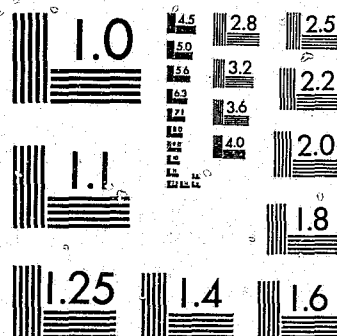


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Faculty Development Workshops

A Project Final Report by

Harry E. Allen

Project Director

Presented to the Executive Board of the
American Society of Criminology

November 5, 1980

U.S. Department of Justice
National Institute of Justice

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FACULTY DEVELOPMENT WORKSHOPS

PROJECT REPORT

OCTOBER 27, 1980

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ACQUISITIONS

I. Background.

The Faculty Development Workshops project represents a collaboration effort between the American Society of Criminology, the San Jose State University and the Office of Criminal Justice Education and Training (OCJET) to develop and deliver four training workshops on a variety of topics to criminal justice and criminology educators in community college, college and university settings.

The Executive Board of the American Society of Criminology served on the Advisory Board of the project, setting policy parameters, assisting in identifying faculty, and providing match for grant purposes in terms of contributed time and effort.

The sponsor (OCJET) provided a grant in the amount of \$78,533, to underwrite costs associated with delivery of the products, and has also provided assistance in terms of grant policy and resolution of needs and issues. The OCJET grant number is 79-CD-AX-0002.

The San Jose State University has served as the implementing agency and grantee. Harry Allen was the Project Director, and the San Jose State University Foundation reference number is 02093633.

The proposal was submitted on September 26, 1978; approved and funded on April 18, 1979; and will terminate on or about February 1, 1981.

II. Objectives.

The project was designed to improve the quality of teaching of

theory, research and statistics in criminal justice and criminology by:

1. Instructing faculty on the most recent research findings in the field;
2. Improving the level of knowledge about research methodology and how to use it in their curricular settings and academic roles;
3. Preparing enrollees to read and understand current social and behavioral science reports, journals and books; and
4. Expanding the capability and confidence of enrollees to instruct in their teaching areas.

To achieve these goals and objectives, the project was designed to develop a program of readings, class materials, sample course outlines, faculty and other curriculum components into four coherent workshops to improve the enrollees' understanding of the topic areas of:

- (A) Evaluation techniques;
- (B) Application of statistics to criminological problems
- (C) Current research and practices in criminal justice; and
- (D) Knowledge and use of theory.

The workshops were to have been developed over a nine-month period and presented one time per topic during the summer of 1979 to classes of 30 students in four regional locations. The delay in securing sponsor approval, however, led to too little time to organize for delivery of workshops, and the targeted time-window became the Summer of 1980.

To measure project objective achievement, an external evaluator contract was let and Charles Matthews was the successful vendor, assisted in this project by Eugene Ringuette. The research design for the evaluation effort calls for a post-workshop follow-up, and the evaluation report is due approximately end-of-December 1980, with duplication and dissemination in January 1981. Thus this report is concerned with process rather than project evaluation.

III. Significant Events.

The grant award notice arrived on April 20, 1979. On April 25, the project director initiated a request for a no-additional cost extension of the project, to end on October 31, 1980. This was later further extended to January 31, 1981, to accommodate the post-workshop follow-up component of the project evaluation research design.

The Advisory Committee initially met on May 12, 1979, in Columbus, Ohio, at which time the roles of the Advisory Committee were explored, proposals for external evaluation were reviewed, and potential workshop sites identified.

Charles Matthews was selected as the external evaluator and the Advisory Board suggested that the project director continue negotiations to resolve the remaining fiscal issues to the satisfaction of the project director.

Over the next eight months, workshop sites were identified, hotel facilities in those site areas were site-visited, faculty contracts were negotiated and finalized, and coordinators and faculty were recruited. In addition, over 9,000 potential attendees were identified and their names and addresses affixed to labels. The project monitor

also marshalled names and addresses of traditionally and predominantly minority academic institutions for inclusion in the mail-out of notifications.

By April 1980, the curriculum coordinators and faculty were in place, contracts were being signed, and brochures were in the print cycle. In all, approximately 14,000 brochures were printed and distributed from San Jose and Columbus, in two waves of mail-outs.

IV. The Workshops.

The following workshops were conducted. Times, faculty, data on attendees, and topics are described.

1. Criminal Justice Program and Project Evaluation Techniques.

Gordon Waldo, Curriculum Coordinators, Eileen (Nagel) Bernstein and William Rhodes, faculty. This workshop was conducted at the Dallas Sheraton, Dallas, Texas, on June 8-12. There were 21 attendees, of whom 3 were female, two were Black, and one was Pakistani-American. Informal feedback from the external evaluators indicated that the workshop was favorably received, despite the ominous omen occurring as the Dallas Sheraton was upgrading their air conditioning system. This necessitated turning the system off for three days, the last of which was the day the workshop began.

2. Application of Theory to Criminal Justice. Don Gibbons, Curriculum Coordinator, Ken Polk and Kathryn Farr, faculty.

This workshop was conducted at the Fawcett Center for Tomorrow, The Ohio State University, Columbus, Ohio. There were 18 attendees, of whom 3 were female and 1 was East Indian. Two Black attendees were scheduled to appear but cancelled at the last moment, citing lack of institutional resources to underwrite the residual costs of attendance. Again, pre-

liminary feedback from the on-site evaluator indicated a favorable evaluation, with some reservation reflected by attendees as to the appropriateness of certain curriculum materials and assumptions.

In addition, as in Dallas, the attendees were quite diverse, had multiple expectations about the workshop, and came to the workshop for sometimes sharply different reasons.

3. Statistics Applied to Criminal Justice and Criminology, Robert Figlio, curriculum coordinator, Paul Tracy and James Fox, faculty. This, the third workshop, was held in San Mateo, California, July 13-17. There were 16 attendees, of whom two were women and one was Chinese-American. The diverse backgrounds of participants and expectations of attendees was most evident in this workshop, although the external evaluator noted that satisfaction increased sharply in the last two days of the workshop, as the curriculum was refocused.

4. Contemporary Practices, John P. Conrad, curriculum coordinator, Donna Hamparian and Leo Carroll, faculty. There were 29 attendees at this workshop, of whom eight were women and 21 were men. Gender notwithstanding, there were five Blacks, one East Indian-American, and one Pakistani-American. Feedback from the external evaluator was positive, and the project director perceives this to have been the most successful of the workshops.

V. Recommendations.

The project director has several recommendations to the Advisory Board regarding the faculty development workshop effort and future efforts. Most of these are future-directed rather than requiring action.

1. First, it is recommended that additional efforts of this nature, particularly in workshop form, be considered for the future as an on-going service to the discipline and area.

2. Future funding should continue to be structured so that attendees pay a part of the cost of these efforts. The portion of costs to be borne by participants, however, should be a percentage of the sponsor costs. In this project, the registration fee of \$70 represented approximately 10% of the sponsor-allocated per person cost, and this might reasonably be expected to continue.

3. Other funding sources should be explored, particularly within the Department of Labor, National Institute of Justice, and Department of Health, Education and Welfare.

4. It is recommended that such training and education efforts of the Society continue in the collaboration model, rather than attempting to locate a suitably competent, more permanent employee of the Society who might undertake such education and training efforts. Alternatively, if new funding options were to emerge and the Society became more fiscally viable, or if membership numbers and dues were to increase, the latter option might be reconsidered.

5. If a venture such as the Faculty Development Workshops were to be reinitiated, there would be three major recommendations:

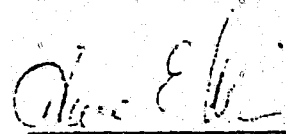
- (1) Solicitation brochures should clearly and specifically identify appropriate levels of attendees, roles, subject matter, and specific tasks to be undertaken.
- (2) Two workshops on the same topic ought to run concomitantly, with one starting a day later, to minimize travel costs and maximize faculty resources.

(3) Workshop dates and locations should be established and routinely advertised, so attendees might schedule around the workshops during the summer season.

6. The membership should be surveyed on a routine basis to determine which emerging topic issues they might like to see incorporated in a continuing education effort. This might be coordinated with the annual dues billing, or either included in The Criminologist.

VI. Final Report.

A copy of the external evaluation report will be distributed in January 1981, and the project file will be closed at that time. The evaluation report will be forwarded to the Columbus office for filing and related purposes.


Harry E. Allen
Project Director

October 27, 1980

EVALUATION REPORT

ON

FACULTY DEVELOPMENT WORKSHOPS

Sponsored by
American Society of Criminology
San Jose State University

Grant 79-CD-AX-0002

Submitted by

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December 26, 1980

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INTRODUCTION

The Faculty Development Workshops had four express objectives:

1. To instruct faculty on most recent research findings in their field.
2. To improve the level of knowledge about research methodology and how to use its curricular settings and academic roles.
3. To prepare enrollees to read and understand current social and behavioral science reports, periodicals, and books.
4. To expand the capability and confidence of enrollees to instruct in their teaching areas.

It was proposed that five questionnaires be administered in order to assess these objectives; however, it was logistically not possible to formulate and administer the Pre-test and Post-test content measures. The problems encountered with regard to these measures were due to the fact that the four workshops differed in content, and there was insufficient time for the respective faculties to provide needed material. Thus, four instruments were used, although, as will be reported below, an Interest Assessment and Evaluation was introduced in the third workshop at San Mateo, California.

ANALYSIS OF FINDINGS

I. Evaluation Instruments

The following instruments were used in the workshop evaluations. Copies of these instruments are included in Appendix A.

A. Faculty Evaluation of the Workshop

This questionnaire was completed by each of the faculty/presenters at the conclusion of each of the workshops. Items included were related to the facilities and support provided, planning and organization, and workshop goals.

B. Biographical Data and Workshop Evaluation by Participants

At the conclusion of each workshop, a session was reserved during which the workshop participants completed this instrument, under the direction of one of the evaluators. This questionnaire included items related to biographical data, ratings of faculty, workshop management, discussion sessions, expectations, likes and dislikes regarding the workshop, and overall ratings of the workshop.

C. Follow-up Evaluation

This questionnaire was mailed to the workshop participants approximately two months after the workshop and after the Fall semester or quarter beginning at most schools. The rate of return was 63%. Fifty two of the 82 participants completing evaluation forms at all workshops returned the follow-up questionnaire after two mailings. This questionnaire included items concerning workshop elements (content, teaching, etc.), topics, usefulness and actual use of information obtained, overall rating, and free response items regarding most and least useful aspects of the workshop.

D. Interest Assessment

It was originally proposed that the content learned by participants would be assessed by pre-post content measures. It was not possible to do this because the workshop faculties were not able to provide content material sufficiently in advance of each workshop to prepare the pre-post measures. An attempt was made to use such an instrument at the first workshop, but the range of material available was too narrow to be a meaningful representation of the workshop content. Therefore, procedures to assess initial participant interest and rating of their satisfaction were developed. The questionnaire used asked the participants to indicate the type of interest they had in the workshop topics, (this part of the instrument was administered at the beginning of the workshop), and later, (at the end of the workshop), they were asked to rate the extent to which these interests had been met.

II. Results

The descriptive statistics presented below were derived from responses to the items on the evaluation instruments. Statistical tests of significance would be of doubtful value because of considerations related to the characteristics of rating scales themselves, the differences between the workshops, and the large number of possible comparisons. These statistics are presented under the two general headings of Workshop Evaluation and Follow-up Evaluation.

A third section reports the results of statistical analyses aimed at determining the factors related to the participants' evaluations of the workshops. This was intended to provide information regarding success factors which might be used in future workshop planning.

Table 1 presents a summary of biographical data regarding the workshop participants. Considerable diversity is indicated, the possible relevance of which will be considered later.

Table 1
Participants' Biographical Data Summary

	Dallas	Columbus	San Mateo	Philadelphia
\bar{X} Age	42.5	43.9	44.4	41.5
\bar{X} C.J. Teaching Load	8.9	9.7	7.8	10.3
\bar{X} Years Teaching C.J.	6.5	7.8	8.3	7.1
Percent Time Research	11.2	16.4	17.1	11.0
Rank				
Instructor	1	2	3	1
Assistant	8	5	3	12
Associate	6	6	3	8
Professor	1	4	5	5
Other	4		3	1

Participant's Primary Field Affiliation	Dallas	Columbus	San Mateo	Philadelphia
C.J./A.J.	11	11	7	19
Sociology	5	4	3	5
Political Science	1	0	0	1
Economics	0	0	1	0
Health	0	0	1	0
Business	0	0	2	0
Career Counseling	1	0	0	0
Job Corps.	1	0	0	0
Law Enforcement Training	0	2	0	0
Corrections	0	0	0	1
Administrators (%)	(37%)	(6%)	(29%)	(27%)

A. Workshop Evaluations

1. General Workshop Management/Organization

Seven elements of workshop management were rated by the participants. Means and standard deviations for each of these elements, by workshop, are presented in Table 2. Financial arrangements, Facilities, Meeting rooms, and Meals received positive ratings. Content, Materials, and Organization received equivocal ratings.

TABLE 2
General Workshop Management Ratings^a

Workshop	N	Content		Organization		Materials		Meeting Room		Meals		Facilities		Financial	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Dallas	(20)	5.1	1.3	4.5	1.5	5.3	1.2	5.3	1.1	5.5	1.4	5.9	1.2	5.6	1.7
Columbus	(17)	4.5	1.4	4.2	1.5	3.4	1.5	6.0	1.2	4.5	1.9	5.7	1.4	5.8	1.4
San Mateo	(17)	4.5	1.3	3.5	1.8	3.8	1.3	5.1	1.2	5.1	1.1	5.6	.9	5.3	1.3
Philadelphia	(28)	4.9	1.7	4.9	2.0	5.1	2.0	5.0	1.7	5.2	1.6	5.4	1.4	5.5	1.6

^aScale: (1=Poor; 7=Excellent)

2. Ratings of Faculty Characteristics

Six dimensions of teaching were rated by the participants. These included Leadership, Ability to Communicate, Organization, Content, Relevance to Your Needs, and Use of Teaching Aids. The means and standard deviations of the ratings of the faculties of the four workshops are presented in Table 3.

Each faculty person was rated on each of the six dimensions on a seven-point scale. Thus, the total possible score for the three faculty persons of a given workshop on a given dimension is 21, and the lowest possible score is 3. The midpoint of the scale for a given workshop's faculty on any one dimension is 12, and, given the standard deviations obtained, it may be said that an equivocal rating between poor and excellent would fall within the approximate range of 9 to 15.

With the possible exception of "Use of Teaching aids," the mean ratings are uniformly in the positive direction, though not markedly so.

TABLE 3

Rating of Faculty Characteristics^a

Workshop		Leadership		Communication		Organization		Content		Relevance		Teaching Aids		\bar{X} G
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Dallas	(20)	14.9	3.3	15.5	3.3	16.3	3.0	16.1	2.5	13.9	3.1	12.2	4.9	14.8
Columbus	(17)	16.1	2.8	16.6	2.9	16.2	2.9	14.8	3.5	12.5	4.3	8.1	5.0	14.1
San Mateo	(17)	14.9	3.2	14.8	3.2	13.7	3.8	14.1	3.8	12.0	5.0	11.9	4.3	13.6
Philadelphia	(28)	14.8	4.4	15.4	3.9	15.2	4.6	15.7	4.4	14.5	4.8	11.4	3.9	14.6

^a Scale: (3=Poor; 21=Excellent)

3. Value of Discussion Sessions

Two items on the Evaluation referred to discussion sessions: frequency (too many, enough, not enough) and benefit gained (7-point scale). The results obtained from responses to these items appear in Table 4. At only one workshop did the majority of the participants indicate that there had not been enough discussion time; the participants at that workshop were more equivocal in their ratings of the benefits of discussion sessions.

TABLE 4

Ratings of Discussion Sessions

	<u>Dallas</u>		<u>Columbus</u>		<u>San Mateo</u>		<u>Philadelphia</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Frequency of</u> <u>Discussion Sessions</u>								
Too Many	2	10.0	0	-	3	17.65	6	21.4
Enough	13	65.0	6	35.3	11	64.7	12	42.9
Not Enough	5	25.0	11	64.7	3	17.65	10	35.7
	20	100%	17	100%	17	100%	28	100%
<u>Benefit from</u> <u>Discussion Sessions</u>	<u>X</u>	<u>S.D.</u>	<u>X</u>	<u>S.D.</u>	<u>X</u>	<u>S.D.</u>	<u>X</u>	<u>S.D.</u>
Scale: (1=Not At All; 7=Very Much)	5.5	1.4	4.5	1.9	5.1	1.1	5.2	1.6

4. General Evaluations of Workshops

The means and standard deviations of three ratings are presented in Table 5. The participants rated: (1) the extent to which the workshops met participants' expectations, (2) overall evaluation of the workshops, and (3) the extent to which participants would recommend the workshops to colleagues. The ratings of meeting expectations and overall ratings tend to be equivocal; the ratings regarding recommending the workshops to colleagues are uniformly in the positive direction. It should be noted that a large number of responses regarding expectations, as high as 60% in one case, indicated that the content of the workshop was not what had been expected.

TABLE 5

Overall Evaluation

Workshop	N	^a Met Expectations		^b Workshop Overall Rating		^a Recommend	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
Dallas	(20)	3.6	1.6	4.8	1.2	5.9	1.3
Columbus	(17)	3.8	1.7	4.2	1.7	5.5	1.8
San Mateo	(17)	3.2	1.8	3.9	1.5	4.6	1.9
Philadelphia	(28)	4.1	1.9	4.2	1.9	5.0	1.9

^a Scale: (1=No; 7=Yes)

^b Scale: (1=Poor; 7=Excellent)

5. Free Response Evaluation Comments

The participants were asked to give reasons for their overall ratings of the workshops. These responses were classified as positive or negative and then assigned to categories, according to whether they referred to the content, the presentation/teaching, or process/organization of the workshop.

Two additional items asked participants what they liked most and liked least about the workshop. The responses to each of these items also were classified according to whether they referred to content, presentation/teaching, or process/organization. The results of these classifications are presented in Table 6 and Table 7. It would be difficult to state that the proportions of positive and negative comments in Table 6 differ. It seems clear that reasons for rating the workshops positively referred overwhelmingly to content; reasons for rating the workshops negatively also referred frequently to content, but included more criticisms of presentation and process.

TABLE 6

Reasons for Overall Rating (Item #27)

	Dallas	Columbus	San Mateo	Philadelphia
#27-Positive=	(59%)	(39%)	(61%)	(50%)
Content	10	6	8	12
Presentation	1	0	1	1
Process	1	1	2	1
#27-Negative=	(43%)	(61%)	(39%)	(50%)
Content	7	7	3	3
Presentation	0	3	0	7
Process	1	1	4	4

Referring to Table 7, there was a strong tendency to refer "most liked" comments to the process of the workshops, while "least liked" comments tended to refer to the presentation of the workshops. The positive comments regarding process emphasized "informality," interaction," and "exchange of ideas." The negative comments regarding presentation varied widely, but included comments, such as, "level of information too low," "don't like being read to," and "too much time spent on own interests or work."

TABLE 7

Most and Least Liked About Workshop

Item #30- "most liked"	Dallas	Columbus	San Mateo	Philadelphia
Content	26%	0%	28%	25%
Presentation	35%	33%	22%	15%
Process	35%	67%	50%	60%
Item #31- "least liked"				
Content	25%	40%	11%	14%
Presentation	40%	53%	22%	60%
Process	35%	7%	67%	26%

6. Faculty's Evaluation of Workshops

Each faculty person responded to a free response questionnaire (see Appendix) which asked them:

1. How would you evaluate the facilities?
2. Was your advance knowledge of the workshop participants adequate to properly place your presentation?
3. Do you feel that the information and instructions you received and the preparation time were adequate?
4. What is your understanding of the goals of the workshop and the relationship of your presentation to those goals?
5. Was the format of your presentation appropriate or would you suggest changes?
6. Were learning aids available to meet your needs and properly provided?
7. How would you evaluate the logistical support provided?

Each of the responses obtained to questions 1, 2, 3, 6, and 7 were classified into categories labeled: very negative, negative, neutral, positive, or very positive. This classification is presented in Table 8. It may be seen that Facilities were rated positively. The availability of learning aids was responded to in a positive manner, generally, but with noteworthy exceptions. In one instance, an overhead projector was provided but did not function; in another, the projector could not be enlarged sufficiently to be legible to many of the participants (this was partly due to the poor quality of the transparency used), in another instance, the sound system was very poor.

Logistical support was perceived in a positive manner. The only exception to this involved misinformation regarding payment of airline tickets.

TABLE 8

Faculty Evaluations of Facilities,
Advance Knowledge of Participants,
Information Regarding Workshop,
Availability of Learning Aids, and
Logistical Support

<u>Item #1 (Facilities)</u>	<u>Very Poor</u>	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>	<u>Very Good</u>
Dallas				3	
Columbus				1	2
San Mateo				1	1
Philadelphia				3	
<u>Item #2 (Advance Knowledge)</u>	<u>Very Poor</u>	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>	<u>Very Good</u>
Dallas	1	2			
Columbus		3			
San Mateo	1			1	
Philadelphia		2		1	
<u>Item #3 (Information)</u>	<u>Very Poor</u>	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>	<u>Very Good</u>
Dallas	2	1			
Columbus		3			
San Mateo	1			1	
Philadelphia		2	1		
<u>Item #6 (Aids)</u>	<u>Very Poor</u>	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>	<u>Very Good</u>
Dallas		1	1	1	
Columbus		1		2	
San Mateo				2	
Philadelphia			1	2	
<u>Item #7 (Logistics)</u>	<u>Very Poor</u>	<u>Poor</u>	<u>Adequate</u>	<u>Good</u>	<u>Very Good</u>
Dallas				3	
Columbus		1	2		
San Mateo					2
Philadelphia					3

The responses to question 4 regarding understanding of goals were classified as positive (implying understanding) or negative (implying misunderstanding or discrepancy). This classification is presented in Table 9. It may be seen that almost half of the faculty expressed difficulty in understanding the goals or the relationship of their presentations to those goals. Some understanding of the range of difficulty expressed may be inferred from responses, such as, "I had little understanding of the goals and let the participants' interests direct me to a great extent"; "Because of the lack of information regarding participants--I was not ready for the group"; "At this time (but not prior to the workshop) I understand that most participants were teaching undergraduate and some graduate courses and that they were interested in acquiring new course material. Had I known this prior to the meeting, I would have prepared a somewhat less vigorous presentation."

TABLE 9

Faculty's Understanding of
Workshop Goals

<u>Item #4 (Understanding of Goals)</u>	<u>Did Not Have</u>	<u>Did Have</u>
Dallas	1	2
Columbus	2	1
San Mateo	0	2
Philadelphia	2	1

The responses to question 5 regarding a change in format, retrospectively, were classified into those indicating change and those indicating no change. As may be seen in Table 10, ten of the eleven faculty would have changed their presentations. Such suggested changes included more discussion, work groups, and using study problems; the most frequent reference, however, was to changes suggested by the fact that the participants' needs were diverse and poorly understood in advance.

TABLE 10

Faculty Suggesting Change in Format

<u>Item #5 (Format)</u>	<u>No Change</u>	<u>Change</u>
Dallas		3
Columbus		3
San Mateo	1	1
Philadelphia		3

B. Follow-up Evaluations

1. Workshop Elements

Six workshop elements were rated on a seven-point scale by the participants. These elements were content, teaching methods, discussion, participant interaction, choice of topics, and speakers. Table 11 shows the means and standard deviations of these ratings for each workshop, as well as the means and standard deviations of the participants overall evaluations of the workshops. Although these means tend to be in the positive direction, they are mainly equivocal.

TABLE 11
Evaluation of Workshop Elements

Workshop	N	Workshop Content		Teaching		Discussion		Participant Interaction		Workshop Topics		Presenters/ Speakers		Item V-8 Overall Evaluation	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	X	S.D
Dallas	(16)	3.6	1.0	3.5	1.0	3.6	.96	3.6	.96	3.4	1	3.5	.89	3.6	.81
Columbus	(9)	3.4	1.2	2.6	.88	3.2	1.1	3.1	1.7	3.1	1.1	3.0	1.1	3.3	1
San Mateo	(10)	3.1	.88	2.7	.67	3.5	.71	3.6	1.1	2.8	1.0	2.9	.88	3.1	.74
Philadelphia	(18)	3.6	1.1	3.1	1.1	3.6	.98	3.8	1.0	3.8	.73	3.5	.99	3.4	1.3

Scale: (1=No Value; 5=Very Valuable)

2. Usefulness of Information

Participants were asked to respond to the item, "Did you find the information gained from the workshop useful?" Their responses to this item are summarized in Table 12. It may be seen that a very large majority of the participants in each workshop responded positively.

TABLE 12

Usefulness of Workshop Information

Workshop	Yes		No	
	N	%	N	%
Dallas	14	87.5	2	12.5
Columbus	7	77.8	2	22.2
San Mateo	9	90.0	1	10.0
Philadelphia	14	82.4	3	17.6

3. Usefulness of Topics

Each participant was asked to rate the usefulness of the topics of the workshop which he/she had attended. Two of the workshops covered seven topics, and two covered eight topics. The means and standard deviations of these ratings are shown in Table 13. There is a fairly strong positive trend in these topic ratings, with the exception of one workshop, regarding which the ratings are more equivocal.

TABLE 13
Topic Usefulness

Dallas (N=15)			Columbus (N=8)			San Mateo (N=8)			Philadelphia (N=14)		
Topics	Mean	S.D	Topics	Mean	S.D	Topics	Mean	S.D	Topics	Mean	S.D
1.	3.7	8.0	1.	3.0	1.6	1.	3.6	1.3	1.	3.4	.74
2.	3.8	.94	2.	2.9	1.4	2.	3.4	1.3	2.	3.1	.64
3.	3.7	.90	3.	3.5	1.2	3.	3.3	1.3	3.	2.4	1.1
4.	3.8	.94	4.	3.8	.89	4.	3.9	1.4	4.	2.8	1.0
5.	3.9	.74	5.	2.5	1.4	5.	3.9	1.2	5.	2.6	.74
6.	3.7	1.1	6.	3.3	1.2	6.	3.6	1.2	6.	3.3	.89
7.	3.9	1.0	7.	3.3	1.7	7.	2.9	.80	7.	3.0	.53
8.	3.5	1.0	8.	4.1	1.1	8.	---	---	8.	---	---

Scale: (1=No Use; 5=Very Useful)

4. Actual Use of Information

Participants were asked to indicate how often they had used information obtained from the workshops they had attended. The scale points of this item were (1) never, (2) seldom, (3) occasionally, (4) a few times, and (5) several times. The means and standard deviations of these responses are shown in Table 14. Considering the time elapsed and the fact that the follow-up occurred early in the academic year, notable information usage is indicated. Participants' responses indicate that workshop information was used both for teaching and research.

TABLE 14

Actual Usage of Workshop Information^a

Workshop	N		
		Mean	S.D.
Dallas	(16)	2.7	1.0
Columbus	(9)	3.3	1.1
San Mateo	(10)	3.0	1.2
Philadelphia	(19)	3.1	1.2

^a Scale: (1=Never; 3=Occasional; 5=Several Times)

5. Participants's Sentiments Regarding Continuation of Such Workshops

The numbers and percentages of participants favoring and not favoring continuation of such workshops is presented in Table 15. It is clear that the participants overwhelmingly favored continuation of Faculty Development Workshops.

TABLE 15

Percent Desiring Continuation of Workshops

Workshop	Continue Work Shop	
	Yes	No
	N %	N %
Dallas	14 87.5	2 12.5
Columbus	8 88.9	1 11.1
San Mateo	8 80.0	2 20.0
Philadelphia	15 83.3	3 16.7

6. Free Response Follow-up Comments

Participants were asked to state what they had found to be most useful and least useful about the workshops which they had attended. These responses were classified according to whether they referred to the content, the presentation, or the process of the workshops. Tables 16 and 17 summarize these responses. In general, the "most useful" comments referred to process, with "interaction" and "informality" the most frequently mentioned words.

Regarding "least useful", it may be seen that content is most frequently referred to in three of the workshops, and presentation in one of the workshops. These comments are more mixed, but the most frequently used phrase regarding content was "too low-level" (or its equivalent). Regarding presentation, the "least liked" comments emphasized rigid format and too detailed presentations.

C. Correlates of Workshop Ratings

1. Type of Interest

As indicated above, an Interest Assessment was used for the San Mateo and Philadelphia workshops. Reactions to the content areas, themselves, of the workshops may be inferred from other ratings (e.g., Section B-1 above); however, the apparent heterogeneity of the participants suggested that their types of interest might differ. Thus, the Interest Assessment asked participants to classify their interest in the workshop topics according to: A) desiring a good overview, B) a wish for intensive discussion of issues, etc., or C) application of material to specific projects or problems. At the end of each workshop, participants were asked to state the extent to which these interests had been met.

These data were tabulated for each workshop according to Type of Interest (A, B, or C) and satisfaction (high/low). Chi square tests were not statistically significant; no trend regarding type of interest and satisfaction is apparent.

TABLE 16

Most Useful (Follow up)

	<u>Dallas</u>		<u>Columbus</u>		<u>San Mateo</u>		<u>Philadelphia</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Content	7	44	2	22	3	30	6	35
Presentation	4	25	0	0	1	10	2	12
Process	5	31	7	78	6	60	9	53

TABLE 17

Least Useful (Follow up)

	<u>Dallas</u>		<u>Columbus</u>		<u>San Mateo</u>		<u>Philadelphia</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Content	6	38	5	56	2	25	7	54
Presentation	5	31	2	22	4	50	5	38
Process	5	31	2	22	2	25	1	8

TABLE 18
Tabulation and Chi-square Summaries
of Type of Interest and Degree to Which
Interests Were Met

San Mateo

Type of Interest	Interest High	Met Low	
Overview	26	42	68
Discussion	5	4	9
Application	10	15	25
	41	61	102

$$\chi^2 = 2.04 \text{ less than } \chi^2_{.05} = 5.99$$

Philadelphia

Type of Interest	Interest High	Met Low	
Overview	62	55	117
Discussion	29	20	49
Application	18	5	23
	109	80	189

$$\chi^2 = 3.78 \text{ less than } \chi^2_{.05} = 5.99$$

2. Workshop Evaluation Variables

Two multiple regression models were formed from the Evaluation data:

(1) Item 27 (overall program rating)=

Item 26 (Was the seminar what you expected it to be?)

Item 29 (Do you believe that you benefited by the discussions you had with your fellow participants?)

Item 33 (Has the seminar assisted you in an ongoing or planned evaluation task?)

Item 34 (Would you recommend this series of seminars to colleagues in other criminal justice programs?)

Item 36 (Your age?)

Item 41 (How many credit hours do you teach on the average in the C.J. field?)

(2) Item 27 (overall program rating)=

Item 44 (percentage of corrections, law enforcement, theory)

Item 45 (percentage of two-year college, four-year, graduate, continuing education)

Item 46 (percentage of time teaching research and evaluation methodology).

The results of analysis (1) for each of the workshops is presented in Table 19. Although other variables accounted for a significant portion of the variance in an idiosyncratic fashion for the four workshops, one variable, Item 26 ("Was the workshop what you expected it to be?"), accounted for the greatest proportion of the variance of all four workshops and was statistically significant in all cases (p less than .00001). This finding suggests that the overall rating of the workshop (Item 27) was positively related to the degree to which the workshop was related to the "expectations" of participants. These conclusions parallel those that seem apparent from the faculty and participant free responses.

Table 19

Multiple Regression Summary: Analysis (1)
Dependent Variable - Overall Rating

Location	Source*	SS	df	MS	F	P	R ²
Dallas	Item 26	16.56	1	16.56	32.41	.0001	.64
	error	9.19	18	.51			
Columbus	Items 26 and 33	27.45	2	13.72	18.62	.0001	.73
	error	10.32	14	.74			
San Mateo	Items 26, 29, and 34	35.13	3	11.71	15.33	.0001	.78
	error	9.93	13	.76			
Philadelphia	Items 26 and 34	86.45	2	43.23	88.14	.0001	.88
	error	12.26	25	.49			

*Item 26: "Was the seminar what you expected it to be?"

Item 29: "Do you believe that you benefitted by the discussions you had with your fellow participants and the instructors?"

Item 33: "Has the seminar assisted you in an ongoing or planned evaluation task?"

Item 34: "Would you recommend this series of seminars to colleagues in other criminal justice programs?"

The results of analysis (2) for each of the workshops is presented in Table 20. Although percentage of time spent teaching research (Dallas) and percentage of time spent teaching theory (San Mateo and Philadelphia) achieve the highest levels of statistical significance, which might suggest a relationship between type of professional activity and overall rating of the workshops, there is no compelling pattern evident between workshop topic area and participant variables. A tentative conclusion might be that evaluation of the workshops was positively related to percentage of time spent in teaching, as compared with other types of professional activities.

3. Follow-up Variables

Two multiple regression models were formed for the follow-up data:

(1) Item 8 (overall evaluation of the workshop) = Ratings of:

- Workshop Content
- Teaching Effectiveness
- Discussion
- Participant Interaction
- Workshop Topics
- Speakers/Presenters

(2) Item 8 (overall evaluation of the workshop) =
Item 2 (Did you find the information gained from the workshop useful?)
Item 3 (How often have you used information gained from the workshop?)
Item 4 (Since the workshop, please estimate how often you have contacted, for information, any of the faculty or participants of the workshop?)
Item 7 (Do you think such workshops should be continued?)

TABLE 20

Multiple Regression Summary: Analysis (2)
Dependent Variable - Overall Rating

Location	Source	SS	df	MS	F	P	R ²
Dallas	Items 46 and 44 (L.F) error	8.28 17.47	2 17	4.14 1.03	4.03	.04	.32
Columbus	Items 44 (theory) and 45 error	24.77 12.99	4 12	6.19 1.08	5.72	.01	.66
San Mateo	No significant variables						
Phila- delphia	Items 44 (theory) and 45 (Cont. Ed.) error	32.34 66.37	2 25	16.17 2.65	6.09	.01	.33
Item 44:	"Indicate the percentage of effort (approximate) placed upon each of the following areas in your program." (Correction, Law Enforcement, Criminological Theory, Other.)						
Item 45:	Percentage of Effort (Undergraduate - 2 year, Undergraduate - 4 year, Graduate, Continuing Education).						
Item 46:	"What percentage of your time is spent teaching research and evaluation methodology?"						

The summary of analysis (1) for the four workshops is presented in Table 21. Although significant relationships are found between rated values of various workshop elements and overall evaluation in three of the four workshops, no consistent pattern is apparent.

TABLE 21

Multiple Regression Summary:
Rated Value of Workshop Elements (Follow up)

Source*	SS	df	MS	F	P	R ²
Dallas						
Items: B, C, and E	9.18	3	3.06	48.26	.0001	.92
Error	.76	12	.06			
Total	9.94	15				
Columbus						
Item A	1.78	1	1.78	2.01	.20	.22
Error	6.22	7	.89			
Total	8.00	8				
San Mateo						
Items A and D	4.16	2	2.08	19.72	.001	.85
Error	.73	7	.11			
Total	4.90	9				
Philadelphia						
Item b	20.68	1	20.68	34.48	.0001	.68
Error	9.60	16	.60			
Total	30.28	17				

- * a. Workshop Content
b. Teaching Effectiveness
c. Discussion
d. Participant Interaction
e. Workshop Topics
f. Speakers/presenters

The summary of analysis (2) for the four workshops is presented in Table 22. Again, significant relationships between the variables and overall rating are found in the same three workshops. Item 7 ("Do you think the workshops should be continued?") and Item 2 ("Did you find the information gained from the workshop useful?") account for the largest proportions of variance in all cases. This is true for the Columbus workshop, as well, even though the effect is not statistically significant. The interpretation suggested is that participants rated the workshop according to its perceived usefulness/potential usefulness.

TABLE 22

Multiple Regression Summary:
Items 2, 3, 4, and 7 (Follow up)

Dependent Variable: Evaluation Rating

Dallas	Source	SS	Df	MS	F	P	R ²
	Continue	5.6	1	5.6	17.93	.001	.56
	Error	4.3	14	.31			
	Total	9.9	15				
Columbus	Source	SS	Df	MS	F	P	R ²
	Used	2.5	1	2.5	3.18	.12	.31
	Error	5.5	7	.79			
	Total	8.0	8				
San Mateo	Source	SS	Df	MS	F	P	R ²
	Continue	3.0	1	3.0	12.91	.007	.62
	Error	1.9	8	.23			
	Total	4.9	9				
Philadelphia	Source	SS	Df	MS	F	P	R ²
	Used	12.7	1	12.7	75.58	.0001	.91
	Continue	14.8	1	14.8			
	Error	2.7	15	.18			
	Total	30.2	17				

- "Do you think such workshops should be continued?"
- "How often have you used information gained from this workshop?"

SUMMARY AND RECOMMENDATIONS

- While faculty characteristic ratings were generally above average and, with the exception of the "use of teaching aids" item, hovered around one standard deviation above the mean, they did not show marked enthusiasm. The use of teaching aids item was below average and, in the case of the Columbus workshop, markedly lower than the average. With regard to the criticisms of learning aids, the problems resulted from malfunctioning equipment or material poorly suited to the equipment. RECOMMENDATION: Given the negative evaluative comments of the faculty regarding information on the workshops and advance knowledge of the participants, more effective learning would be promoted by increased lead time and communication.
- The findings with regard to "time for discussion" indicate that most workshop participants were pleased with the group discussions. The free responses of participants also indicated that they found the discussion sessions and interactions with others of most value. The evaluators noted that these sessions were, in most cases, presented in direct response to the participants' need, sometimes expressed, for a personal involvement in the workshop. RECOMMENDATION: Future workshops should plan group discussions, or projects, oriented to individual participant needs. The process of the workshop deserves added attention and should not be overshadowed by didactic or format considerations.
- Approximately 60 percent of the participants indicated that the workshop was not what they expected. As noted above, the faculty expressed difficulty regarding understanding workshop goals and advance knowledge of the participants. In addition, ten of the eleven faculty responding to the format item indicated that, in retrospect, they would have changed the format and/or content of their presentations. RECOMMENDATION: An assessment of the participants' interests should be conducted prior to the workshop, such that consideration of these interests may be taken into account by faculty in planning the content and format of their presentations.

4. Perusal of the biographical data summary suggests considerable diversity among the workshop participants. When the data obtained from the third and fourth workshops regarding type of interest are considered, the picture of diversity sharpens. Although a majority of the participants desired an overview of the various topics, almost an equal number expressed interest in intensive discussion or application to their own problems or projects. It might be observed that such diversity probably reflects the diversity of people in the field, but it also blunts the thrust of a workshop and, although of some value in an interactional sense, probably impairs process, as well.

RECOMMENDATION: Definition of workshop content should be more clearly focused in advance information, whether the definition is based on interest assessment or a prior decision. This recommendation, (as well as the first), has application to the workshop evaluation, as well. Evaluation planning requires pre-planning of content measures and pre-workshop deadlines for the finalization of pre and post content measures, all of which depends upon well-defined workshop content.

5. Finally, attention should be directed to the most basic purpose of the Faculty Development Workshops, which was to ascertain the value and desirability of such workshops. In that sense, the workshops were experimental, and the evaluation data offer information regarding this basic purpose. The multiple regression analyses reported above point to the importance of information usage and opinion regarding continuation of the workshops as being important predictors of the extent to which the participants valued their workshop experience. It should also be noted that, at the time of the evaluation, approximately 85 percent of the participants, overall, endorsed the usefulness of the workshop information. The fact that actual usage in research and teaching was significantly related to workshop value is even more compelling in that it reflects long range benefits. More directly, of course, between 80 percent and 89 percent of the participants responded "yes" to the item asking whether such workshops should be continued.

The Faculty Development Workshops were, in general, perceived very positively by participants and faculty alike. The overall positive evaluation reflects a concern that, through such training, the sharing of knowledge, methodology, and standards of higher education should be enhanced. Criminal justice (and cognate fields) have not in the past been characterized by national or even inter-scholastic sharing.

These workshops served as a catalyst for the beginning of such a process of sharing knowledge. It is obvious from the evaluation that not everyone agreed upon the kinds of knowledge that was most appropriate to share, but they did agree upon the process. If these workshops begin a process that evolves into the organizational development that is needed by the emerging field, they have served their purposes well.

Appendix A

Evaluation Questionnaire American Society of Criminology Faculty Development Workshop Summer 1980

Answers to the following questions will assist the Seminar Staff in assessing the effectiveness of the workshops and in planning future efforts. Certain of the questions are for purposes of evaluation, while others are intended to gain information about the participants. Most questions can be answered with a simple check mark. ALL REPLIES WILL BE HELD STRICTLY CONFIDENTIAL, AND NO INDIVIDUAL WILL EVER BE IDENTIFIED WITH HIS OR HER RESPONSES.

Please rate the general seminar management by putting a check mark in the appropriate space:

	Excellent	Poor
1. Content.....		
2. Organization.....		
3. Take-home Materials.....		
4. Meeting Rooms.....		
5. Meals.....		
6. Facilities.....		
7. Financial Arrangements.....		

Please rate the consultants on the following items. First, rate Gordon Waldo

8. Leadership.....	
9. Ability to communicate.....	
10. Organization.....	
11. Content.....	
12. Relevance to your needs.....	
13. Use of teaching aids.....	

William Rhodes

14. Leadership.....	
15. Ability to communicate.....	
16. Organization.....	

17. Content.....
18. Relevance to your needs.....
19. Use of teaching aids.....

Ilene Nagel

20. Leadership.....
21. Ability to communicate.....
22. Organization.....
23. Content.....
24. Relevance to your needs.....
25. Use of teaching aids.....
26. Was the seminar what you expected it to be?

Yes _____ No _____

If not, please comment: _____

27. Specifically as it related to you, your job, and your expectations, how would you rate the program which you have just completed?

Excellent _____ Poor _____

Why? _____

28. Do you feel that you had: _____ too many, _____ just enough discussion sessions, _____ not enough?

29. Do you believe that you benefited by the discussions you had with your fellow participants and the instructors.

Very much _____ Not at all _____

30. What did you particularly like about the seminar. Please explain.

31. What did you particularly dislike about the seminar. Please explain.

32. As you know, additional seminars will be held this summer in related topics. To assist the staff in producing the best possible growth experience, what changes would you suggest?

1. _____

2. _____

33. Has the seminar assisted you in an ongoing or planned evaluation task?

Yes _____ No _____

In what way? _____

34. Would you recommend this series of seminars to colleagues in other criminal justice programs?

Yes _____ No _____

35. Your name _____

36. Your age _____

37. Highest Degree earned _____

38. Field of above degree _____

39. Institution at which degree earned _____

40. What is your present position?

Rank _____

41. How many credit hours do you teach on the average in the Criminal Justice field _____

in another field _____

42. How long have you served in your present position? _____ years.

43. How long have you taught in the criminal justice field? _____ years.

44. Indicate the percentage of effort (approximate) placed upon each of the following areas in your program.

_____ Corrections

_____ Law Enforcement

_____ Criminological theory

_____ Other. Please describe _____

100% _____

45. _____ Undergraduate (2 year)

_____ Undergraduate (4 year)

_____ Graduate

_____ Continuing Education

_____ Other. Please explain _____

100% _____

46. What percentage of your time is spent teaching research and evaluation methodology. _____ %

47. Your name _____

48. Please indicate your best mailing address for a three month fellowship questionnaire.

Please use the remaining space and the backs of the sheets as needed to make any other comments you would like to share for the benefit of future participants. Thank you for your participation. Feel free to communicate with us after the seminar about any added comments you may have.

Charles V. Matthews
Assoc. Prof. Administration of
Justice
Eugene Ringuette
Assoc. Prof., Psychology
Southern Illinois University
Carbondale, IL 62901

American Society of Criminology
Faculty Development Workshops
Summer 1980

Name: _____

Current Position: _____

Listed below are the topics which the Faculty Development Work Shop will address. Please indicate your interest in each of the topics by marking each with an A, B, or C, as described below. If some other description better fits your interest, please substitute your own phrase in the space provided.

- A. I desire a good overview so that I will be more familiar with the area.
- B. I am well-acquainted with the area and wish to intensively discuss issues, problems, etc.
- C. I am most interested in the application of material in the area to specific projects or problems with which I deal.

Topics to be covered:

Rating A, B, C.

____ 1. Basic issues in research design.

Comments _____

____ 2. Problems in the application of research designs, eg., sampling, distribution functions, etc.

Comments _____

____ 3. Contingency table analyses using log linear models.

Comments _____

____ 4. Application of regression and multiple regression techniques.

Comments _____

____ 5. Participant initiated research problem discussions.

Comments _____

____ 6. Frontiers in criminal justice research, eg., time series analyses, attitude assessment, stochastic processes analysis, and the Markov chain.

Comments _____

Please indicate below how well your interest by topical area as described by you were met by the workshop you have just completed. The numbers parallel your interest description attached.

	Not well at all	Not so well	Fairly well	Very well
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

7. Additional Comments (Identify by number if appropriate):

FACULTY PRESENTER QUESTIONNAIRE

1. How would you evaluate the facilities, e.g. the room equipment, etc.?

2. Was your advance knowledge of the workshop participants adequate to properly plan your presentation?

3. Do you feel that the information and instructions you received and the preparation time were adequate?

4. What is your understanding of the goals of the workshop and the relationship of your presentation to those goals?

5. Was the format of your presentation appropriate or would you suggest changes?

6. Were learning aids available according to your needs and properly provided?

7. How would you evaluate the logistical support provided, e.g., room, travel, etc.?

8. What do you think that the Faculty Development Workshops are accomplishing for the field of criminal justice higher education?

a. Is this what they should do?

b. Are the goals and topics appropriate to the needs of criminal justice faculty?

9. What general comments would you like to make concerning the Faculty Development Workshops?

Follow-up Evaluation
Faculty Development Workshop
Summer, 1980

Please respond to and return, in the pre-addressed envelope enclosed, the following questions regarding the workshop which you attended.

As with the previous evaluation, all replies will be held strictly confidential, and no individual will be identified with his or her responses.

1. How relevant were the workshop topics to your work and career interests?

Please check each scale to indicate:

Topics

a.

b.

c.

d.

e.

f.

g.

no use	little use	possibly useful	useful	very useful

2. To what extent are you using, or plan to use, information or knowledge gained from the workshop?

no use	little use	possibly useful	useful	very useful

3. Can you state any way, or ways, in which you are using, or plan to use, information, knowledge, or insights gained from the workshop?

4. Since the workshop, have you corresponded with, or contacted for informational purposes, any of the faculty or participants of the workshop?

no contact one contact more than one contact

5. What, in particular, did you find most useful about the workshop?

6. What, in particular, did you find least useful about the workshop?

7. How would you rate the value to you of:

	no value	little value	possibly valuable	valuable	very valuable
The Content of the Workshop					
8. The Teaching Effectiveness of the Faculty					
9. The Interaction with Other Participants					

10. Do you believe that such workshops are of sufficient worth that they should be continued?

yes no

11. If you answered "yes" to #10, what do you think would be the most appropriate funding source?

12. If you answered "yes" to #10, what agency or organization would you regard as most appropriate to sponsor and administer such workshops?

13. If you answered "yes" to #10, what topics would you recommend be covered in such workshops?

14. What is your overall evaluation of the workshop which you attended?

very poor poor so-so good very good

15. Any additional comments? (Use another sheet, if necessary)

16. Your name (will be deleted as soon as questionnaires are coded)

Please Print Name

U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION MEMORANDUM FOR FILE		DATE April 1, 1981
<input type="checkbox"/> TELEPHONE CALL <input type="checkbox"/> PERSONAL VISIT		
NAME AND ORGANIZATION OF CALLER		
SUBJECT Final report of Grant #79-CD-AX-0002 to San José State University Foundation, "Faculty Development Workshops"		
ACTION REQUIRED Distribution to Acquisition Dept., NCJRS	ACTION TAKEN Distribution	
COMMENTS: Five copies of the above-cited final project report are forwarded herewith. One copy remains in the Manpower, Training and Evaluation Division, Office of Criminal Justice Programs, LEAA. One copy has been forwarded to the Office of the Comptroller, OJARS. <div style="text-align: center;">NCJRS APR 3 1981 ACQUISITIONS</div>		
Coordinated with:		
Information Copies to:		
Confirmation Copy to:		
TITLE Jean F. Moore, Chief, Manpower Dev. & Educ., Manpower, Training & Evaluation Div., Office of Criminal Justice Programs		SIGNATURE <i>Jean F. Moore</i>