

FULCRUM INSTITUTE DISPUTE RESOLUTION CLINIC

**2015**  
**ANNUAL STATISTICAL**  
**REPORT**

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OFFENDER EDUCATION  
& OUTREACH SERVICE PROGRAM

January 2015 – December 2015

222 W. MISSION AVE., SUITE 218  
SPOKANE, WA 99205

# ANNUAL STATISTICAL REPORT

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## Program Description

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The Offender Education and Outreach Service Program (OEOSP) was developed by the Fulcrum Institute Dispute Resolution Clinic in collaboration with the Spokane County Sheriff's Office and Geiger Corrections Facility in June of 2012. The purpose of the program is to provide incarcerated offenders with specially designed educational courses that contribute to the shared mission of reducing recidivism rates. In addition, inmates receive further assistance from the Fulcrum upon their release to complete makeup classes and obtain employment assistance through our post-release services.

Each Fulcrum course fits in with a five week "session" that aligns with Geiger's Breaking Barriers educational program schedule. Upon the conclusion of each session, students who successfully complete a course are provided a Certificate of Completion. Students have the opportunity to attend one of two graduations, contingent on the amount of coursework completed. The first is the Breaking Barriers evening graduation. If they qualify for this graduation, students are able to invite two approved visitors and, after certificates are distributed, they have the opportunity to socialize with their visitors over cookies and coffee. The second is the Fulcrum morning graduation, which allows students to socialize with each other over a film, cookies and coffee. Each ceremony is designed to be a recognition of their accomplishments.

OEOSP also offers a 90-day, post-release component allowing offenders to complete classes at Fulcrum's Spokane office located at 222 W. Mission. Students that have participated in Fulcrum classes are provided employment assistance through Fulcrum's Business Roundtable (BRT). Post-release statistics are provided in the designated section of this report.

A total of eight 8 class sessions were completed at Geiger this year. The following represents a statistical review of 2015 for all sessions (23-30).

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## 2015 Yearly Review

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Over the course of the year Fulcrum's Offender Education Outreach Service Program (OEOSP) enrolled 900 students (711 men, 189 women) in courses offered at Geiger. Out of these 900, 426 students received graduation certificates (note: this number does not include students that completed their coursework post-release). This was nearly half the number of students enrolled last year (1,792). However, due to the increased consistency of instruction and class scheduling as well as the change to a closed enrollment format (discussed below), more students graduated from classes this year relative to last year (334).

Courses offered this year included Anger Management, Creative Writing, Effective Communication, Emotional Intelligence, Fatherhood, Leadership, Job Skills, Parenthood, Relationship Management and Stress Management. All classes were taught at the Geiger Corrections Center. With the exception of Anger Management and Fatherhood (which were open only to men), all classes were co-ed. Anger Management, Fatherhood, and Parenthood, were pre-screened by Geiger Program Officers for length of stay, giving priority to students with later predicted release dates. All courses within each session consisted of 5 classes, with individual classes running two hours in length. Both sessions scheduled the last week as a buffer week for open class time slots in case an instructor had to cancel class, allowing students to fully complete their coursework. Students with excused absences were provided make-up course packets so they could keep pace with their classmates. This year featured a closed format, in contrast to the open format of last year. Students therefore could not enter a class after the first week of each session. This allowed for more insight into and control over class retention. Specifically, between 2014 and 2015, class retention was increased by 28%.

Beginning in the third quarter, reporting was increased to include specific population demographics (age, gender and race). This allowed for the comparison of students within our classes to the general population. Demographic data summaries first appeared in the Fourth Quarter report, and will be analyzed on all quarterly and yearly reports moving forward.

Class screening was also examined over the course of the year. By selecting students for classes on the basis of their release date and conducting independent interviews with students, it was found that class retention could be increased by as much as 15% (see Fourth Quarter report). A formal procedure for Fulcrum class screening is currently being drafted by the programs officers.

Graduation requirements were changed twice during the year. One set of requirements allowed students to attend the evening Breaking Barriers graduation if they completed three or more classes. The second set allowed students to attend if they completed 30 hours or more of course work. In both cases, any less than the minimum number of classes or hours qualified students for the morning graduation. It was discovered that the

first set of requirements resulted in a greater number of students attending evening graduation. For this reason, it is expected that these requirements will be maintained consistently across sessions in 2016.

For post-release services, the OEOSP continued to add new businesses willing to embrace the program's mission to reduce recidivism rates. This was achieved by approaching new or re-opening businesses with sizable hiring needs, attending community events, and contacting businesses in the respective fields of our clients. Meanwhile, Fulcrum continued to nurture the relationships established with original members of the Business Roundtable (BRT) by increasing the frequency of contact and soliciting feedback. The BRT continued to have a success rate of finding employment for Geiger students of nearly 64%.

OEOSP is committed to evolving the program to continually meet the needs of students and Geiger staff. We are confident that by continuing the emphasis on open communication between Geiger and Fulcrum we will continue to realize increased student participation and engagement over the course of the next year.

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## Course Objectives

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- **Anger Management (4 hrs. per week for 5 weeks, total: 20 hrs.):**  
Course Objectives: Students learn skills needed to become aware of their anger response and to gradually alter that response over the course of their personal and professional development. This includes increasing emotional vocabulary, identifying anger triggers, assessing personal beliefs and values, practicing communication skills and utilizing breathing and muscle relaxation techniques to assist with immediate and long-term coping.
- **Creative Writing (2 hrs. per week for 5 weeks, total: 10 hrs.):**  
Course Objectives: Students develop their imaginative abilities through the construction and presentation of self-narratives, recollections, theatrical dialogues, and formulating mythical tales. Students also learn what common structures underlie these diverse mediums for appealing, unconventional writing.
- **Effective Communications (2 hrs. per week for 5 weeks, total: 10 hrs.):**  
Course Objectives: Students work towards enhancing their perceptual, nonverbal and verbal abilities with regard to interpersonal communication. This includes communicating assertively in a positive way and practicing empathic listening to develop healthy personal relationships and healthy interpersonal boundaries.
- **Emotional Intelligence (2 hrs. per week for 5 weeks, total: 10 hrs.):**  
Course Objectives: Students learn skills and techniques on how to balance their emotions with their intellect, improve their awareness of their emotions and the role their emotions play in their everyday lives.
- **Fatherhood (4 hrs. per week for 4 weeks, total: 16 hrs.):**  
Course Objectives: Students identify barriers and outline strategies to overcome those barriers by setting short-term and long-term parenting goals, working on behavior management plans, and practicing communication and emotion management skills. Themes related to masculinity and the role of the father in the family unit are also discussed.
- **Leadership (2 hrs. per week for 5 weeks, total: 10 hrs.):**  
Course Objectives: Students learn skills and techniques to assist with developing the mindset of a cooperative leader. This includes assessing personal strengths and weaknesses, understanding differences in personality and preparing a personal values statement.

- **Job Skills (4 hrs. per week for 5 weeks, total: 20 hrs.):**

Course Objectives: Students identify their current skills and prepare a master application, a resume and a cover letter by the end of the course. Students also learn how to effectively search for employment, follow-up, and appropriately contact employers.

- **Parenthood (4 hrs. per week for 4 weeks, total: 16 hrs.):**

Course Objectives: Students work through curriculum that focuses on the concerns of recovering parents and encourages learning and skill-building in key areas such as parent-child communication, developmental expectancies, guidance and discipline, problem solving, and self-care.

- **Relationship Management (2 hrs. per week for 5 weeks, total: 10 hrs.):**

Course Objectives: Students learn the skills to develop and maintain healthy relationships, and to recognize unhealthy behaviors that may emerge within relationships. Students increase their relational and emotional vocabulary and their understanding of factors related to attraction, relationship life cycles and selecting healthy relationships.

- **Stress Management (2 hrs. per week for 5 weeks, total: 10 hrs.):**

Course Objectives: Students learn the skills needed to identify stress in their personal and professional lives, and how to cope with their stress cycle. This skill set includes developing emotional awareness, managing difficult situations and practicing self-care.

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## Post Release Summary

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Fulcrum continued to provide Geiger clients with post-release employment services up to 90 days after their release date. Participants are able to complete the Job Skills course, if they did not finish at Geiger, and a Resume/Computer Tutorial course.

Once participants complete the intake process following these classes, they have access to the BRT through the Business Outreach Coordinator (BOC), who works closely with over 350 businesses to assist participants in obtaining employment. The BOC specifically provides job leads to clients and helps participants connect with business that are hiring.

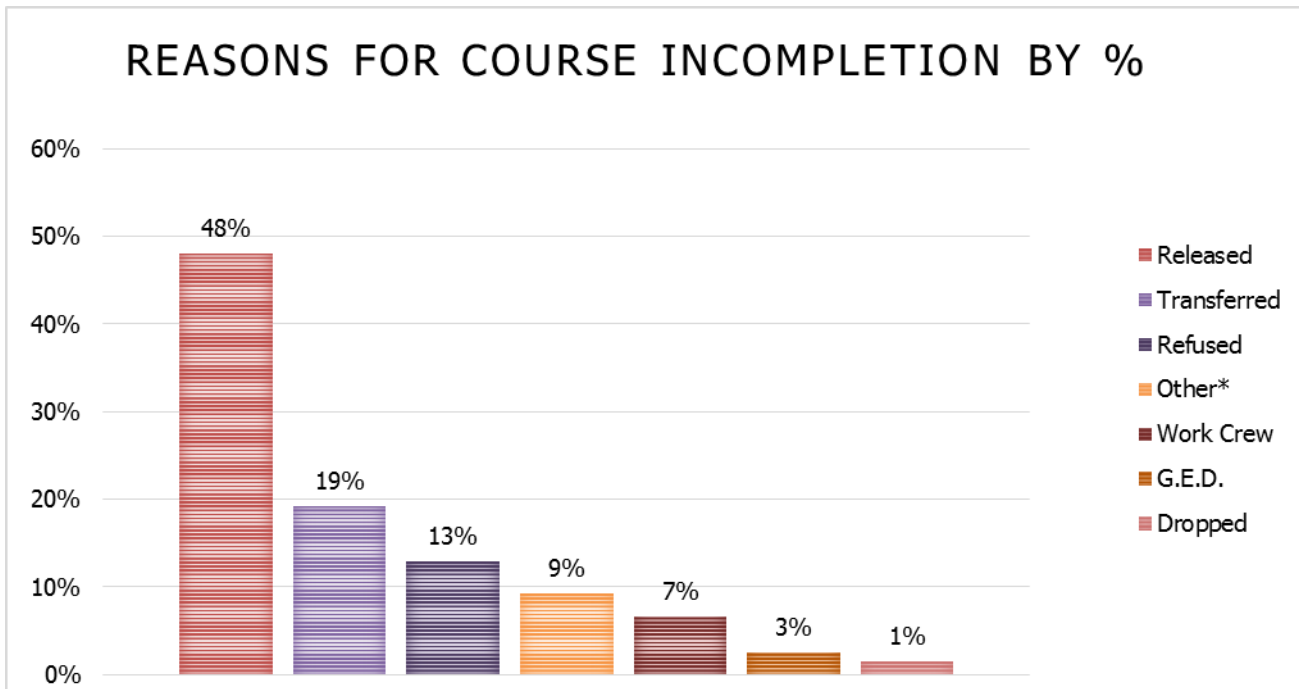
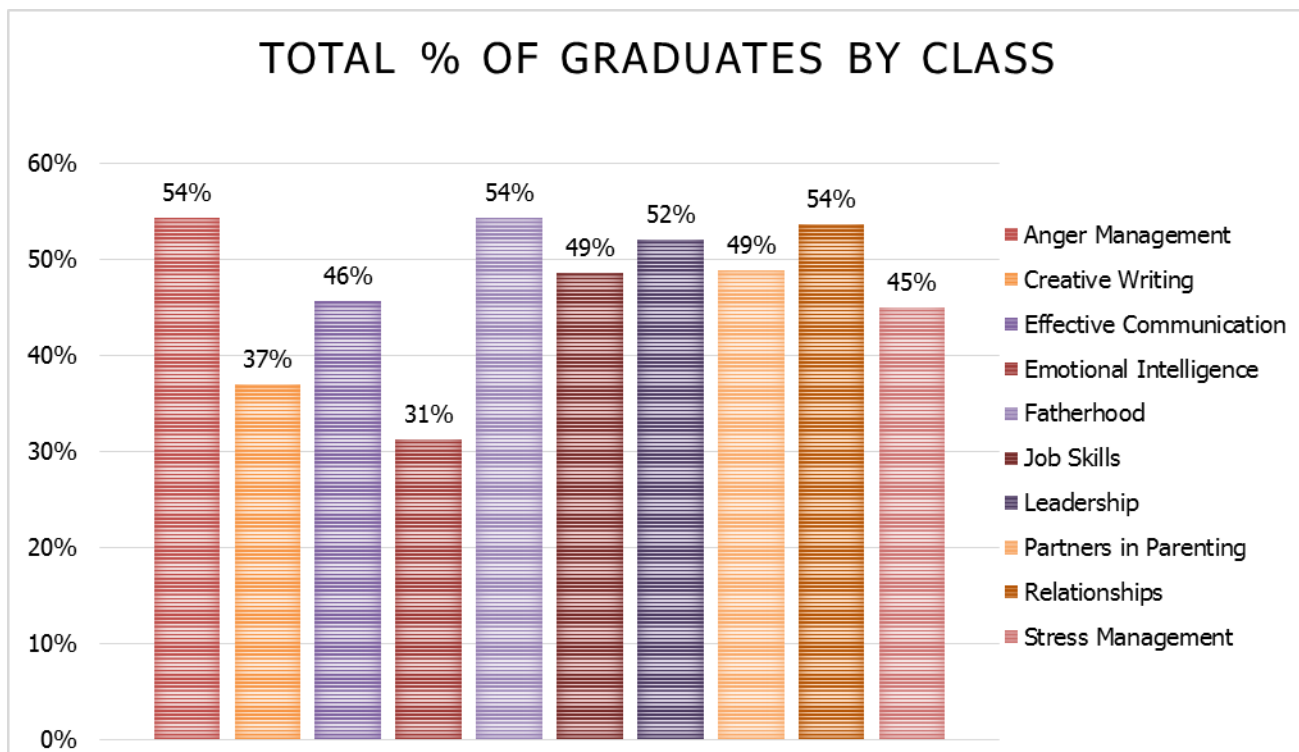
Fulcrum also provides a computer lab with staff that can personally assist clients in accessing and applying for online posted employment, establishing a secure email, and completing online assessments. Clients can also request and receive more one-on-one assistance with interviewing skills or resume building (a required step in the event that two weeks pass without call backs or scheduled interviews with employers). Geiger participants can also access bus passes to assist with transportation barriers in their job search process.

This year, Fulcrum's post-release employment services have been significantly restructured to maintain consistency throughout the week. Job Skills classes are now held every Tuesday from 8AM-4PM, followed by the resume class every Wednesday, also from 8AM-4PM. These classes are aligned with those taught at Geiger so that clients can show up and continue where they left off in class without repeating any coursework.

By the end of 2015, of the 89 clients that completed intake, 57 were found jobs, a 64% success rate. In the upcoming year, Fulcrum will be providing services to clients that qualify through another program, RISE (Resources to Initiate Successful Employment). RISE differs from what has been offered through the Geiger contract and BFET (Basic Food and Employment Training) alone, in that each client will receive more intensive case management that will include assistance with employment barrier reduction, 96 hours of employment training and pre-apprenticeship opportunities. This will greatly increase both the amount of time spent with each client and the amount of time between intake and employment. We look forward to the results of this program in further assisting Geiger clients with re-entry.



## Percentages of Graduates from Classes



\* Too many absences (e.g. isolation, sleeping through call out, etc.)

## First Quarter – Session 23 & 24 Summary

Session 23 & 24	Anger Management	
Enrolled	47	100%
Male	47	100%
Female	0	0%
Grad	27	57%
Male	27	100%
Female	0	0%
Non-Grad	20	43%
Male	20	100%
Female	0	0%

Session 23 & 24	Effective Communication	
Enrolled	35	100%
Male	23	66%
Female	12	34%
Grad	16	46%
Male	13	81%
Female	3	19%
Non-Grad	19	54%
Male	10	53%
Female	9	47%

Session 24	Emotional Intelligence	
Enrolled	22	100%
Male	16	73%
Female	6	27%
Grad	6	27%
Male	6	100%
Female	0	0%
Non-Grad	16	73%
Male	10	63%
Female	6	38%

Session 23 & 24	Job Skills	
Enrolled	81	100%
Male	56	69%
Female	25	31%
Grad	44	54%
Male	34	77%
Female	10	23%
Non-Grad	37	46%
Male	22	59%
Female	15	41%

Session 23 & 24	Parenthood	
Enrolled	45	100%
Male	32	71%
Female	13	29%
Grad	24	53%
Male	17	71%
Female	7	29%
Non-Grad	21	47%
Male	15	71%
Female	6	29%

Session 23	Stress Management	
Enrolled	20	100%
Male	14	70%
Female	6	30%
Grad	9	45%
Male	6	67%
Female	3	33%
Non-Grad	11	55%
Male	8	73%
Female	3	27%

## Second Quarter – Session 25 & 26 Summary

Session 25 & 26	Anger Management	
Enrolled	35	100%
Male	35	100%
Female	0	0%
Grad	15	43%
Male	15	100%
Female	0	0%
Non-Grad	20	57%
Male	20	100%
Female	0	0%

Session 26	Creative Writing	
Enrolled	20	100%
Male	15	75%
Female	5	25%
Graduated	5	25%
Male	5	100%
Female	0	0%
Non-Grads	15	75%
Male	10	67%
Female	5	33%

Session 25 & 26	Effective Communication	
Enrolled	38	100%
Male	29	76%
Female	9	24%
Grad	16	42%
Male	16	100%
Female	0	0%
Non-Grad	22	58%
Male	13	59%
Female	9	41%

Session 25 & 26	Job Skills	
Enrolled	41	100%
Male	33	80%
Female	8	20%
Grad	18	44%
Male	15	83%
Female	3	17%
Non-Grad	23	56%
Male	18	78%
Female	5	22%

Session 25 & 26	Parenthood	
Enrolled	37	100%
Male	26	70%
Female	11	30%
Grad	15	41%
Male	11	73%
Female	4	27%
Non-Grad	22	59%
Male	15	68%
Female	7	32%

Session 25	Relationships	
Enrolled	22	100%
Male	16	73%
Female	6	27%
Grad	11	50%
Male	9	82%
Female	2	18%
Non-Grad	11	50%
Male	7	64%
Female	4	36%

## Third Quarter – Session 27 & 28 Summary

Session 27 & 28	Anger Management	
Enrolled	35	100%
Male	35	100%
Female	0	0%
Grad	16	46%
Male	16	100%
Female	0	0%
Non-Grad	19	54%
Male	19	100%
Female	0	0%

Session 27 & 28	Effective Communication	
Enrolled	48	100%
Male	40	83%
Female	8	17%
Graduated	19	40%
Male	16	84%
Female	3	16%
Non-Grads	29	60%
Male	24	83%
Female	5	17%

Session 28	Emotional Intelligence	
Enrolled	26	100%
Male	18	69%
Female	8	31%
Graduated	9	35%
Male	5	56%
Female	4	44%
Non-Grads	17	65%
Male	13	76%
Female	4	24%

Session 27	Fatherhood	
Enrolled	13	100%
Male	13	100%
Female	0	0%
Graduated	4	31%
Male	4	100%
Female	0	0%
Non-Grads	9	69%
Male	9	100%
Female	0	0%

Session 27 & 28	Job Skills	
Enrolled	48	100%
Male	40	83%
Female	8	17%
Graduated	20	42%
Male	17	85%
Female	3	15%
Non-Grads	28	58%
Male	23	82%
Female	5	18%

Session 28	Parenthood	
Enrolled	26	100%
Male	18	69%
Female	8	31%
Graduated	12	46%
Male	8	67%
Female	4	33%
Non-Grads	14	54%
Male	10	71%
Female	4	29%

Session 27	Relationships	
Enrolled	23	100%
Male	16	70%
Female	7	30%
Graduated	9	39%
Male	5	56%
Female	4	44%
Non-Grads	14	61%
Male	11	79%
Female	3	21%

## Fourth Quarter – Session 29 & 30 Summary

Session 29 & 30	Anger Management	
Enrolled	47	100%
Male	47	100%
Female	0	0%
Graduated	31	66%
Male	31	100%
Female	0	0%
Non-Grad	16	34%
Male	16	100%
Female	0	0%

Session 29	Creative Writing	
Enrolled	26	100%
Male	20	76%
Female	6	24%
Graduated	12	46%
Male	5	75%
Female	3	25%
Non-Grads	14	64%
Male	11	78%
Female	3	22%

Session 29	Effective Communication	
Enrolled	19	100%
Male	13	68%
Female	6	32%
Graduated	6	32%
Male	5	83%
Female	1	17%
Non-Grads	13	68%
Male	8	61%
Female	5	39%

Session 29	Fatherhood	
Enrolled	22	100%
Male	22	100%
Female	0	0%
Graduated	15	68%
Male	15	100%
Female	0	0%
Non-Grads	7	32%
Male	9	100%
Female	0	0%

Session 29 & 30	Job Skills	
Enrolled	48	100%
Male	34	70%
Female	14	30%
Graduated	24	50%
Male	18	75%
Female	6	25%
Non-Grads	24	50%
Male	16	66%
Female	8	34%

Session 30	Leadership	
Enrolled	25	100%
Male	15	60%
Female	10	39%
Graduated	13	52%
Male	10	77%
Female	3	23%
Non-Grads	11	47%
Male	5	42%
Female	6	58%

Session 30	Parenthood	
Enrolled	27	100%
Male	20	74%
Female	7	26%
Graduated	15	56%
Male	11	73%
Female	4	27%
Non-Grads	12	44%
Male	9	75%
Female	3	25%

Session 30	Relationships	
Enrolled	24	100%
Male	18	75%
Female	6	25%
Graduated	15	63%
Male	11	73%
Female	4	27%
Non-Grads	9	37%
Male	7	77%
Female	2	23%

## Yearly Summary

Sessions 23 - 30	Anger Management	
Enrolled	164	100%
Male	164	100%
Female	0	0%
Graduated	89	54%
Male	89	100%
Female	0	0%
Non-Grad	75	46%
Male	75	100%
Female	0	0%

Sessions 26 & 29	Creative Writing	
Enrolled	46	100%
Male	35	76%
Female	11	24%
Graduated	17	36%
Male	14	82%
Female	3	18%
Non-Grads	29	64%
Male	21	72%
Female	8	28%

Sessions 23 - 29	Effective Communication	
Enrolled	140	100%
Male	105	75%
Female	35	25%
Graduated	57	41%
Male	50	87%
Female	7	13%
Non-Grads	83	59%
Male	55	66%
Female	28	34%

Sessions 24 & 28	Emotional Intelligence	
Enrolled	48	100%
Male	34	70%
Female	14	30%
Graduated	15	31%
Male	11	73%
Female	4	27%
Non-Grads	33	69%
Male	23	69%
Female	10	31%

Session 27 & 29	Fatherhood	
Enrolled	35	100%
Male	35	100%
Female	0	0%
Graduated	19	54%
Male	19	100%
Female	0	0%
Non-Grads	16	46%
Male	16	100%
Female	0	0%

Sessions 23 - 30	Job Skills	
Enrolled	218	100%
Male	163	74%
Female	55	26%
Graduated	106	49%
Male	84	79%
Female	22	21%
Non-Grads	112	51%
Male	95	85%
Female	17	15%



Session 30	Leadership	
Total Enrolled	25	100%
Male	15	60%
Female	10	39%
Graduated	13	52%
Male	10	77%
Female	3	23%
Non-Grad	11	47%
Male	5	42%
Female	6	58%

Sessions 23 & 28	Parenthood	
Total Enrolled	135	100%
Male	96	71%
Female	39	29%
Graduated	66	48%
Male	47	71%
Female	19	29%
Non-Grads	69	52%
Male	49	71%
Female	20	29%

Sessions 25, 27 & 30	Relationships	
Total Enrolled	69	100%
Male	50	72%
Female	19	28%
Graduated	35	51%
Male	25	71%
Female	10	29%
Non-Grads	34	49%
Male	25	73%
Female	9	17%

Session 23	Stress Management	
Total Enrolled	20	100%
Male	14	70%
Female	6	30%
Graduated	9	45%
Male	6	66%
Female	3	34%
Non-Grads	11	55%
Male	8	72%
Female	3	28%

## Course Evaluation Totals

<b>Class: Anger Management</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
Respondents: 81	Strongly Agree	Agree	Disagree	Strongly Disagree	
1.Content discussed in class was easily understood	79%	21%	0%	0%	
2.Subject matter was presented in a manner that added meaning for me	75%	25%	0%	0%	
3.Classes were well organized	80%	20%	0%	0%	
4.Materials supported the presentation	73%	27%	0%	0%	
5.Facilitator was knowledgeable in the subject matter	86%	14%	0%	0%	
6.Facilitator was enthusiastic	81%	19%	0%	0%	
7.The pace of the class allowed for understanding of the material	77%	23%	0%	0%	
8.Activities and assignments added to learning	78%	22%	0%	0%	
9.The class was engaging, holding my interest	80%	20%	0%	0%	
10. Was the guest speaker informative/helpful?	No	guest	-	speaker	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 0%</b>	-	

<b>Class: Creative Writing</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
Respondents: 15	Strongly Agree	Agree	Disagree	Strongly Disagree	
1.Content discussed in class was easily understood	73%	27%	0%	0%	
2.Subject matter was presented in a manner that added meaning for me	73%	27%	0%	0%	
3.Classes were well organized	80%	20%	0%	0%	
4.Materials supported the presentation	87%	13%	0%	0%	
5.Facilitator was knowledgeable in the subject matter	93%	7%	0%	0%	
6.Facilitator was enthusiastic	87%	13%	0%	0%	
7.The pace of the class allowed for understanding of the material	80%	20%	0%	0%	
8.Activities and assignments added to learning	80%	20%	0%	0%	
9.The class was engaging, holding my interest	87%	13%	0%	0%	
10. Was the guest speaker informative/helpful?	No	guest	-	speaker	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 0%</b>	-	

<b>Class: Effective Communication</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 50</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	<b>90%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>	
2.Subject matter was presented in a manner that added meaning for me	<b>88%</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>	
3.Classes were well organized	<b>88%</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>	
4.Materials supported the presentation	<b>88%</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>	
5.Facilitator was knowledgeable in the subject matter	<b>94%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	
6.Facilitator was enthusiastic	<b>98%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	
7.The pace of the class allowed for understanding of the material	<b>90%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>	
8.Activities and assignments added to learning	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	
9.The class was engaging, holding my interest	<b>94%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	
10. Was the guest speaker informative/helpful?	<b>No</b>	<b>guest</b>	<b>-</b>	<b>speaker</b>	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 3%</b>	<b>-</b>	

<b>Class: Emotional Intelligence</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 13</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
2.Subject matter was presented in a manner that added meaning for me	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	
3.Classes were well organized	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
4.Materials supported the presentation	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
5.Facilitator was knowledgeable in the subject matter	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
6.Facilitator was enthusiastic	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
7.The pace of the class allowed for understanding of the material	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
8.Activities and assignments added to learning	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	
9.The class was engaging, holding my interest	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	
10. Was the guest speaker informative/helpful?	<b>No</b>	<b>guest</b>	<b>-</b>	<b>speaker</b>	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 0%</b>	<b>-</b>	

<b>Class: Fatherhood</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 18</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	<b>83%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>	
2.Subject matter was presented in a manner that added meaning for me	<b>83%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>	
3.Classes were well organized	<b>72%</b>	<b>28%</b>	<b>0%</b>	<b>0%</b>	
4.Materials supported the presentation	<b>83%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>	
5.Facilitator was knowledgeable in the subject matter	<b>78%</b>	<b>22%</b>	<b>0%</b>	<b>0%</b>	
6.Facilitator was enthusiastic	<b>72%</b>	<b>28%</b>	<b>0%</b>	<b>0%</b>	
7.The pace of the class allowed for understanding of the material	<b>72%</b>	<b>28%</b>	<b>0%</b>	<b>0%</b>	
8.Activities and assignments added to learning	<b>83%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>	
9.The class was engaging, holding my interest	<b>78%</b>	<b>22%</b>	<b>0%</b>	<b>0%</b>	
10. Was the guest speaker informative/helpful?	<b>No</b>	<b>guest</b>	<b>-</b>	<b>speaker</b>	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 0%</b>	<b>-</b>	

<b>Class: Job Skills</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 95</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	
2.Subject matter was presented in a manner that added meaning for me	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
3.Classes were well organized	<b>87%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>	
4.Materials supported the presentation	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
5.Facilitator was knowledgeable in the subject matter	<b>94%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>	
6.Facilitator was enthusiastic	<b>93%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>	
7.The pace of the class allowed for understanding of the material	<b>84%</b>	<b>16%</b>	<b>0%</b>	<b>0%</b>	
8.Activities and assignments added to learning	<b>83%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>	
9.The class was engaging, holding my interest	<b>85%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	
10. Was the guest speaker informative/helpful?	<b>No</b>	<b>guest</b>	<b>-</b>	<b>speaker</b>	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>NO: 0%</b>	<b>NA: 0%</b>	<b>-</b>	

<b>Class: Leadership</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 12</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	100%	0%	0%	0%	
2.Subject matter was presented in a manner that added meaning for me	100%	0%	0%	0%	
3.Classes were well organized	100%	0%	0%	0%	
4.Materials supported the presentation	100%	0%	0%	0%	
5.Facilitator was knowledgeable in the subject matter	100%	0%	0%	0%	
6.Facilitator was enthusiastic	100%	0%	0%	0%	
7.The pace of the class allowed for understanding of the material	100%	0%	0%	0%	
8.Activities and assignments added to learning	100%	0%	0%	0%	
9.The class was engaging, holding my interest	100%	0%	0%	0%	
10. Was the guest speaker informative/helpful?	No	guest	-	speaker	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 3%</b>	<b>-</b>	

<b>Class: Parenthood</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 63</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	76%	24%	0%	0%	
2.Subject matter was presented in a manner that added meaning for me	71%	29%	0%	0%	
3.Classes were well organized	70%	30%	0%	0%	
4.Materials supported the presentation	70%	30%	0%	0%	
5.Facilitator was knowledgeable in the subject matter	81%	19%	0%	0%	
6.Facilitator was enthusiastic	75%	25%	0%	0%	
7.The pace of the class allowed for understanding of the material	63%	37%	0%	0%	
8.Activities and assignments added to learning	71%	29%	0%	0%	
9.The class was engaging, holding my interest	68%	32%	0%	0%	
10. Was the guest speaker informative/helpful?	No	guest	-	speaker	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 0%</b>	<b>-</b>	

<b>Class: Relationships</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 29</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	83%	14%	3%	0%	
2.Subject matter was presented in a manner that added meaning for me	83%	14%	3%	0%	
3.Classes were well organized	79%	17%	4%	0%	
4.Materials supported the presentation	79%	21%	0%	0%	
5.Facilitator was knowledgeable in the subject matter	83%	17%	0%	0%	
6.Facilitator was enthusiastic	83%	14%	3%	0%	
7.The pace of the class allowed for understanding of the material	79%	21 %	0%	0%	
8.Activities and assignments added to learning	69%	28%	3%	0%	
9.The class was engaging, holding my interest	79%	17%	4%	0%	
10. Was the guest speaker informative/helpful?	No	guest	-	speaker	
<b>Would you recommend this course to others?</b>	<b>Y: 97%</b>	<b>N: 3%</b>	<b>NA: 0%</b>	<b>-</b>	

<b>Class: Stress Management</b>		<b>Geiger Correction Center - Jan 2015 to Dec 2015</b>			
<b>Respondents: 9</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
1.Content discussed in class was easily understood	89%	11%	0%	0%	
2.Subject matter was presented in a manner that added meaning for me	89%	11%	0%	0%	
3.Classes were well organized	89%	11%	0%	0%	
4.Materials supported the presentation	89%	11%	0%	0%	
5.Facilitator was knowledgeable in the subject matter	89%	11%	0%	0%	
6.Facilitator was enthusiastic	89%	11%	0%	0%	
7.The pace of the class allowed for understanding of the material	89%	11%	0%	0%	
8.Activities and assignments added to learning	89%	11%	0%	0%	
9.The class was engaging, holding my interest	89%	11%	0%	0%	
10. Was the guest speaker informative/helpful?	No	guest	-	speaker	
<b>Would you recommend this course to others?</b>	<b>Y: 100%</b>	<b>N: 0%</b>	<b>NA: 0%</b>	<b>-</b>	