6.0 with 1 degree of freedom, p = .01

Table 3

Retention Rates of Training Academy Graduates by Race,  
Six-Months and One-Year Follow-Ups

Employment Status	Whites		Minorities	
	Number	Percent	Number	Percent
<u>Six Month Follow-Up</u>				
Terminated Employment	103	( 11)	17	( 12)
Employed at DOC	817	( 89)	126	( 88)
TOTAL	920	(100)	143	(100)

Chi-Square = .01 with 1 degree of freedom,  $p = .92$

One Year Follow-Up

Terminated Employment	174	( 21)	30	( 24)
Employed at DOC	666	( 79)	95	( 76)
TOTAL	840	(100)	125	(100)

Chi-Square = .52 with 1 degree of freedom,  $p = .47$

Table 4

Retention Rates of Training Academy Graduates by Veteran Status  
Six-Months And One-Year Follow-Ups

Employment Status	Veterans		Non-Veterans	
	Number	Percent	Number	Percent
<u>Six Months Follow-Up</u>				
Terminated Employment	43	( 12)	75	( 11)
Still Employed at DOC	313	( 88)	613	( 89)
TOTAL	356	(100)	688	(100)

Chi-Square = .22 with 1 degree of freedom, p = .64

One Year Follow-Up

Terminated Employment	78	( 24)	123	( 20)
Still Employed at DOC	254	( 76)	490	( 80)
TOTAL	332	(100)	613	(100)

Chi-Square = 1.31 with 1 degree of freedom, p = .25

Table 5

Retention Rates of Training Academy Graduates by Education  
Six Months and One Year Follow-Ups

Employment Status	G E D N (%)	High School Graduate N (%)	Some College Training N (%)	College Graduate N (%)
<u>Six Months Follow-up</u>				
Terminated	5 ( 7)	38 ( 11)	35 ( 11)	43 ( 13)
Still Working	67 ( 13)	297 ( 89)	286 ( 89)	294 ( 87)
TOTAL	72 (100)	335 (100)	321 (100)	337 (100)
Chi-Square = 2.1 with 3 degrees of freedom, p = .55				
<u>One-Year Follow-Up</u>				
Terminated	9 ( 13)	63 ( 20)	58 ( 20)	75 ( 24)
Still Working	58 ( 87)	246 ( 80)	227 ( 80)	231 ( 76)
TOTAL	67 (100)	309 (100)	285 (100)	306 (100)

Chi-Square = 4.7 with 3 degree of freedom, p = .20

Table 6

Employment Status at Six Months and One Year Follow Up  
By Age at Graduation and Training Academy

Employment Status	18 - 21		22 - 23		24 - 26		27 & Older	
	N	( % )	N	( % )	N	( % )	N	( % )

Framingham Graduates  
Six Month Follow-Up

Terminated	8	( 8 )	28	( 17 )	13	( 8 )	13	( 6 )
Employed	90	( 92 )	138	( 83 )	155	( 92 )	188	( 94 )
TOTAL	98	(100)	166	(100)	168	(100)	201	(100)

Chi-Square = 13.0 with 3 degrees of freedom, p = .005

One Year Follow-Up

Terminated	12	( 12 )	40	( 24 )	27	( 16 )	28	( 14 )
Employed	85	( 88 )	127	( 76 )	140	( 84 )	173	( 86 )
TOTAL	97	(100)	167	(100)	167	(100)	201	(100)

Chi-Square = 8.6 with 3 degrees of freedom, p = .03

Shirley Graduates  
Six Month Follow-Up

Terminated	14	( 14 )	14	( 15 )	15	( 13 )	16	( 13 )
Employed	90	( 86 )	80	( 85 )	97	( 87 )	106	( 87 )
TOTAL	104	(100)	94	(100)	112	(100)	122	(100)

Chi-Square = 0.2 with 3 degrees of freedom, p = .98

One Year Follow-Up

Terminated	23	( 27 )	19	( 27 )	24	( 30 )	32	( 32 )
Employed	63	( 73 )	51	( 73 )	55	( 70 )	68	( 68 )
TOTAL	86	(100)	70	(100)	79	(100)	100	(100)

Chi-Square = 0.8 with 3 degrees of freedom, p = .84



Table 7

Retention Rates by Training Academy  
Six-Months and One-Year Follow-Up

Employment Status	Framingham Day Program Number	Percent	Shirley Residential Program Number	Percent
<u>Six Months Follow Up</u>				
Terminated	62	( 10)	59	( 14)
Employed At DOC	571	( 90)	373	( 86)
TOTAL	633	(100)	432	(100)
Chi-Square = 3.4 with 1 degree of freedom, p = .06				
<u>One Year Follow-Up</u>				
Terminated	107	( 17)	98	( 29)
Employed at DOC	525	( 83)	237	( 71)
TOTAL	632	(100)	335	(100)

Chi-Square = 19.2 with 1 degree of freedom, p = .001

Table 8

Retention Rates of Training Academy Graduates by Salary Schedules  
Six Months and One Year Follow-Up

Employment Status	Framingham Steps		Framingham Dual Pay		Shirley Dual Pay	
	N	(%)	N	(%)	N	(%)
<u>Six Months Follow-Up</u>						
Terminated	23	( 7)	39	( 13)	59	( 14)
Employed	312	( 93)	259	( 87)	373	( 86)
TOTAL	335	(100)	298	(100)	432	(100)

Chi-Square = 9.87 with 2 degrees of freedom,  $p = .007$

One Year  
Follow-Up

Terminated	44	( 13)	63	( 21)	98	( 29)
Employed	290	( 87)	235	( 79)	237	( 71)
TOTAL	334	(100)	298	(100)	335	(100)

Chi-Square = 25.89 with 2 degrees of freedom,  $p < .001$

Table 9

Retention Rates by Rank in Training Academy Class,  
Six-Months and One-Year Follow-Ups

Employment Status	Top Fifth N (%)	Second Fifth N (%)	Third Fifth N (%)	Fourth Fifth N (%)	Bottom Fifth N (%)
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Six Months  
Follow-Up

Terminated	18 ( 10)	28 ( 14)	24 ( 12)	17 ( 9)	29 ( 14)
Still Work- ing	169 ( 90)	173 ( 86)	175 ( 88)	180 ( 91)	179 ( 86)
TOTAL	187 (100)	201 (100)	199 (100)	197 (100)	208 (100)

Chi-Square = 4.6 with 4 degrees of freedom, p = .33

One Year  
Follow-Up

Terminated	32 ( 19)	38 ( 21)	42 ( 23)	36 ( 20)	49 ( 26)
Still Work- ing	138 ( 81)	140 ( 79)	138 ( 77)	142 ( 80)	139 ( 74)
TOTAL	170 (100)	178 (100)	180 (100)	178 (100)	188 (100)

Chi-Square = 3.4 with 4 degrees of freedom, p = .50

Table 10

Retention Rates of Training Academy Graduates By  
Institution, Six-Months and One Year Follow-Up

Institutional Placements	Terminated		Still Working	
	Number	Percent	Number	Percent
<u>Six Months Follow-Up</u>				
Framingham	14	( 18)	63	( 82)
Gardner	3	( 18)	14	( 82)
NECC	4	( 17)	19	( 83)
Walpole	39	( 14)	247	( 86)
Concord	21	( 11)	168	( 89)
Norfolk	27	( 11)	221	( 89)
Bridgewater	10	( 7)	141	( 93)
Other	3	( 6)	46	( 94)
SECC	0	( 0)	25	(100)
TOTAL	121	( 11)	944	( 89)
Chi-Square = 14.5 with 8 degrees of freedom, p = .07				
<u>One Year Follow-Up</u>				
Gardner	8	( 50)	8	( 50)
Framingham	25	( 34)	48	( 66)
Walpole	65	( 25)	196	( 75)
NECC	5	( 24)	16	( 76)
Concord	37	( 21)	136	( 79)
Norfolk	41	( 18)	182	( 82)
Other	7	( 15)	40	( 85)
Bridgewater	15	( 11)	118	( 89)
SECC	2	( 10)	18	( 90)
TOTAL	205	( 21)	762	( 79)

Chi-Square = 29.1 with 8 degrees of freedom, p = .0003

Table 11

Retention Rates of Male Graduates by Institution  
Six Months and One Year Follow-Up

Institutional Placement	Terminated		Still Working	
	Number	Percent	Number	Percent
<u>Six Month Follow-Up</u>				
NECC	4	( 18)	18	( 82)
Gardner	3	( 18)	14	( 82)
Walpole	39	( 14)	244	( 86)
Concord	21	( 11)	167	( 89)
Norfolk	26	( 11)	218	( 89)
Other	3	( 8)	34	( 92)
Bridgewater	10	( 7)	141	( 93)
Framingham	1	( 6)	15	( 94)
SECC	0	( 0)	25	(100)
TOTAL	107	( 11)	876	( 89)
Chi-Square = 11.0 with 8 degrees of freedom, p = .20				
<u>One Year Follow-Up</u>				
Gardner	8	( 50)	8	( 50)
Walpole	65	( 25)	194	( 75)
Framingham	4	( 25)	12	( 75)
NECC	5	( 24)	16	( 76)
Concord	37	( 22)	135	( 78)
Norfolk	39	( 18)	180	( 82)
Other	5	( 14)	30	( 86)
Bridgewater	15	( 11)	118	( 89)
SECC	2	( 10)	18	( 90)
TOTAL	180	( 20)	711	( 80)
Chi-Square = 22.6 with 8 degrees of freedom, p = .004				

Table 12

Reasons Given for Terminating Employment

Reason	Number
<u>Voluntary Resignations</u>	
No Reason Given	186
New Job	54
Police Officer Position	29
Another Correction Job	21
Personal Problems	20
Return to School	13
Medical Problems	10
Move Out of State	9
Military Service	8
Transportation	8
Mental Pressure	4
Walpole Environment	4
Finances/Low Pay	2
Child Care	2
Unavoidable Circumstances	2
Schedule/Shift Conflicts	2
Racism	1
Death	1
Lack of Security	1
Can't Get Wedding Day Off	1
Can't Handle Work	1
System Offers Nothing	1
"Not for Me"	1
Not Working Out	1
<u>Discharged from Service</u>	
Abuse of Sick Leave	13
Committed a Crime	6
No Reason Known	5
Sleeping on Duty	3
KKK Activities	2
Civil Service Ended	1
Refuse Over Time	1
Drugs in Institution	1
Didn't Give Notice	1
Negligence	1

Table 13

Institutions Receiving Transfers

Institution	Number of Transfers
Lemuel Shattuck	19
Boston State Pre-Release	12
Concord	9
SECC	9
Bridgewater	8
Walpole	7
Norfolk	7
Bay State	7
Framingham	5
RDC	4
Gardner (NCCI)	3
Medfield Prison Project	3
Central Office	3
Norfolk Pre-Release Center	2
NECC	1
Shirley Pre-Release Center	1
Lancaster Pre-Release Center	1
TOTAL	101

Table 14

## Institutions Transferred From

Institution	Number of Transfers
Norfolk	29
Walpole	24
Concord	18
Framingham	9
Bridgewater	7
Lemuel Shattuck	4
NECC	2
SECC	1
Bay State	1
Boston State Pre-Release Center	1
Shirley Pre-Release Center	1
South Middlesex Pre-Release Center	1
RDC	1
Plymouth	1
TOTAL	101



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TABLE 15

INSTITUTIONAL TRANSFERS OF CORRECTION OFFICERS

INSTITUTION TRANSFERRED FROM	INSTITUTION TRANSFERRED TO:	WAL- POLE	CON- CORD	FRAM- ING- HAM	NOR- FOLK	BRIDGE WATER	NECC	SECC	BAY STATE	GARD- NER	LEMUEL SHATTUCK	BOSTON STATE	SHIRLEY	MED- FIELD	LAN- CASTER	NORFOLK PRE- RELEASE	RDC	CENTRAL OFFICE	TOTAL
Walpole		0	3	2	0	2	1	3	1	0	8	4	0	0	0	0	0	0	24
Concord		2	0	0	4	0	0	1	1	0	1	5	1	0	0	0	1	2	18
Framingham		1	1	0	1	1	0	0	0	0	0	1	0	3	1	0	0	0	9
Norfolk		3	3	1	0	4	0	4	4	1	4	1	0	0	0	1	3	1	29
Bridgewater		0	0	1	0	0	0	1	1	1	3	0	0	0	0	0	0	0	7
N E C C		0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
S E C C		0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Bay State		0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Lemuel Shattuck		1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	4
Boston State		0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Shirley		0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
S. Middlesex		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
R D C		0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Plymouth		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
TOTAL		7	9	5	7	8	1	9	7	3	19	12	1	3	1	2	4	3	101

Table 16

Job Changes for Training Academy Graduates

New Position	Number	Percent
Senior Correction Officer	19	( 31)
Correctional Counselor	17	( 28)
Correctional Social Worker	2	( 3)
Senior Social Work or Counselor Position	6	( 10)
Program Development Specialist	2	( 3)
Education	1	( 2)
Recreation Officer	2	( 3)
Institutional Administration (e.g. 5 Administrative Assistant, Treasurer)		( 8)
Other Institutional Job (e.g. 2 chef, sewage treatment)		( 3)
Central Office Job (e.g. investi- 5 gator, transportation, computer specialist)		( 8)
TOTAL	61	(100)

Table 17

Job Performance Ratings of Correction Officers  
On Twenty-Three Indicators

Item	Number	Average Rating	Standard Deviation
Job Knowledge	457	3.39	(. 61)
Accuracy of Work	451	3.49	(. 58)
Skill of Work	450	3.33	(. 57)
Thoroughness of Work	449	3.45	(. 61)
Quantity of Work	312	3.52	(. 68)
Amount of Supervision	451	3.38	(. 61)
Response to Supervision	457	3.57	(. 66)
Schedule Adherence	450	3.52	(. 68)
Punctuality	454	3.54	(. 74)
Adaptability	450	3.50	(. 66)
Oral Communication	456	3.45	(. 62)
Written Communication	387	3.41	(. 59)
Listening Skills	454	3.48	(. 60)
Situational Awareness	455	3.47	(. 65)
Staff Supervision	106	3.47	(. 68)
Inmate Supervision	417	3.40	(. 60)
Interpersonal Skills	450	3.54	(. 67)
Attitude	454	3.63	(. 65)
Inmate Contact	436	3.48	(. 67)
Responsibility & Independence	443	3.36	(. 62)
Judgement & Problem Solving	421	3.40	(. 61)
Emergencies	320	3.54	(. 65)
Initiative	443	3.48	(. 69)
TOTAL	457	3.46	(. 47)

Table 18

Difference of Means Test Result Job Performance  
Evaluations and Background Characteristics

Groups	Number	Evaluation Score		t	P
		Mean	Standard Deviation		
<u>Sex</u>					
Male	426	3.44	(. 46)	-1.37	0.17
Female	31	3.57	(. 53)		
<u>Race</u>					
Whites	406	3.46	(. 47)	-0.08	0.94
Minorities	51	3.46	(. 47)		
<u>Veteran Status</u>					
Veterans	153	3.54	(. 50)	2.60	0.01
Non-Veterans	289	3.42	(. 45)		
<u>Training Academy</u>					
Framingham	408	3.45	(. 48)	0.02	0.98
Shirley	49	3.45	(. 42)		
<u>Six Months Em- ployment Follow-Up</u>					
Terminated Before Six Months	5	3.09	(. 19)	-1.73	0.08
Still Employed at Six Months	449	3.46	(. 47)		
<u>One Year Employment Follow-Up</u>					
Terminated Before One Year	15	3.23	(. 50)	-1.87	0.06
Still Employed at One Year	438	3.46	(. 47)		

Table 19

Analysis of Variance Results Job Performance Evaluations

Job Performance Evaluation					
Group	Number	Mean	Standard Deviation	F	P
<u>Education</u>					
GED	34	3.43	(. 50)	.775	.51
High School	151	3.42	(. 49)		
Diploma					
Some College	124	3.45	(. 44)		
College Graduate	148	3.50	(. 47)		
<u>Institutional Placement</u>					
Walpole	89	3.39	(. 38)	10.88	.00
Concord	84	3.64	(. 36)		
Framingham	24	3.44	(. 46)		
Norfolk/RDC	119	3.19	(. 40)		
Bridgewater	71	3.50	(. 48)		
NECC	8	3.33	(. 44)		
SECC	10	3.73	(. 90)		
Others	20	3.75	(. 56)		
<u>Rank in Training Academy Class</u>					
Top Fifth	83	3.49	(. 46)	1.78	.13
Second Fifth	86	3.49	(. 47)		
Third Fifth	78	3.48	(. 44)		
Fourth Fifth	88	3.39	(. 53)		
Boston Fifth	80	3.35	(. 40)		

Table 20

Pearson Correlations Job Performance  
Evaluation Average

Item	Number	Correlation Coefficient	P
Age at Graduation	457	.13	.003
Time Between Graduation and Evaluation	447	.23	.001

Sources

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