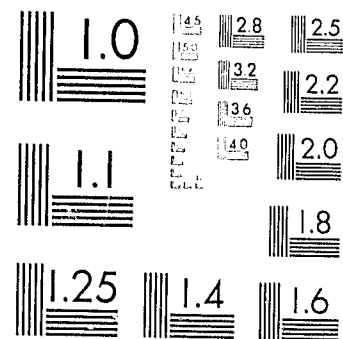National Criminal Justice Reference Service

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National Institute of Justice
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Criminal Justice Planning and Management Series

Evaluation Guide

79349

EXECUTIVE SUMMARY

This evaluation guide contains a set of training evaluation instruments that are designed to be used with the courses in the Criminal Justice Planning and Management Series. Although the narrative portion of the guide is written mainly for training evaluators with little experience, both it and the instruments will be useful to evaluators with greater expertise.

Included are detailed descriptions of the instruments, instructions for administering them, suggested evaluation strategies, procedures for analyzing and reporting the data, and information on the pilot-tests of the instruments.

The focus of the course evaluations suggested in this guide is to monitor the effectiveness of course presentations, decide who can best benefit from course attendance, determine how the courses might be revised to better meet the expressed needs of the trainees and their agencies, and identify trainees who might need assistance in implementing course-taught concepts on the job. Some of the instruments may be used, and the others easily adapted for use, with similar types of training (workshops with supporting lectures) in different subject matter areas.

Additionally, several observation instruments are included. They provide an individual observer with a means for structuring his or her observations and comments.

Finally, it is suggested that course evaluation is an integral part of course presentation. If the maximum benefit is to be gained from these courses, they must be effectively delivered; given to those who can use the skills and knowledges in their jobs; and revised where necessary to meet the needs of the target audience. Use of this guide will help maximize the utility of the courses in the Criminal Justice Planning and Management Series.

i

PREFACE

No course of instruction is ever in final form if it is to be delivered on a continuing basis. Adjustments must always be made due to changes in the target audience, the subject matter or technology being taught, and the special preferences of the instructors. This guide is intended to aid in that continuing course adjustment process by providing a means of collecting data from trainees on variables that are particularly relevant to the lecture-workshop format used in the Criminal Justice Planning and Management Series. Courses that will not be continuously delivered and adjusted should be evaluated for the purpose of maintaining instructor and administrative staff accountability. The contents of this guide should be especially helpful for that purpose.

Many individuals provided input and suggestions as well as help in pilot-testing instruments. Without their contributions, this guide would not exist. First, it should be noted that the observation instruments contained in Appendix B are based on an instrument developed by Harris Shettel of the American Institutes for Research. The rest of the instruments employ ideas, items, and techniques used by the five LEAA-supported Criminal Justice Training Centers in their individual course evaluation schemes, as well as some new items and ideas. The following evaluation coordinators at the training centers pilot-tested the instruments, coordinated input from the field, and provided many of their own helpful ideas: Vance Arnett, Florida State University; Georgia Becker, University of Wisconsin; Ed Minnock, Washburn University of Topeka; Jeff Temple, Northeastern University; and Fred Trapp, University of Southern California. The observation instruments were pilot-tested by John Moxley and Richard Waters of LEAA. Also, professors Glenn Snelbecker and Cathleen Mayerberg of Temple University provided many helpful suggestions. Carolyn A. Thieme-Busch of LEAA managed the development of the instruments and authored this volume. Finally, Richard Ulrich conceptualized and guided the development of the training center system and the five courses.

ii

TABLE OF CONTENTS

INTRODUCTION

This booklet contains a set of training evaluation instruments that are designed to be used with the courses in the Criminal Justice Planning and Management Series.

It is expected that the Criminal Justice Planning and Management Series will be used by people with varying levels of expertise in training, from the highly trained and experienced training professionals in a large agency to the small-agency criminal justice practitioner who has staff training as a collateral duty. Likewise, varying levels of expertise in training evaluation will be available. This guide was written primarily to aid the trainer who has minimal knowledge of and expertise in training evaluation. An attempt has been made to provide a set of materials and accompanying explanations and instructions that are easy to understand and use for the evaluation of course presentations. Much of what is provided here will also be quite useful for those who must evaluate the job-related results of training.

The instruments contained in this booklet will provide systematically collected data which will help you to monitor the effectiveness of course presentations; decide who can best benefit from course attendance; determine how the courses might be revised to better meet the expressed needs of the trainees and their agencies; and identify trainees who might need assistance in implementing course-taught concepts on the job. Some of the instruments may be used, and the others easily adapted for use, with similar types of training (workshops with supporting lectures) in different subject matter areas.

Additionally, several observation instruments are included. They provide an individual observer with a means for structuring his or her observations and comments. Use of this standard format will provide observation data that can be compared across iterations of a course.

In order to conduct complete course evaluations, thereby providing the best information on which to base such decisions, it would be necessary to collect data on several levels. For our purposes, a four level model will be discussed: 1. student reactions to the training; 2. student learning; 3. student behavior on the job; and 4. results or organizational performance.[1]

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[1]Donald L. Kirkpatrick, "Evaluation of Training," in Robert L. Craig (ed.), Training and Development, McGraw-Hill, New York, 1976.

Evaluation at each level is best done using certain methodologies. For instance, surveys and questionnaires are the best means of measuring student reactions. Learning is most accurately assessed by means of criterion-referenced tests. On-the-job behavior can best be determined through observation, while results can be measured through productivity studies, analysis of work products, and a number of other methodologies, depending on the goals of the training.

However, it is expensive and time-consuming to develop instruments for many of these methodologies. Consequently, they are not well-suited for evaluating courses that constantly change in response to the needs of a heterogeneous target audience. The political environment of the criminal justice system can also be a source of difficulty in applying the standard methods of assessing results and organizational performance.

The strategy in this evaluation system, therefore, is to rely on student ratings to determine the quality and effectiveness of training. This strategy is not without documented merit. McKeachie[2] cites evidence that college-level students know when they are learning and that they are able to judge an instructor's teaching skills. To the extent that the validity of student ratings can be extended to other aspects of the instructional process, we believe this to be the best strategy one can use on a shoestring budget, without imposing too much on trainees, their colleagues, or supervisors.

The instruments and strategies contained in this booklet were developed over the course of several years by LEAA staff and the staffs of the five Criminal Justice Training Centers that were funded by LEAA. In addition to providing a companion evaluation system for state and local agencies to use with the courses in the Criminal Justice Planning and Management Series, this system was also to be used by LEAA and the training centers in the ongoing evaluation of the criminal justice planning and management training program. Dual evaluation purposes were to be met through this system: assisting the training centers in making immediate, local decisions concerning course

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[2]Wilbert F. McKeachie, "Student Ratings of Faculty: A Reprise," Academe, Vol. 65, No. 6, pp. 384-397, October, 1979.

content, structure, presentation, and administration; and assisting LEAA in making national, program-level decisions about course content, structure, and funding.

The instruments were developed based on a series of evaluation questions submitted by the training center staffs and by the LEAA program and course managers. (A few examples are: "Was the course managed well?" "Who should go to which courses and in which, if any, order?" "Is content perceived by students as being applicable to their jobs?") These, and the numerous other questions submitted emanated from the years of experience the training centers, and LEAA program staff have had in developing, delivering, evaluating, and revising this training program. The most important aspects of the training process for these courses, as offered in the training center system, are addressed.

DESCRIPTION OF THE INSTRUMENTS

There are six types of instruments for trainees to complete. They are designed to be administered at different times, depending on your particular need for information on any given course presentation. (Due to the amount of time involved it is not advisable for you to administer all six instruments at every possible point in a given course presentation.) They cover a number of aspects of course presentation and internal organization as well as the relationship between the course and the student's job.

In addition, there are three instruments for use by a course monitor or observer who is not involved as a trainee or instructor. These instruments provide a means of assessing, through classroom observation, the quality of the instructional materials, presentation, and setting.

An Instrument Selection Guide for quick reference is provided on the following pages. Also, further descriptive and explanatory information is provided with the instruments in appendices A and B. It is suggested that before using any of the instruments, you thoroughly read this guide in order to understand the intended purposes of each, and how they interrelate.

EVALUATION INSTRUMENTS (Appendix A)

These instruments obtain data from students concerning their job and educational backgrounds and their perceptions of the course content, its presentation, and its relationship to their jobs.

INSTRUMENT	PURPOSE	WHEN TO ADMINISTER	NOTES
Background Information (BI)	Student biographical data for use in determining differential effects of various student background variables on their ratings of aspects of the course.	As part of application or registration procedure.	
Module Evaluation (ME)	Student ratings used to provide feedback to instructors; information for instructor coaching and retention decisions; information for course revision; and data to explain ratings on UA and FE	Immediately after a module.	If more than one instructor teaches a module, each student completes one instrument for each instructor. EE item 5 data related to ME items.
Excercise Evaluation (EE)	Student ratings used to provide feedback to facilitators; information for facilitator coaching and retention decisions; information for course revision; and to explain ratings on UA and FE.	Immediately after an exercise task or case study segment.	Item 5 is lecture-relevant.
Administrative Evaluation (AE)	Student ratings used to provide information for course revision; feedback on facilities, exercise group assignment procedures, and staff and faculty availability.	At the end of a course.	
Usefulness Assessment (UA)	Student-perceived on-the-job usefulness of specific skills and knowledges taught. Also can be used as an indicator of how well, if at all, they were taught.	Within one year after course ends.	May be administered on site for greater response. However, data may be more valid if completed at the work site.
Follow-Up Evaluation (FE)	Student report of success in using or plans to use course-taught skills and knowledges on the job.	Six months to one year after course.	

INSTRUMENT	PURPOSE	WHEN TO ADMINISTER	NOTES
Lecture Observation	Structured format for an independent observer. Provides a comprehensive picture of classroom process and environment. May be used as sole source of evaluative information or to explain and augment student ratings.	During the conduct of a module lecture.	If more than one instructor teaches a module, one instrument should be completed for each instructor.
Desk Exercise Observation	Same as Lecture Observation, but pertains to exercise conducted with whole class during a lecture session.	During the conduct of a desk exercise	Complete one for each desk exercise conducted during a module.
Major Exercise Task Observation	Same as Lecture Observation but pertains to major exercise task or case study segment conducted in a small group.	During the conduct of a major exercise task or case study segment.	For each task of interest, complete one for each small group.

Background Information (BI)

This instrument collects biographical data on trainees' education, training, and job. This data will help determine who benefits most from course attendance so that guidelines can be set up to select trainees on the basis of job content, agency characteristics, and amount and type of previous education and training.

Module Evaluation (ME)

Ten items for rating the instructor's presentation and the module length and organization comprise this instrument. Responses to these items can help determine if an instructor has used certain strategies that are likely to lead to effective communication of the content of the module and if the content, itself, appears to be organized so that it communicates well. Poor ratings in any of these areas may explain low ratings on the post-course instruments (UA and FE) and will indicate a need for instructor coaching or course adjustment.

Exercise Evaluation (EE)

This instrument asks for ratings of the trainee's exercise facilitator, the overall exercise coordinator, and aspects of the exercise, itself. These ratings provide information on the process of the exercise task and the facilitator's role in that process. Poor ratings may indicate a need for redefining the facilitator's role as he or she enacts it or revising some aspect of the exercise task.

Administrative Evaluation (AE)

This consists of seven items that are related in that they are most appropriately administered at the end of a course. Student ratings of facilities, course administration and internal organization, and staff and faculty availability provide indicators that can point to the need for logistical changes and some course content or sequencing changes.

Usefulness Assessment (UA)

This is a course-specific instrument (one is provided for each course in the series) that is designed to provide an indication of the degree to which course modules and the specific skills and knowledges taught in those modules are perceived by trainees as useful to them in their jobs. Trainees may also note if a skill or knowledge was not taught, or if they don't believe they learned enough from the course

to be able to use it. These responses will help to determine how well the instruction was understood and retained.

Follow-Up Evaluation (FE)

This is also a course-specific instrument. It asks trainees to indicate if, in their jobs, they have used or plan to use skills and knowledges from the course. This is an indicator of the actual usefulness of course concepts and is composed of the same listing of skills and knowledges as UA. Responses will also help determine the need for post-training assistance in putting skills and knowledges to use. One instrument for each course is provided.

OBSERVATION INSTRUMENTS (Appendix B)

These instruments are designed to provide structured, qualitative data. They are to be used by a course monitor or observer who is not participating in the course. The detailed picture of the classroom and workshop process that can be obtained by using these instruments may be used alone for course evaluation or together with one or more of the student rating instruments.

Lecture Observation

This instrument is for collecting data on a number of measures related to effective training. It can be used to verify and help explain data from trainee responses. It is also useful as the sole source of data, when you do not wish to administer instruments to the trainees.

Desk Exercise Observation

This instrument consists of ten questions about the conduct of the desk or table exercises that are part of many of the lecture modules. The same uses as for Lecture Observation (above) apply.

Major Exercise Task Observation

This is a set of ten questions about the conduct of a task in the major exercise (or segment of the workshop in the program development course and evaluation course, or episode of the management course case study).

ADMINISTRATION

Please note that each trainee questionnaire has a space for an indentification number in the upper right corner. Ideally, BI will be used as part of either your application or registration procedure. At that time, trainees should be given an identification number that they will use on all evaluation

instruments they subseqently complete. Or, you may ask them to devise their own ID numbers, such as using the last four digits of their home telephone numbers or social security numbers. This will allow the trainees to rate all aspects of the training with complete honesty while providing a cross-reference for analysis purposes.

Before duplicating questionnaire forms, the course name, date of presentation, module number and title (or exercise task/case study segment designation), instructor or facilitator name, and name of the organization presenting the training should be typed in the blank space at the top of the page. When you start analyzing the data and then file the instruments, it will prove very helpful to have this information on every form.

ME, EE, and AE should be administered at the end of the module, exercise, and course, respectively. For obvious reasons, this should be handled by someone who is not directly responsible for the activity that's being rated. Allow approximately ten minutes for the forms to be handed out, completed, and collected. Don't ask trainees to complete them on their breaks between modules or tasks if you expect to get a 100% response rate! Do keep track of how many instruments are given out and turned in. You might even want to keep a list of the ID numbers and remind the group when "number 1234" hasn't turned in his or her "Module Evaluation" from a given module.

As the forms are being given out, stress the importance of trainee feedback in helping to tailor the course to the audience, improving instructor skills and course administration, and maintaining accountability. Ask them to use only the response choices listed by _forcing_ themselves to make a choice between a two and a three, when necessary. Encourage them to ask a question when an item is unclear or they have some other problem with the instrument.

It is suggested that UA either be given to trainees as they leave or sent to them within two weeks after completion of the course. They should then complete and return it within one month after training. FE should be sent to trainees six to twelve months after training. For both instruments, standard follow-up procedures such as second mailings, reminder letters, and telephone calls should be used to maximize the response rate.

EVALUATION STRATEGIES

This section will present a number of ideas for possible course evaluations based on the experience of the Criminal Justice Training Centers and on LEAA's experience in managing the training center program. No doubt you will find countless other ways in which to use these instruments as you become familiar with them.

The number of times _you_ intend to offer a course will, largely, determine the type of evaluation strategy you choose. Only the most basic accountability information will be required if you are only presenting a course one time. If you are offering a course several times or on a continuing basis, you will want some feedback to help make the course more useful to trainees. You will also want some of the more basic information from time to time. (However it is not intended that _all_ of these instruments be used for any one course presentation at every possible point. Too much student time would be required.) No matter what your presentation schedule, do take a look at all three sections below to get a feel for how you can best use the instruments.

COURSE OFFERED ONCE

If you are presenting a course just one time, for all the professionals within a small agency, you won't be concerned with the usefulness of the material after-the-fact. You've already _decided_ that it will be useful. In that situation, you may want to use one or all of the following instruments: ME, EE, AE, and the three observation instruments. These will provide you with accountability information, such as an indication of whether instructors carried out their duties professionally; feedback for instructors who will teach other modules as the course progresses and for facilitators who will continue throughout the course; general information on instructor and facilitator effectiveness for use in considering instructors for other courses; and feedback on the acceptability of the facilities, which is also useful for future reference. The observation instruments are particularly useful as the single source of evaluative data for a one-shot course presentation. They also serve to validate and explain trainee responses.

There are also relationships between the items in ME, EE, and AE, themselves. Data from one can be used to explain ratings on the other. And again, the observation instruments can validate and help explain ratings obtained from trainees.

You may also find FE helpful if the implementation of course-taught skills and knowledges (rather than providing information or planting new ideas) is a specific goal in presenting the course.

COURSE OFFERED SEVERAL TIMES

If you intend to present a course several times, BI and UA will be of value to you as well as the above-mentioned instruments. This implies that you may be making changes or adjustments not only during the conduct of a course, but also between course presentations. Assuming that you will have to make some decisions as to who will receive the training, the relationship between data from BI and the usefulness ratings will help determine who can best benefit from the course. You may also want to look for relationships between background variables and ratings of clarity (items 1, 2, and 7 on ME), coherence (item 8 on ME and item 1 on AE), and time (items 9 on ME and 6 on EE) to help in those decisions.

If certain modules or topics have received low usefulness ratings, instructional process information from ME, EE, and AE can help explain these ratings. Corresponding low ratings on those instruments might mean that, without realizing it (in which case they would have circled column nine, "didn't learn enough to use"), the trainees didn't grasp the subject matter well enough to conceive of how it might be applied in their jobs. This would point toward adding more material (time), coaching the instructor or changing instructors (clarity), etc., rather than deleting the topic or changing the target audience.

In any case, if the course is going to be presented several times, don't be too hasty to make big changes in the materials or in the target audience. There are many interrelationships between the data collected by these instruments. Check them all out and look for any group dynamics that may have had an effect on how the course was received, before making substantive changes.

COURSE OFFERED ON A CONTINUING BASIS

In addition to the above suggestions, if you plan to offer a course on a continuing basis, you may want to use FE to determine whether trainees are actually using what they learned. Presumably, if you are in a training organization (such as a police academy) serving a clientele from a number of different organizations, from different types of organizations, with different jobs, or with different educational backgrounds, you will want to assure that the training is given to those most likely to use it. By using BI and FE, you can determine what kind of background the people who tend to put course concepts to use have. You can then give highest priority to selecting trainees with similar backgrounds.

FE can also point out trainees who may need post-course help in using what they have been exposed to in a course. Those who have unsuccessfully tried to implement course concepts may need some additional reading materials or other assistance. Process variables from ME, EE, and AE can also give clues as to why some may be having trouble implementing what they've learned - it may not have been taught very well.

Another area to look into is the relationship between the usefulness ratings and the follow-up ratings. It a topic is rated highly useful, but then not put to use, it's possible that the high usefulness rating was a result of the training "glow" or "high" that wore off after the trainee was back on the job for several months. If you can determine that failure to use the training was not due to things out of your control, such as management considerations in the trainees' organizations, then the problem may be with the instructional process. Again, this would call for going back and looking for patterns in whatever process data (ME, EE, AE, or the observations) you may have collected.

ANALYSIS AND REPORTING PROCEDURES

BI, ME, EE, and AE are designed to be easily analyzed and interpreted for quick feedback.

The total number of possible responses (number of questionnaires returned) for ME, EE, and AE, for each question should be divided by the total number of responses in each column to a give a percentage of trainees who circled each response. A separate response category should be reported for the percentage of trainees not responding to each question. Also, for each questionnaire, remember to always report the "N," or number of questionnaires returned, as well as the number not returned. Response labels on these instruments are self-explanatory and, in the case of items with four response choices, divide into two "acceptable" responses and two "unacceptable" responses. Thus (using hypothetical data), you might report the responses

to the first question on AE as such:

1. The relationship among the various modules in the course seems

very vague	0%
a little vague	19%
fairly clear	46%
very clear	27%
missing data	8%

N = 26 (2 questionnaires not returned)

You should set your own cut-off for acceptability before computing any percentages. It is suggested, however, that if any question has less than 75% of the responses in the "unacceptable" range, it should be investigated to further determine what the problem might be and what can be done about it.

With the exeption of #2, the questions on BI can be analyzed in a similar fashion to those on AE, ME, and EE. For question #2, determine the average number of hours of training taken by the trainees in each subject area.

For UA and FE, calculate each trainee's mean rating for each module and use that to determine differences, using whatever background data are pertinent as a factor in your analysis. For instance, if you are running a state-level training academy and offering the analysis course to all criminal justice personnel in the state, you may wish to know if some are more likely to use what they learn than others. You may hypothesize that those who have had some training in statistics are more likely to understand, and therefore use, analysis course concepts on the job. Set up a matrix like the one below to see if there might be some relationship between training in statistics and ability to use analysis course concepts on the job.

Mean Usefulness Ratings for Modules

		Module							
		1	2	3	4	5	6	7	mean
No. of	0	3.8	3.7	3.4	3.2	2.9	3.3	5.8	3.7
Statistics	1	3.9	4.2	5.0	5.3	5.3	5.4	5.7	5.0
Courses	2+	2.9	4.4	5.0	5.1	4.9	5.5	5.9	4.5
mean		3.5	4.1	4.5	4.5	4.4	4.7	5.8	

(hypothetical data)

12

From the example, you can see that having had some courses in statistics helped make the analysis course more useful; that module 7 was equally useful regardless of previous training; etc. Where the modules are differentially put to use, you can then calculate a mean rating for each skill/knowledge in the modules that are most or least used, to determine if any topics are particularly useful or not useful.

Many such matrices can be developed using whatever variables are of interest. Also, just as a mean usefulness rating for each module was calculated in the example above by combining a student's ratings for the objectives within a module, you can create other global measures. For instance, instructor effectiveness could be defined as the mean rating from items 1, 2, 3, 4, 5, 6, 7, and 10 from ME.

The important thing in any analysis is to look for patterns in the data. It isn't necessary to use sophisticated statistical techniques to do this. Lay out your data in a concise and readable fashion and look for the numbers that stand out by being particularly higher or lower than the rest. Think of what the reasons might be for those discrepancies and, if you have other data on those suspected reasons, review that data.

SUMMARY

This evaluation guide was developed to provide a means for evaluating the courses that comprise the Criminal Justice Planning and Management Series. Although the narrative part of the guide speaks mainly to training evaluators with little experience, the instruments will be of great value to evaluators at all levels.

The unstated assumption throughout this guide has been that if a course is presented, it will be evaluated. This is an important assumption, especially when a course is to be delivered more than just once. The maximum utility from these courses can only be gained if the instructing and facilitating are top notch; if the right people are attending the right course; if the course has been adjusted and refined so as to meet the needs of the trainees; and if the trainees use what they have learned. This evaluation guide has been designed to help you make those determinations.

13

APPENDIX A
EVALUATION INSTRUMENTS

The instruments were developed at LEAA and revised in response to reviews by a number of LEAA staff, training center staff, and educational experts. Each instrument (or instrument format, as in the case of the "Usefulness" and "Follow-Up" instruments) was then pilot-tested on a group of four to 29 trainees at one of the five training centers. Specific pilot-testing information is given in Appendix C. It should be noted, however, that instrumentss that were revised in response to initial pilot-test results were not pilot-tested again. Though this may cause little problem for the instruments that were not substantially revised, it is a shortcoming of those that were.

Response formats range from a simple fill-in to a six point rating scale, depending upon the type of question being asked. Where possible, even-width scales (four or six points) have been used to force trainees to specify an opinion. Also, the negative ends of the scales have been positioned to the left of the page in an effort to neutralize the positive response bias that trainees tend to exhibit during a course. To the extent possible, scale points have been labeled to allow for ease of interpretation and analysis where feedback is needed quickly. (See ANALYSIS AND REPORTING PROCEDURES, page 11.)

Background Information (BI) - This form should be completed before the course begins. It can be made part of an application form or be completed during registration. ALL QUESTIONS EXCEPT NUMBER 6, ON THE SECOND PAGE, ARE THE SAME FOR ALL FIVE COURSES. CONSEQUENTLY, FIVE DIFFERENT PAGE 2's HAVE BEEN PROVIDED, ONE FOR EACH COURSE.

Module Evaluation (ME) - Trainees will need a blank instrument for each instructor in each module. For instance, if two instructors teach one module, and you want data on the entire module, trainees will have to complete one instrument for each instructor's presentation. Items 1, 2, 3, 4, 5, 6, 7, and 10, ask about aspects of course presentation that are under the instructor's control and are commonly accepted as essential for maximum learning to take place. Item 8 concerns the course structure as well as the instructor's presentation. In order for responses to this item to be useful, it is necessary to have data on whether the instructor followed the Instructor Guide closely or did some rearranging. Item 9 also requires that data be collected on what actually occured in the classroom - i.e., was the lecture delivered within the planned time frame. These data will help determine if there is a

problem with the amount of materials presented, or the amount of time planned or used. This instrument should be administered immediately after the module.

Exercise Evaluation (EE) - The items reflect the assumption that the proper role of the facilitator is to be present for and mindful of exercise tasks as they are carried out by the trainees; to provide preliminary instructions as well as further clarifications when a question arises or it becomes evident that the trainees have misunderstood a task; and to provide substantive assistance when requested or when it is clearly needed, by leading the trainees in such a manner as to allow them to find the answer or the right direction for themselves. Items 1, 2, and 4 and the Major Exercise Task Observation instrument are based on these assumptions. Item 3 asks for a rating of the overall exercise coordinator's instructions. If task instructions are given only by the facilitators to their individual groups, the wording of this item should be changed accordingly. Item 5 is a lecture-relevant question that can only be asked after the exercise has been completed, and item 6 is similar in intent to item 9 of ME. Trainees should complete one instrument immediately after each time they have completed an exercise task in a small group. That is, providing you want data on that task. EE should be administered immediately after an exercise task has been completed and debriefed.

Administrative Evaluation (AE) - Items 1, 2, 5, 6, and 7 are self-explanatory. Items 3 and 4 will provide data that tell if exercise groups have been organized to provide the maximum learning experience, i.e. if they are big enough and heterogeneous enough in trainee skill so that trainees can learn from each other, and yet not so large as to be unmanageable. AE should be administered at the end of the course, before the students leave.

Usefulness Assessment (UA) - There is one UA for each course in the series. This instrument is intended to be administered within several weeks after the trainees return to their jobs while the course is still fresh in their minds. Although it may be administered module-by-module or all at once immediately after the course ends, either of these strategies may take up too much course time. Also, if trainees complete the UA while they are on the job, but with the course still fresh in their minds, they will more likely be able to relate its content to their jobs. In-class data must be obtained to determine which topics, if any, were not covered. If a topic gets a high "was not taught" rating, even though it was, something was wrong with

the delivery or the structure of that part of the module. There is one Usefulness Assessment instrument for each course. In most cases, the skills and knowledges listed are identical to course objectives. However, some objectives have been restated in skill-knowledge language, and some have been omitted because they are subsumed under others.

Follow-Up Evaluation (FE) - The skills and knowledges listed in FE are identical to those in UA. Follow-Up Evaluation should be administered approximately six months to one year after training.

BACKGROUND INFORMATION

Please complete the following information as accurately as possible. It will be used to help evaluate this and other courses and to make them more responsive to participant needs. All data collected for evaluative purposes is confidential and will only be reported in aggregated form.

1. WHICH OTHER COURSES IN THE CRIMINAL JUSTICE PLANNING AND MANAGEMENT SERIES HAVE YOU ATTENDED? (PLEASE CHECK ALL THAT APPLY.)

   Planning   _____
   Analysis   _____
   Program Development   _____
   Evaluation   _____
   Program Management   _____
   Other (specify) _____   _____

2. HOW MANY HOURS OF TRAINING OR COLLEGE LEVEL COURSEWORK HAVE YOU TAKEN THAT ARE RELATED TO THIS COURSE? (COLLEGE COURSES ARE NORMALLY 40 HOURS.)

   SUBJECT

   CJ planning   _____ hours

   planning in another field   _____ hours

   statistics   _____ hours

   research methods   _____ hours

   management   _____ hours

   evaluation   _____ hours

   other (list title)

   _____   _____ hours

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3. TYPE OF <u>AGENCY</u> IN WHICH YOU WORK

_____ police   _____ juvenile justice
_____ corrections   _____ CJ planning
_____ sheriff   _____ other planning
_____ youth services   _____ other (specify) _____
_____ courts

4. NAME OF STATE IN WHICH YOUR AGENCY IS LOCATED _____

5. YOUR AGENCY LEVEL

_____ state
_____ regional
_____ local

6. TOTAL EXPERIENCE IN PLANNING (IN CRIMINAL JUSTICE <u>AND</u> OTHER AREAS)

_____ 0 - 6 months
_____ 7 - 12 months
_____ more than 1 and less than 2 years
_____ more than 2 and less than 5 years
_____ more than 5 years

7. PLEASE CHECK OFF THE ACTIVITIES THAT TAKE UP <u>AT LEAST 10%</u> OF YOUR TIME IN YOUR PRESENT JOB.

_____ analysis of crime data
_____ analysis of system data
_____ data collection
_____ data interpretation
_____ general administration
_____ project monitoring
_____ project management
_____ program management
_____ research and evaluation design
_____ program development
_____ project design and development
_____ other (specify) _____

8. JOB LEVEL (PRIMARY FUNCTION)

_____ staff
_____ supervisory (direct control over staff - "front line")
_____ management (controlling and directing an organization in the attainment of its objectives)

3. TYPE OF <u>AGENCY</u> IN WHICH YOU WORK

_____ police   _____ juvenile justice
_____ corrections   _____ CJ planning
_____ sheriff   _____ other planning
_____ youth services   _____ other (specify) _____
_____ courts

4. NAME OF STATE IN WHICH YOUR AGENCY IS LOCATED _____

5. YOUR AGENCY LEVEL

_____ state
_____ regional
_____ local

6. TOTAL EXPERIENCE IN PROBLEM ANALYSIS OR DATA ANALYSIS (IN CRIMINAL JUSTICE <u>AND</u> OTHER AREAS)

_____ 0 - 6 months
_____ 7 - 12 months
_____ more than 1 and less than 2 years
_____ more than 2 and less than 5 years
_____ more than 5 years

7. PLEASE CHECK OFF THE ACTIVITIES THAT TAKE UP <u>AT LEAST 10%</u> OF YOUR TIME IN YOUR PRESENT JOB.

_____ analysis of crime data
_____ analysis of system data
_____ data collection
_____ data interpretation
_____ general administration
_____ project monitoring
_____ project management
_____ program management
_____ research and evaluation design
_____ program development
_____ project design and development
_____ other (specify) _____

8. JOB LEVEL (PRIMARY FUNCTION)

_____ staff
_____ supervisory (direct control over staff - "front line")
_____ management (controlling and directing an organization in the attainment of its objectives)

3. TYPE OF <u>AGENCY</u> IN WHICH YOU WORK

_____ police   _____ juvenile justice
_____ corrections   _____ CJ planning
_____ sheriff   _____ other planning
_____ youth services _____ other (specify) _____
_____ courts

4. NAME OF STATE IN WHICH YOUR AGENCY IS LOCATED _____

5. YOUR AGENCY LEVEL

_____ state
_____ regional
_____ local

6. TOTAL EXPERIENCE IN DEVELOPING PROGRAMS OR ASPECTS OF PROGRAMS (IN CRIMINAL JUSTICE <u>AND</u> OTHER AREAS)

_____ 0 - 6 months
_____ 7 - 12 months
_____ more than 1 and less than 2 years
_____ more than 2 and less than 5 years
_____ more than 5 years

7. PLEASE CHECK OFF THE ACTIVITIES THAT TAKE UP <u>AT LEAST 10%</u> OF YOUR TIME IN YOUR PRESENT JOB.

_____ analysis of crime data
_____ analysis of system data
_____ data collection
_____ data interpretation
_____ general administration
_____ project monitoring
_____ project management
_____ program management
_____ research and evaluation design
_____ program development
_____ project design and development
_____ other (specify) _____

8. JOB LEVEL (PRIMARY FUNCTION)

_____ staff
_____ supervisory (direct control over staff - "front line")
_____ management (controlling and directing an organization in the attainment of its objectives)

3. TYPE OF <u>AGENCY</u> IN WHICH YOU WORK

_____ police   _____ juvenile justice
_____ corrections   _____ CJ planning
_____ sheriff   _____ other planning
_____ youth services _____ other (specify) _____
_____ courts

4. NAME OF STATE IN WHICH YOUR AGENCY IS LOCATED _____

5. YOUR AGENCY LEVEL

_____ state
_____ regional
_____ local

6. TOTAL EXPERIENCE IN DOING EVALUATIONS OR PARTS OF EVALUATIONS (IN CRIMINAL JUSTICE <u>AND</u> OTHER AREAS)

_____ 0 - 6 months
_____ 7 - 12 months
_____ more than 1 and less than 2 years
_____ more than 2 and less than 5 years
_____ more than 5 years

7. PLEASE CHECK OFF THE ACTIVITIES THAT TAKE UP <u>AT LEAST 10%</u> OF YOUR TIME IN YOUR PRESENT JOB.

_____ analysis of crime data
_____ analysis of system data
_____ data collection
_____ data interpretation
_____ general administration
_____ project monitoring
_____ project management
_____ program management
_____ research and evaluation design
_____ program development
_____ project design and development
_____ other (specify) _____

8. JOB LEVEL (PRIMARY FUNCTION)

_____ staff
_____ supervisory (direct control over staff - "front line")
_____ management (controlling and directing an organization in the attainment of its objectives)

3. TYPE OF AGENCY IN WHICH YOU WORK

_____ police   _____ juvenile justice
_____ corrections   _____ CJ planning
_____ sheriff   _____ other planning
_____ youth services   _____ other (specify) _____
_____ courts

4. NAME OF STATE IN WHICH YOUR AGENCY IS LOCATED _____

5. YOUR AGENCY LEVEL

_____ state
_____ regional
_____ local

6. TOTAL EXPERIENCE IN MANAGING PROGRAMS (IN CRIMINAL JUSTICE AND OTHER AREAS)

_____ 0 - 6 months
_____ 7 - 12 months
_____ more than 1 and less than 2 years
_____ more than 2 and less than 5 years
_____ more than 5 years

7. PLEASE CHECK OFF THE ACTIVITIES THAT TAKE UP AT LEAST 10% OF YOUR TIME IN YOUR PRESENT JOB.

_____ analysis of crime data
_____ analysis of system data
_____ data collection
_____ data interpretation
_____ general administration
_____ project monitoring
_____ project management
_____ program management
_____ research and evaluation design
_____ program development
_____ project design and development
_____ other (specify) _____

8. JOB LEVEL (PRIMARY FUNCTION)

_____ staff
_____ supervisory (direct control over staff - "front line")
_____ management (controlling and directing an organization in the attainment of its objectives)

9. NOTE HIGHEST LEVEL OF EDUCATION COMPLETED

_____ high school
_____ some college
_____ associate's in _____

_____ bachelor's in _____

_____ master's in _____

_____ doctorate in _____

_____ law degree

MODULE EVALUATION

INSTRUCTIONS

    Please answer the following questions for the module you have just
completed. If there were no desk exercises, omit Question 7. Otherwise,
please answer all ten questions. Read each question carefully, then circle
the number that corresponds to the word or phrase which best states how you
feel. Use the "Comments" lines if you want to elaborate on your response.

1. The instructor's clarity of communication was

poor	fair	good	excellent
1	2	3	4

Comments:_____

_____

2. The objectives for this module were explained so that I understood them

not at all	not too well	fairly well	quite well
1	2	3	4

Comments:_____

_____

3. For the type of subject matter presented, the amount of classroom
discussion was

too little	just right	too much
1	2	3

Comments:_____

_____

29

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MODULE EVALUATION

4. To what extent did the instructor provide pertinent examples?

too few	the right amount	too many
1	2	3

Comments:_____

_____

5. When questions were asked or comments were made by participants, the
   instructor responded in an open and helpful manner

strongly disagree	disagree	agree	strongly agree
1	2	3	4

Comments:_____

_____

6. The instructor's preparation and familiarity with the subject matter
   appeared to be

poor	fair	good	excellent
1	2	3	4

Comments:_____

_____

7. The interrelationship among the topics presented in the module was

not at all evident	a little vague	reasonably clear	quite clear
1	2	3	4

Comments:_____

_____

MODULE EVALUATION

8. The lecture seemed

too short	just right	too long
1	2	3

Comments:_____

_____

9. Were breaks provided at times when there was a logical break in
   the subject matter?

no	yes
1	2

Comments:_____

_____

IF THERE WERE NO DESK EXERCISES, OMIT THIS QUESTION.

10. The instructions given by the instructor for the desk exercises were

very confusing	a little confusing	reasonably clear	quite clear
1	2	3	4

Comments:_____

_____

EXERCISE EVALUATION

INSTRUCTIONS

Please answer the following questions for the exercise you have just completed. Read each question carefully, then circle the number that corresponds to the word or phrase which best states how you feel. Use the "Comments" lines if you want to elaborate on your response. Please answer each question.

1. What role did the facilitator play in your group?

		involved only when	guide – helpful
leader – dominating	not involved	we were way off course	but not pushy
1	2	3	4

Comments:_____

_____

2. The facilitator's preparation and familiarity with the subject appeared

| insufficient | fair | good | excellent |
| 1 | 2 | 3 | 4 |

Comments:_____

_____

33

3. The <u>overall</u> exercise coordinator explained the tasks to be performed and the products expected from the exercise

not at all	poorly	fairly well	very well
1	2	3	4

Comments:_____

_____

4. When necessary, the facilitator clarified the tasks to be performed and the products expected during the session

not at all	poorly	fairly well	very well
1	2	3	4

Comments:_____

_____

5. In doing this exercise, how helpful to you was the preceding lecture?

not helpful	minimally helpful	fairly helpful	very helpful
1	2	3	4

Comments:_____

_____

6. The amount of time provided for the exercise was

too much	just right	too little
1	2	3

Comments:_____

_____

Facilitator_____ ID#_____

ADMINISTRATIVE EVALUATION

INSTRUCTIONS

Please answer the following questions by circling the number representing the response that <u>best</u> indicates how you feel. Use the "Comments" lines if you want to elaborate on your responses. Please answer each question.

1. The relationship among the various modules presented in the course seems

very vague	a little vague	fairly clear	very clear
1	2	3	4

Comments:_____

_____

2. How often were the staff and faculty available to provide assistance when you needed it?

never	occasionally	frequently	always
1	2	3	4

Comments:_____

_____

3. My major exercise group was

too big	just the right size	too small
1	2	3

Comments:_____

_____

4. The mix of skills in my major exercise group helped make this a positive
    learning experience for me.

    strongly disagree   disagree   agree   strongly agree

          1   2   3   4

    Comments:_____

    _____

5. Breaks were provided

      too infrequently   often enough   too often

             1   2   3

    Comments:_____

    _____

6. Was the main meeting room satisfactory?

          yes   no

          1   2

    Comments:_____

    _____

7. Was the "breakout" room satisfactory?

          yes   no

          1   2

    Comments:_____

    _____

PLANNING COURSE
USEFULNESS ASSESSMENT

INSTRUCTIONS

    Please answer the following questions about the Planning Course you
just attended. Circle the number that corresponds to how USEFUL you feel
each of the skills or knowledges listed will be to you in your current job.
PLEASE NOTE numbers 1 through 6 comprise a CONTINUUM FROM "not useful"
to "very useful." Circle the most appropriate of the six numbers OR, if
the skill or knowledge wasn't taught at the session you attended, circle
number 8. If you don't think you learned enough to use the skill or knowl-
edge on the job, circle number 9.

    How useful will the skills and knowledges to which you were exposed in
the Planning Course be to you in your job?

	not useful			very useful	not taught	didn't learn enough to use

THE CRIMINAL JUSTICE PLANNING
   EXPERIENCE: AN INTRODUCTION
   AND OVERVIEW

1. Explaining how the different   1   2   3   4   5   6   8   9
    concepts of criminal justice
    planning came about and how
    they resulted in different
    planning models

2. Explaining the strategies of   1   2   3   4   5   6   8   9
    system-oriented planning

3. Explaining the strategies of   1   2   3   4   5   6   8   9
    crime-oriented planning

	not useful					very useful	not taught	didn't learn enough to use
	1	2	3	4	5	6	8	9
4. Distinguishing between appropriate roles and tasks in comprehensive planning that are appropriate for federal, state, and local units of government								

PREPARING FOR PLANNING: THE PLANNING PROCESS AND ALTERNATE APPROACHES

	1	2	3	4	5	6	8	9
5. Defining planning	1	2	3	4	5	6	8	9
6. Describing the planning process model	1	2	3	4	5	6	8	9
7. Explaining alternative uses of the planning process model for different types of planning problems and situations	1	2	3	4	5	6	8	9
8. Modifying the planning process according to the synoptic planning approach	1	2	3	4	5	6	8	9
9. Modifying the planning process according to the incremental planning approach	1	2	3	4	5	6	8	9
10. Describing the field of criminal justice and its relevant environment	1	2	3	4	5	6	8	9
11. Explaining the function of planning in relation to the field of criminal justice	1	2	3	4	5	6	8	9

ANALYZING THE PRESENT SITUATION: A SYSTEMS APPROACH

	1	2	3	4	5	6	8	9
12. Describing the implications of the systems approach for criminal justice planning	1	2	3	4	5	6	8	9
13. Describing the interrelationships and interdependence of the components of the criminal justice system	1	2	3	4	5	6	8	9

	not useful					very useful	not taught	didn't learn enough to use
	1	2	3	4	5	6	8	9
14. Constructing a flow chart of a criminal justice system using hypothetical data	1	2	3	4	5	6	8	9
15. Computing decision-point percentages	1	2	3	4	5	6	8	9
16. Computing input percentages	1	2	3	4	5	6	8	9

AN INTRODUCTION TO FORECASTING

	1	2	3	4	5	6	8	9
17. Explaining the uses and advantages of forecasting techniques for criminal justice planning	1	2	3	4	5	6	8	9
18. Describing the appropriate application of forecasting techniques within the planning process model	1	2	3	4	5	6	8	9
19. Applying basic methods of time series analysis	1	2	3	4	5	6	8	9
20. Describing the use of decision trees in criminal justice forecasting	1	2	3	4	5	6	8	9
21. Describing the use of the Delphi Technique in criminal justice forecasting	1	2	3	4	5	6	8	9

PROBLEM IDENTIFICATION AND ANALYSIS

	1	2	3	4	5	6	8	9
22. Describing the problem identification and analysis phase of the planning process model	1	2	3	4	5	6	8	9
23. Critiquing a problem statement	1	2	3	4	5	6	8	9
24. Identifying data elements required for problem identification and analysis	1	2	3	4	5	6	8	9
25. Identifying useful sources of data	1	2	3	4	5	6	8	9
26. Discussing common problems of data and data analysis	1	2	3	4	5	6	8	9

	not useful				very useful	not taught	didn't learn enough to use

SETTING GOALS AND OBJECTIVES

27. Setting goals within the context of the general planning process, the criminal justice system, and the community
    1 2 3 4 5 6   8   9

28. Reducing goals to measurable, achievable objectives
    1 2 3 4 5 6   8   9

29. Describing the relationships between goals and resources
    1 2 3 4 5 6   8   9

30. Describing the major goal-setting steps
    1 2 3 4 5 6   8   9

31. Writing clear, concise goal statements
    1 2 3 4 5 6   8   9

32. Describing criteria for goal statements and the goal-setting process
    1 2 3 4 5 6   8   9

33. Describing the utility of several different goal-setting methods
    1 2 3 4 5 6   8   9

34. Applying the Delphi Technique to identify goals
    1 2 3 4 5 6   8   9

35. Applying the Nominal Group Technique to identify goals
    1 2 3 4 5 6   8   9

36. Describing the influence of political factors in goal-setting
    1 2 3 4 5 6   8   9

DEVELOPING PROGRAMS AND PROJECTS

37. Describing the difference between programs and projects
    1 2 3 4 5 6   8   9

38. Identifying types of projects by project characteristics
    1 2 3 4 5 6   8   9

39. Describing the relationships between problem identification, problem analysis, and the formulation of alternative projects
    1 2 3 4 5 6   8   9

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40. Describing the procedure for identifying alternative projects from problem statements and established goals
    1 2 3 4 5 6   8   9

41. Defining project effectiveness and project feasibility
    1 2 3 4 5 6   8   9

42. Detailing potential projects to aid in project selection
    1 2 3 4 5 6   8   9

PREPARING FOR EVALUATION

43. Describing how and where evaluation fits into the planning process
    1 2 3 4 5 6   8   9

44. Identifying potential uses of evaluation results
    1 2 3 4 5 6   8   9

45. Describing the evaluation environment
    1 2 3 4 5 6   8   9

46. Listing the essential steps in planning and conducting evaluations
    1 2 3 4 5 6   8   9

47. Applying the Method of Rationales to a project
    1 2 3 4 5 6   8   9

48. Networking a project
    1 2 3 4 5 6   8   9

49. Discussing the identification of project key events
    1 2 3 4 5 6   8   9

50. Describing the types of evaluation
    1 2 3 4 5 6   8   9

51. Describing the various threats to validity
    1 2 3 4 5 6   8   9

PLANNING IMPLEMENTATION

52. Describing plan implementation in terms of program and project implementation
    1 2 3 4 5 6   8   9

6

	not useful				very useful	not taught	didn't learn enough to use
53. Describing six constraints that impede plan implementation at the state level	1	2	3	4	5	6	8	9
54. Describing five constraints that impede plan implementation at the local level	1	2	3	4	5	6	8	9
55. Listing the steps in project implementation	1	2	3	4	5	6	8	9
56. Describing the role of the criminal justice planner as a change agent in the political environment	1	2	3	4	5	6	8	9

ANALYSIS COURSE
USEFULNESS ASSESSMENT

INSTRUCTIONS

Please answer the following questions about the Analysis Course you just attended. Circle the number that corresponds to how USEFUL you feel each of the skills or knowledges listed will be to you in your current job. PLEASE NOTE numbers 1 through 6 comprise a CONTINUUM from "not useful" to "very useful." Circle the most appropriate of the six numbers OR, if the skill or knowledge wasn't taught at the session you attended, circle number 8. If you don't think you learned enough to use the skill or knowledge on the job, circle number 9.

How useful will the skills and knowledges to which you were exposed in the Analysis Course be to you in your job?

	not useful				very useful	not taught	didn't learn enough to use
OPTIONAL MODULE—MANAGING ANALYSIS								
1. Developing an analysis plan	1	2	3	4	5	6	8	9
2. Developing a work plan	1	2	3	4	5	6	8	9
PROBLEM SPECIFICATION								
3. Identifying concerns	1	2	3	4	5	6	8	9
4. Elaborating concepts	1	2	3	4	5	6	8	9

	not useful				very useful	not taught	didn't learn enough to use

5. Elaborating variables — 1 2 3 4 5 6 8 9

6. Elaborating measures — 1 2 3 4 5 6 8 9

7. Postulating hypotheses — 1 2 3 4 5 6 8 9

DATA SYNTHESIS

8. Describing types and extent of measurement error — 1 2 3 4 5 6 8 9

9. Assessing hypotheses — 1 2 3 4 5 6 8 9

10. Systematically planning a data collection effort — 1 2 3 4 5 6 8 9

11. Distinguishing between secondary and primary data — 1 2 3 4 5 6 8 9

12. Identifying and describing seven methods of data collection — 1 2 3 4 5 6 8 9

13. Identifying and describing the six types of secondary data used in criminal justice analysis — 1 2 3 4 5 6 8 9

DESCRIPTIVE METHODS

14. Selecting appropriate measures of central tendency — 1 2 3 4 5 6 8 9

15. Calculating the mean, median and mode — 1 2 3 4 5 6 8 9

16. Interpreting the mean, median and mode — 1 2 3 4 5 6 8 9

17. Selecting appropriate measures of variation — 1 2 3 4 5 6 8 9

18. Calculating frequency, percent, range, and standard deviation — 1 2 3 4 5 6 8 9

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	not useful				very useful	not taught	didn't learn enough to use

19. Interpreting frequency, percent, range, and standard deviation — 1 2 3 4 5 6 8 9

20. Selecting appropriate graphical methods — 1 2 3 4 5 6 8 9

21. Constructing graphs and charts — 1 2 3 4 5 6 8 9

22. Interpreting graphs and charts — 1 2 3 4 5 6 8 9

23. Calculating percent change — 1 2 3 4 5 6 8 9

24. Interpreting percent change — 1 2 3 4 5 6 8 9

25. Constructing trend lines — 1 2 3 4 5 6 8 9

26. Interpreting trend lines — 1 2 3 4 5 6 8 9

COMPARATIVE METHODS

27. Summarizing and comparing variables using density, concentration, distribution, and unit share indices — 1 2 3 4 5 6 8 9

28. Applying seriousness scales — 1 2 3 4 5 6 8 9

29. Developing and interpreting cross-classification tables — 1 2 3 4 5 6 8 9

30. Constructing and interpreting scattergrams — 1 2 3 4 5 6 8 9

31. Identifying spatial patterns in statistical maps — 1 2 3 4 5 6 8 9

INFERENTIAL METHODS

32. Explaining the purpose and process of statistical testing — 1 2 3 4 5 6 8 9

	not useful				very useful		not taught	didn't learn enough to use
33. Selecting appropriate measures of association	1	2	3	4	5	6	8	9
34. Calculating the chi square	1	2	3	4	5	6	8	9
35. Interpreting the chi square	1	2	3	4	5	6	8	9
36. Calculating the correlation coefficient	1	2	3	4	5	6	8	9
37. Interpreting the correlation coefficient	1	2	3	4	5	6	8	9
38. Selecting appropriate methods of prediction	1	2	3	4	5	6	8	9
39. Visually estimating regression lines	1	2	3	4	5	6	8	9
40. Calculating least squares regression	1	2	3	4	5	6	8	9
41. Interpreting least squares regression	1	2	3	4	5	6	8	9

DATA INTERPRETATION ·· SYSTEM

	not useful				very useful		not taught	didn't learn enough to use
42. Describing criminal justice system problems using system concepts, variables, and measures	1	2	3	4	5	6	8	9
43. Describing criminal justice system problems using flow charts	1	2	3	4	5	6	8	9
44. Describing criminal justice system problems using descriptive methods	1	2	3	4	5	6	8	9

	not useful				very useful		not taught	didn't learn enough to use
45. Analyzing the criminal justice system using system concepts, variables, and measures	1	2	3	4	5	6	8	9
46. Analyzing the criminal justice system using comparative methods	1	2	3	4	5	6	8	9
47. Analyzing the criminal justice system using input/output flow analysis	1	2	3	4	5	6	8	9

PRESENTATION OF FINDINGS

	not useful				very useful		not taught	didn't learn enough to use
48. Considering the audience in preparing a presentation	1	2	3	4	5	6	8	9
49. Using the guidelines for effective presentations	1	2	3	4	5	6	8	9
50. Preparing a written problem statement	1	2	3	4	5	6	8	9
51. Conducting a briefing	1	2	3	4	5	6	8	9

PROGRAM DEVELOPMENT COURSE
USEFULNESS ASSESSMENT

INSTRUCTIONS

Please answer the following questions about the Program Development Course you just attended. Circle the number that corresponds to how USEFUL you feel each of the skills or knowledges listed will be to you in your current job. PLEASE NOTE numbers 1 through 6 comprise a CONTINUUM from "not useful" to "very useful." Circle the most appropriate of the six numbers OR, if the skill or knowledge wasn't taught at the session you attended, circle number 8. If you don't think you learned enough to use the skill or knowledge on the job, circle number 9.

How useful will the skills and knowledges to which you were exposed in the Program Development Course be to you in your job?

	not useful					very useful	not taught	didn't learn enough to use
INTRODUCTION TO PROGRAM DEVELOPMENT								
1. Defining and conceptualizing program development	1	2	3	4	5	6	8	9
2. Identifying the steps in the program development process	1	2	3	4	5	6	8	9

49

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	not useful				very useful	not taught	didn't learn enough to use
3. Identifying the skills and knowledges needed in program development	1 2 3	4 5	6		8	9	
4. Discussing the role of the program developer	1 2 3	4 5	6		8	9	
5. Discussing specific issues relating to program development	1 2 3	4 5	6		8	9	

DEVELOPING AN UNDERSTANDING OF THE PROGRAM

6. Assessing the conceptual adequacy of a problem statement by applying criteria	1 2 3	4 5	6		8	9	
7. Discussing techniques for selecting problems for program development	1 2 3	4 5	6		8	9	

DEVELOPING STRATEGIC GOALS

8. Describing the role of the program developer in developing and selecting strategic goals	1 2 3	4 5	6		8	9	
9. Explaining the purpose of strategic goals in program development	1 2 3	4 5	6		8	9	
10. Describing the different types and levels of goals in program development	1 2 3	4 5	6		8	9	
11. Distinguishing between goals and objectives	1 2 3	4 5	6		8	9	
12. Explaining the strategic goal development process	1 2 3	4 5	6		8	9	

	not useful				very useful	not taught	didn't learn enough to use
13. Identifying potential strategic goals by using the problem statement	1 2 3	4 5	6		8	9	
14. Explaining the importance of developing integrated strategic goals	1 2 3	4 5	6		8	9	
15. Drafting strategic goals in an acceptable format	1 2 3	4 5	6		8	9	
16. Describing the components of the Strategic Goal Decision Package	1 2 3	4 5	6		8	9	
17. Identifying the major aspects of a problem, using the Nominal Group Technique	1 2 3	4 5	6		8	9	

DEVELOPING THE LOGIC OF DIFFERENT PROGRAM STRATEGIES

18. Stating the importance of seeking information to assist in identifying strategies	1 2 3	4 5	6		8	9	
19. Relating strategies to strategic goals	1 2 3	4 5	6		8	9	
20. Analyzing and describing the logic of different strategies	1 2 3	4 5	6		8	9	
21. Assessing the relative strength of different logics by applying criteria	1 2 3	4 5	6		8	9	
22. Preparing a decision package to select strategies that will meet the strategic goals	1 2 3	4 5	6		8	9	

PLANNING THE DETAILS OF PROGRAM STRATEGIES

	not useful				very useful	not taught	didn't learn enough to use
23. Describing the inputs, activities, results, and outcomes of specific interventions	1	2	3	4	5 6	8	9
24. Expanding the Method of Rationales to develop elements of specific interventions	1	2	3	4	5 6	8	9
25. Predicting impacts outside of and within a program	1	2	3	4	5 6	8	9
26. Designing measures for predicted impacts	1	2	3	4	5 6	8	9
27. Preparing a network schedule for the program and its impacts	1	2	3	4	5 6	8	9
28. Developing program objectives	1	2	3	4	5 6	8	9
29. Estimating resource and budget needs	1	2	3	4	5 6	8	9

PREPARING FOR PROGRAM IMPLEMENTATION AND EVALUATION

	not useful				very useful	not taught	didn't learn enough to use
30. Integrating the elements of a program into a coherent package	1	2	3	4	5 6	8	9
31. Identifying key events that will guide management and evaluation of the program	1	2	3	4	5 6	8	9
32. Preparing a final decision package	1	2	3	4	5 6	8	9

EVALUATION COURSE
USEFULNESS ASSESSMENT

INSTRUCTIONS

Please answer the following questions about the Evaluation Course you just attended. <u>Circle the number that corresponds to how USEFUL you feel each of the skills or knowledges listed will be to you in your current job.</u> PLEASE NOTE numbers 1 through 6 comprise a CONTINUUM from "not useful" to "very useful." Circle the most appropriate of the six numbers OR, if the skill or knowledge wasn't taught at the session you attended, circle number 8. If you don't think you learned enough to use the skill or knowledge on the job, circle number 9.

How <u>useful</u> will the skills and knowledges to which you were exposed in the Evaluation Course be to you in your job?

	not useful				very useful	not taught	didn't learn enough to use
INTRODUCTION TO EVALUATION							
1. Defining project evaluation	1	2	3	4	5 6	8	9
2. Identifying the role of evaluation in the project planning and development cycle	1	2	3	4	5 6	8	9
3. Relating evaluation to the General Planning Process Model	1	2	3	4	5 6	8	9

	not useful				very useful		not taught	didn't learn enough to use
4. Describing the basic structure of the evaluation planning process	1	2	3	4	5	6	8	9
5. Describing my agency's evaluation practices	1	2	3	4	5	6	8	9
6. Identifying similarities among and differences between my evaluation roles and the evaluation roles of my counterparts in other organizations	1	2	3	4	5	6	8	9
7. Identifying strengths and weaknesses of various evaluation approaches	1	2	3	4	5	6	8	9

DETERMINING PROJECT LOGIC

	not useful				very useful		not taught	didn't learn enough to use
8. Explaining the importance of the environment and context within which the project operates	1	2	3	4	5	6	8	9
9. Explaining the importance of the environment and context within which the evaluation will be done	1	2	3	4	5	6	8	9
10. Describing a project using the method of rationales	1	2	3	4	5	6	8	9
11. Networking the logic of a project	1	2	3	4	5	6	8	9
12. Identifying potential key events	1	2	3	4	5	6	8	9
13. Formulating evaluation questions based on key events	1	2	3	4	5	6	8	9

DETERMINING EVALUATION TYPES, DESIGNS, AND THREATS

	not useful				very useful		not taught	didn't learn enough to use
14. Describing the three types of evaluation	1	2	3	4	5	6	8	9

	not useful				very useful		not taught	didn't learn enough to use
15. Distinguishing between descriptive and comparative designs	1	2	3	4	5	6	8	9
16. Characterizing descriptive designs	1	2	3	4	5	6	8	9
17. Characterizing comparative designs	1	2	3	4	5	6	8	9
18. Describing the various threats to validity	1	2	3	4	5	6	8	9

PROJECT MONITORING DESIGNS

	not useful				very useful		not taught	didn't learn enough to use
19. Defining monitoring evaluation	1	2	3	4	5	6	8	9
20. Determining the characteristics and limitations of descriptive designs as they apply to monitoring evaluation	1	2	3	4	5	6	8	9
21. Determining the characteristics and limitations of comparative designs as they apply to monitoring evaluation	1	2	3	4	5	6	8	9
22. Applying descriptive designs to monitoring evaluation	1	2	3	4	5	6	8	9
23. Identifying the threats to validity that confound descriptive designs	1	2	3	4	5	6	8	9
24. Identifying different designs in monitoring by reviewing reports	1	2	3	4	5	6	8	9
25. Assessing the consistency of interpretations with the data on which they are based	1	2	3	4	5	6	8	9
26. Assessing the adequacy of monitoring reports for use by various decision-makers	1	2	3	4	5	6	8	9

	not useful				very useful	not taught	didn't learn enough to use

27. Comparing clarity, organization, and adequacy of a sample monitoring report with those produced at my agency

1	2	3	4	5	6	8	9

PROCESS EVALUATION DESIGNS

28. Describing the use of descriptive designs in process evaluation

1	2	3	4	5	6	8	9

29. Describing the use of comparative designs in process evaluation

1	2	3	4	5	6	8	9

30. Characterizing experimental designs

1	2	3	4	5	6	8	9

31. Characterizing quasi-experimental designs

1	2	3	4	5	6	8	9

32. Characterizing pre-experimental designs

1	2	3	4	5	6	8	9

33. Developing a series of questions leading to development of a process evaluation

1	2	3	4	5	6	8	9

34. Identifying specific designs to be applied in a process evaluation

1	2	3	4	5	6	8	9

35. Identifying the threats to validity that may limit a process evaluation design

1	2	3	4	5	6	8	9

36. Identifying modifications to the process evaluation design that will reduce or eliminate the validity threats

1	2	3	4	5	6	8	9

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	not useful				very useful	not taught	didn't learn enough to use

DESIGNS FOR IMPACT ASSESSMENT

37. Describing the use of comparative designs in impact assessment

1	2	3	4	5	6	8	9

38. Outlining a method of presentation and interpretation of results

1	2	3	4	5	6	8	9

39. Assessing the adequacy of comparative impact assessment designs

1	2	3	4	5	6	8	9

40. Interpreting the results of comparative impact assessments

1	2	3	4	5	6	8	9

41. Analyzing a project by reviewing its method of rationales, its network, and its identified key events

1	2	3	4	5	6	8	9

42. Applying a comparative design

1	2	3	4	5	6	8	9

43. Identifying validity threats related to an evaluation design

1	2	3	4	5	6	8	9

44. Describing the impact of a design on the results and recommendations

1	2	3	4	5	6	8	9

45. Preparing for and making an oral presentation

1	2	3	4	5	6	8	9

COLLECTION, ANALYSIS, AND INTERPRETATION OF EVALUATION DATA

46. Describing the common evaluation data collection techniques

1	2	3	4	5	6	8	9

47. Describing the common sources of evaluation data

1	2	3	4	5	6	8	9

	not useful					very useful	not taught	didn't learn enough to use
48. Identifying the major responsibilities involved in managing evaluation data	1	2	3	4	5	6	8	9
49. Identifying the major characteristics of different data analysis approaches	1	2	3	4	5	6	8	9
50. Describing the principle issues in interpreting evaluation data for causality	1	2	3	4	5	6	8	9
51. Describing major factors in presenting evaluation data	1	2	3	4	5	6	8	9
52. Interpreting evaluation data	1	2	3	4	5	6	8	9

PLANNING AN EVALUATION

53. Stating the reasons for planning the evaluation function and having a written evaluation plan	1	2	3	4	5	6	8	9
54. Explaining the steps involved in preparing an evaluation plan	1	2	3	4	5	6	8	9
55. Describing the considerations in keeping an evaluation plan current and realistic	1	2	3	4	5	6	8	9

DEVELOPING A MONITORING PLAN

| 56. Developing a detailed monitoring plan | 1 | 2 | 3 | 4 | 5 | 6 | 8 | 9 |

PROGRAM MANAGEMENT COURSE
USEFULNESS ASSESSMENT

INSTRUCTIONS

Please answer the following questions about the Program Management Course you just attended. Circle the number that corresponds to how USEFUL you feel each of the skills or knowledges listed will be to you in your current job. PLEASE NOTE numbers 1 through 6 comprise a CONTINUUM FROM "not useful" to "very useful." Circle the most appropriate of the six numbers OR, if the skill or knowledge wasn't taught at the session you attended, circle number 8. If you don't think you learned enough to use the skill or knowledge on the job, circle number 9.

How useful will the skills and knowledges to which you were exposed in the Program Management Course be to you in your job?

	not useful					very useful	not taught	didn't learn enough to use
ROLES AND RESPONSIBILITIES OF THE CRIMINAL JUSTICE ADMINISTRATOR								
1. Interpreting the management process chart	1	2	3	4	5	6	8	9
2. Identifying the three roles performed by a criminal justice administrator	1	2	3	4	5	6	8	9

	not useful					very useful	not taught	didn't learn enough to use
3. Defining the three major management responsibilities carried out by criminal justice administrators in performing their roles	1	2	3	4	5	6	8	9
4. Defining the various types and sources of power which can be exercised by criminal justice administrators	1	2	3	4	5	6	8	9

THE CRIMINAL JUSTICE ADMINISTRATOR
AND THE PLANNING PROCESS

	not useful					very useful	not taught	didn't learn enough to use
5. Relating the levels of planning to the three roles of the criminal justice administrator	1	2	3	4	5	6	8	9
6. Identifying individual strengths and weaknesses, using behavorial analysis techniques	1	2	3	4	5	6	8	9
7. Applying situation analysis to address resource allocation issues	1	2	3	4	5	6	8	9
8. Using the Method of Rationales (MOR) to address resource allocation issues	1	2	3	4	5	6	8	9
9. Using networking to address resource allocation issues	1	2	3	4	5	6	8	9
10. Using benefit-cost analysis to address resource allocation issues	1	2	3	4	5	6	8	9
11. Using productivity analysis to address resource allocation issues	1	2	3	4	5	6	8	9

	not useful					very useful	not taught	didn't learn enough to use
12. Making normative, strategic, and operational decisions using decision packages and decision-making criteria	1	2	3	4	5	6	8	9
13. Defining the five "change agent" styles	1	2	3	4	5	6	8	9
14. Explaining the potential impact of the criminal justice administrator in various types of conflict situations	1	2	3	4	5	6	8	9

ORGANIZING AND IMPLEMENTING CRIMINAL
JUSTICE PROGRAMS AND ACTIVITIES

	not useful					very useful	not taught	didn't learn enough to use
15. Defining the concepts utilized in properly organizing criminal justice agencies and programs	1	2	3	4	5	6	8	9
16. Using Action Plans in the management of criminal justice programs	1	2	3	4	5	6	8	9
17. Using the Program Evaluation and Review Technique (PERT) in the management of criminal justice programs	1	2	3	4	5	6	8	9
18. Using Critical Path Analysis (CPA) in the management of criminal justice programs	1	2	3	4	5	6	8	9

CONTROLLING

	not useful					very useful	not taught	didn't learn enough to use
19. Explaining the use of first category controls in carrying out the various roles of the criminal justice manager	1	2	3	4	5	6	8	9
20. Explaining the use of second category controls in carrying out the various roles of the criminal justice manager	1	2	3	4	5	6	8	9

4

	not useful				very useful	not taught	didn't learn enough to use

21. Explaining the use of evaluation in controlling activities of criminal justice agencies and programs   1 2 3 4 5 6   8   9

22. Explaining the use of various techniques to ensure the productivity of individual employees   1 2 3 4 5 6   8   9

23. Explaining the use of techniques to manage stress   1 2 3 4 5 6   8   9

24. Explaining the use of time management techniques   1 2 3 4 5 6   8   9

PLANNING COURSE
FOLLOW-UP EVALUATION

INSTRUCTIONS

Have you changed jobs since you attended the course? _____ yes _____ no

If "no," go on to complete the rest of the questionnaire by checking one block for each course skill or knowledge listed below.

If "yes," complete the rest of the questionnaire ONLY IF your job change was in the past month. (Check only column 1 or column 2.)

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos. 7-24 mos.	REMARKS
1. Explaining how the different concepts of criminal justice planning came about and how they resulted in different planning models					
2. Explaining the strategies of system-oriented planning					
3. Explaining the strategies of crime-oriented planning					

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within		REMARKS
				6 mos.	7-24 mos.	
4. Distinguishing between appropriate roles and tasks in comprehensive planning that are appropriate for federal, state, and local units of government						
5. Defining planning						
6. Describing the planning process model						
7. Explaining alternative uses of the planning process model for different types of planning problems and situations						
8. Modifying the planning process according to the synoptic planning approach						
9. Modifying the planning process according to the incremental planning approach						
10. Describing the field of criminal justice and its relevant environment						
11. Explaining the function of planning in relation to the field of criminal justice						
12. Describing the implications of the systems approach for criminal justice planning						
13. Describing the interrelationships and interdependence of the components of the criminal justice system						
14. Constructing a flow chart of a criminal justice system using hypothetical data						
15. Computing decision-point percentages						

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within		REMARKS
				6 mos.	7-24 mos.	
16. Computing input percentages						
17. Explaining the uses and advantages of forecasting techniques for criminal justice planning						
18. Describing the appropriate application of forecasting techniques within the planning process model						
19. Applying basic methods of time series analysis						
20. Describing the use of decision trees in criminal justice forecasting						
21. Describing the use of the Delphi Technique in criminal justice forecasting						
22. Describing the problem identification and analysis phase of the planning process model						
23. Critiquing a problem statement						
24. Identifying data elements required for problem identification and analysis						
25. Identifying useful sources of data						
26. Discussing common problems of data and data analysis						
27. Setting goals within the context of the general planning process, the criminal justice system, and the community						
28. Reducing goals to measurable, achievable objectives						
29. Describing the relationships between goals and resources						

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos.	7-24 mos.	REMARKS
30. Describing the major goal-setting steps						
31. Writing clear, concise goal statements						
32. Describing criteria for goal statements and the goal-setting process						
33. Describing the utility of several different goal-setting methods						
34. Applying the Delphi Technique to identify goals						
35. Applying the Nominal Group Technique to identify goals						
36. Describing the influence of political factors in goal-setting						
37. Describing the difference between programs and projects						
38. Identifying types of projects by project characteristics						
39. Describing the relationships between problem identification, problem analysis, and the formulation of alternative projects						
40. Describing the procedure for identifying alternative projects from problem statements and established goals						
41. Defining project effectiveness and project feasibility						
42. Detailing potential projects to aid in project selection						
43. Describing how and where evaluation fits into the planning process						

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos.	7-24 mos.	REMARKS
44. Identifying potential uses of evaluation results						
45. Describing the evaluation environment						
46. Listing the essential steps in planning and conducting evaluations						
47. Applying the Method of Rationales to a project						
48. Networking a project						
49. Discussing the identification of project key events						
50. Describing the types of evaluation						
51. Describing the various threats to validity						
52. Describing plan implementation in terms of program and project implementation						
53. Describing six constraints that impede plan implementation at the state level						
54. Describing five constraints that impede plan implementation at the local level						
55. Listing the steps in project implementation						
56. Describing the role of the criminal justice planner as a change agent in the political environment						

ANALYSIS COURSE
FOLLOW-UP EVALUATION

INSTRUCTIONS

Have you changed jobs since you attended the course? _____ yes _____ no

If "no," go on to complete the rest of the questionnaire by checking one
block for each course skill or knowledge listed below.

If "yes," complete the rest of the questionnaire ONLY IF your job change
was in the past month. (Check only column 1 or column 2.)

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos.	7-24 mos.	REMARKS
1. Developing an analysis plan						
2. Developing a work plan						
3. Identifying concerns						
4. Elaborating concepts						
5. Elaborating variables						
6. Elaborating measures						
7. Postulating hypotheses						
8. Describing types and extent of measurement error						
9. Assessing hypotheses						
10. Systematically planning a data collection effort						
11. Distinguishing between secondary and primary data						

69

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COURSE SKILLS AND KNOWLEDGES	1 I have success-fully used this in my job	2 I tried to use this but was unsuccess-ful	3 I don't plan to try this	4 I plan to try this within 6 mos. / 7-24 mos.		REMARKS
12. Identifying and describing seven methods of data collection						
13. Identifying and describing the six types of secondary data used in criminal justice analysis						
14. Selecting aappropriate measures of central tendency						
15. Calculating the mean, median and mode						
16. Interpreting the mean, median and mode						
17. Selecting appropriate measures of variation						
18. Calculating frequency, percent, range, and standard deviation						
19. Interpreting frequency, percent, range, and standard deviation						
20. Selecting appropriate graphical methods						
21. Constructing graphs and charts						
22. Interpreting graphs and charts						
23. Calculating percent change						
24. Interpreting percent change						
25. Constructing trend lines						
26. Interpreting trend lines						
27. Summarizing and comparing variables using density, concentration, distribution, and unit share indices						
28. Applying seriousness scales						
29. Developing and interpreting cross-classification tables						
30. Constructing and interpreting scattergrams						
31. Identifying spatial patterns in statistical maps						

COURSE SKILLS AND KNOWLEDGES	1 I have success-fully used this in my job	2 I tried to use this but was unsuccess-ful	3 I don't plan to try this	4 I plan to try this within 6 mos. / 7-24 mos.		REMARKS
32. Explaining the purpose and process of statistical testing						
33. Selecting appropriate measures of association						
34. Calculating the chi square						
35. Interpreting the chi square						
36. Calculating the correlation coefficient						
37. Interpreting the correlation coefficient						
38. Selecting appropriate methods of prediction						
39. Visually estimating regression lines						
40. Calculating least squares regression						
41. Interpreting least squares regression						
42. Describing criminal justice system problems using system concepts, variables and measures						
43. Describing criminal justice system problems using flow charts						
44. Describing criminal justice system problems using descriptive methods						
45. Analyzing the criminal justice system using concepts, variables, and measures						
46. Analyzing the criminal justice system using comparative methods						
47. Analyzing the criminal justice system using input/output flow analysis						
48. Considering the audience in preparing a presentation						
49. Using the guidelines for effective presentations						
50. Preparing a written problem statement						
51. Conducting a briefing						

PROGRAM DEVELOPMENT COURSE
FOLLOW-UP EVALUATION

INSTRUCTIONS

Have you changed jobs since you attended the course? _____ yes _____ no

If "no," go on to complete the rest of the questionnaire by checking one block for each course skill or knowledge listed below.

If "yes," complete the rest of the questionnaire ONLY IF your change was in the past month. (Check only column 1 or column 2.)

COURSE SKILLS AND KNOWLEDGES	1 I have success-fully used this in my job	2 I tried to use this but was unsuccess-ful	3 I don't plan to try this	4 I plan to try this within		REMARKS
				6 mos.	7-24 mos.	
1. Defining and conceptu-alizing program develop-ment						
2. Identifying the steps in the program development process						
3. Identifying the skills and knowledges needed in program development						
4. Discussing the role of the program developer						
5. Discussing specific issues relating to pro-gram development						

73

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COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within		REMARKS
				6 mos.	7-24 mos.	
6. Assessing the conceptual adequacy of a problem statement by applying criteria						
7. Discussing techniques for selecting problems for program development						
8. Describing the role of the program developer in developing and selecting strategic goals						
9. Explaining the purpose of strategic goals in program development						
10. Describing the different types and levels of goals in program development						
11. Distinguishing between goals and objectives						
12. Explaining the strategic goal development process						
13. Identifying potential strategic goals by using the problem statement						
14. Explaining the importance of developing integrated strategic goals						
15. Drafting strategic goals in an acceptable format						
16. Describing the components of the Strategic Goal Decision Package						
17. Identifying the major aspects of a problem, using the Nominal Group Technique						
18. Stating the importance of seeking information to assist in identifying strategies						
19. Relating strategies to strategic goals						
20. Analyzing and describing the logic of different strategies						

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within		REMARKS
				6 mos.	7-24 mos.	
21. Assessing the relative strength of different logics by applying criteria						
22. Preparing a decision package to select strategies that will meet the the strategic goals						
23. Describing the inputs, activities, results, and outcomes of specific interventions						
24. Expanding the Method of Rationales to develop elements of specific interventions						
25. Predicting impacts outside of and within a program						
26. Designing measures for predicted impacts						
27. Preparing a network schedule for the program and its impacts						
28. Developing program objectives						
29. Estimating resource and budget needs						
30. Integrating the elements of a program into a coherent package						
31. Identifying key events that will guide management and evaluation of the program						
32. Preparing a final decision package						

EVALUATION COURSE
FOLLOW-UP EVALUATION

INSTRUCTIONS

Have you changed jobs since you attended the course? _____ yes _____ no

If "no," go on to complete the rest of the questionnaire by checking one block for each course skill or knowledge listed below.

If "yes," complete the rest of the questionnaire ONLY IF your job change was in the past month. (Check only column 1 or column 2.)

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 7-24 mos. mos.	REMARKS
1. Defining project evaluation					
2. Identifying the role of evaluation in the project planning and development cycle					
3. Relating evaluation to the General Planning Process Model					
4. Describing the basic structure of the evaluation planning process					
5. Describing my agency's evaluation practices					

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COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos. 7-24 mos.	REMARKS
6. Identifying similarities among and differences between my evaluation roles and the evaluation roles of my counterparts in other organizations					
7. Identifying strengths and weaknesses of various evaluation approaches					
8. Explaining the importance of the environment and context within which the project operates					
9. Explaining the importance of the environment and context within which the evaluation will be done					
10. Describing a project using the method of rationales					
11. Networking the logic of a project					
12. Identifying potential key events					
13. Formulating evaluation questions based on key events					
14. Describing the three types of evaluation					
15. Distinguishing between descriptive and comparative designs					
16. Characterizing descriptive designs					
17. Characterizing comparative designs					
18. Describing the various threats to validity					
19. Defining monitoring evaluation					
20. Determining the characteristics and limitations of descriptive designs as they apply to monitoring evaluation					

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos. 7-24 mos.	REMARKS
21. Determining the characteristics and limitations of comparative designs as they apply to monitoring evaluation					
22. Applying descriptive designs to monitoring evaluation					
23. Identifying the threats to validity that confound descriptive designs					
24. Identifying different designs in monitoring by reviewing reports					
25. Assessing the consistency of interpretations with the data on which they are based					
26. Assessing the adequacy of monitoring reports for use by various decision-makers					
27. Comparing clarity, organization, and adequacy of a sample monitoring report with those produced at my agency					
28. Describing the use of descriptive designs in process evaluation					
29. Describing the use of comparative designs in process evaluation					
30. Characterizing experimental designs					
31. Characterizing quasi-experimental designs					
32. Characterizing pre-experimental designs					
33. Developing a series of questions leading to development of a process evaluation					

COURSE SKILLS AND KNOWLEDGES	1 I have success-fully used this in my job	2 I tried to use this but was unsuccess-ful	3 I don't plan to try this	4 I plan to try this within 6 7-24 mos. mos.		REMARKS
34. Identifying specific de-signs to be applied in a process evaluation						
35. Identifying the threats to validity that may limit a process evalua-tion design						
36. Identifying modifications to the process evaluation design that will reduce or eliminate the validity threats						
37. Describing the use of comparative designs in impact assessment						
38. Outling a method of pres-entation and interpreta-tion of results						
39. Assessing the adequacy of comparative impact as-sessment designs						
40. Interpreting the results of comparative impact as-sessments						
41. Analyzing a project by reviewing its method of rationales, its network, and its identified key events						
42. Applying a comparative design						
43. Identifying validity threats related to an evaluation design						
44. Describing the impact of a design on the results and recommendations						
45. Preparing for and making an oral presentation						
46. Describing the common evaluation data collec-tion techniques						
47. Describing the common sources of evaluation data						

COURSE SKILLS AND KNOWLEDGES	1 I have success-fully used this in my job	2 I tried use this but was unsuccess-ful	3 I don't plan to try this	4 I plan to try this within 6 7-24 mos. mos.		REMARKS
48. Identifying the major re-sponsibilities involved in managing evaluation data						
49. Identifying the major characteristics of dif-ferent data analysis approaches						
50. Describing the principle issues in interpreting evaluation data for cau-sality						
51. Describing major factors in presenting evaluation data						
52. Interpreting evaluation data						
53. Stating the reasons for planning the evaluation function and having a written evaluation plan						
54. Explaining the steps in-volved in preparing an evaluation plan						
55. Describing the considera-tions in keeping an eval-uation plan current and realistic						
56. Developing a detailed monitoring plan						

PROGRAM MANAGEMENT COURSE
FOLLOW-UP EVALUATION

INSTRUCTIONS

Have you changed jobs since you attended the course? _____ yes _____ no

If "no," go on to complete the rest of the questionnaire by checking one block for each course skill or knowledge listed below.

If "yes," complete the rest of the questionnaire ONLY IF your job change was in the past month. (Check only column 1 or column 2.)

	1	2	3	4		
COURSE SKILLS AND KNOWLEDGES	I have success-fully used this in my job	I tried to use this but was unsuccess-ful	I don't plan to try this	I plan to try this within 6 mos.	7-24 mos.	REMARKS
1. Interpreting the management process chart						
2. Identifying the three roles performed by a criminal justice administrator						
3. Defining the three major management responsibilities carried out by criminal justice administrators in performing their roles						

83

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COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos.	7-24 mos.	REMARKS
4. Defining the various types and sources of power which can be exercised by criminal justice administrators						
5. Relating the levels of planning to the three roles of the criminal justice administrator						
6. Identifying individual strengths and weaknesses, using behavorial analysis techniques						
7. Applying situation analysis to address resource allocation issues						
8. Using the Method of Rationales (MOR) to address resource allocation issues						
9. Using networking to address resource allocation issues						
10. Using benefit-cost analysis to address resource allocation issues						
11. Using productivity analysis to address resource allocation issues						
12. Making normative, strategic, and operational decisions using decision packages and decision-making criteria						
13. Defining the five "change agent" styles						
14. Explaining the potential impact of the criminal justice administrator in various types of conflict situations						
15. Defining the concepts utilized in properly organizing criminal justice agencies and programs						

COURSE SKILLS AND KNOWLEDGES	1 I have successfully used this in my job	2 I tried to use this but was unsuccessful	3 I don't plan to try this	4 I plan to try this within 6 mos.	7-24 mos.	REMARKS
16. Using Action Plans in the management of criminal justice programs						
17. Using the Program Evaluation and Review Technique (PERT) in the management of criminal justice programs						
18. Using Critical Path Analysis (CPA) in the management of criminal justice programs						
19. Explaining the use of first category controls in carrying out the various roles of the criminal justice manager						
20. Explaining the use of second category controls in carrying out the various roles of the criminal justice manager						
21. Explaining the use of evaluation in controlling activities of criminal justice agencies and programs						
22. Explaining the use of various techniques to ensure the productivity of individual employees						
23. Explaining the use of techniques to manage stress						
24. Explaining the use of time management techniques						

APPENDIX B

OBSERVATION INSTRUMENTS

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These instruments are designed to provide structured, qualitative data. They are best completed by individuals who know the course material well so that content-oriented problems can be discerned. Observers should also be well-versed in the mechanics of presenting instruction and facilitating workshops.

Lecture Observation - One instrument should be completed for each instructor who teaches part or all of a module. Many of the items directly relate to items on ME and AE. The instrument is organized by categories, which are listed in a right-hand column for easy reference during observation. The following comments are keyed to the items on Lecture Observation and serve as an explanation of the assumptions underlying this instrument.

1. Objectives should be defined or explained so that the trainee can mentally organize the material and put it in its proper context while it is being presented.

2. The module, as a whole and in its various parts, should relate to the course as a whole. It is the instructor's responsibility to explicate and clarify those relationships.

3. If facilities are uncomfortable, learning will not be maximized.

4. The only way an instructor can be sure the material has been understood is to ask substantive questions of the trainees.

5. (Self-explanatory)

6. Instructors must take care to answer questions at the same level of conceptual complexity at which the course is presented and not to stray too far from course content.

7. (Self-explanatory)

8. This will vary with the subject matter. The extremes are from no examples to a succession of "war stories."

9. (Self-explanatory)

10. It may be impossible to move around in a large room where only a stationary microphone is available. However, it is generally accepted that an instructor will be better able to retain the trainees' attention if he or she is moving around a bit.

11. (Self-explanatory)

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12. The observer should remember that the appropriateness of the pace depends on trainee background, experience, and ability to grasp the subject matter.

13. Puzzled looks and excessive chatter or movement are clues to problems with the instruction (lack of clarity, too fast-paced, insufficient background provided, etc.)

14. If "yes," refer to Major Exercise Task Observation.

15. Breaks should be given at times when there is a natural break in the subject matter, such as between topics.

16. 1½ hours is about the maximum length of time that adults can be expected to remain alert and attentive without a break.

17. The purpose of this item is to try to paint a picture of the instructor's affect in order to help him or her develop a positive, responsive attitude.

18. This information is necessary in order to evaluate trainee responses concerning the interrelationship of topics ("Module Evaluation"), and whether something was taught, or enough of it was taught, to enable trainees to use it ("Usefulness Assessment").

19. A summary is necessary to help trainees see the "big picture."

20. This is necessary to help trainees conceptualize the course as a whole and to set them up for modules to come, especially where the current module may appear superfluous in relation to previous modules.

21. Again, this is an aid to mentally organizing the material.

22. (Self-explanatory)

23. There should be a balance between time spent in straight lecture and that spent in discussion or questioning and answering.

24. Above.

Desk Exercise Observation - One instrument should be completed for each separate exercise conducted. Only minimal data on desk exercises are collected from trainees (question 7, ME). Following is an explanation of each of the questions on the observation instrument.

1. Except in the case where an exercise is specially designed to indroduce new material at the beginning of a module, the part of the lecture immediately preceding the exercise should clarify the relationship between the lecture and the exercise.

2. (Self-explanatory)

3. Trainees should not be left with the feeling "why are we doing this?" The relationship between the exercise, the rest of the course, and the lecture, should be clarified.

4. (Self-explanatory)

5. (Self-explanatory)

6. So that they may compare methods and answers, trainees should be provided with at least one (there are frequently several) correct answer after they have had a chance to try the problem on their own.

7. An important function of the debriefing is to clear up any misconceptions or points of confusion for the trainees. All desk exercises should end with a debriefing.

8. The relationship between the lecture, the course, and the exercise can get lost during the conduct of the exercise and should, therefore, be stressed again during the debriefing. Also, trainees should find the relationship easier to grasp at this time.

9. This is a means of making the exercise more meaningful to the trainees.

10. The exercises and lectures are designed to interrelate. If a change is made in the exercise that is not supported by a change in the lecture, or vice versa, the whole module may be off balance.

Major Exercise Task Observation - Complete one instrument for each work group observed during each task.

1. Same as 1. above.

2. (Self-explanatory)

3. (Self-explanatory)

4. See the discussion of Exercise Evaluation, on page 16.

5. (Self-explanatory)

6. (Self-explanatory)

7. The more actively trainees participate in every aspect of the training, the more they will learn.

8. The debriefing should review all important points of the task in order to correct any confusion and to create a conceptual whole for the trainees.

9. Same as 7. above.

10. Same as 10. above.

NOTES

Lecture Observation

Course_____Date_____

Module # and Title_____

Location_____

Observer_____

Instructor_____

Time: Planned_____Actual_____

NOTES

1. Were objectives defined or explained?   OBJECTIVES

   fully   partially   poorly   no

   Comment_____

   _____

2. Was the content of the module related to and placed in context with the rest of the course?

   yes   no

   Comment_____

   _____

3. Were the physical facilities satisfactory?   FACILITIES

   yes   no

   Note problems_____

   _____

4. Did the instructor question trainees to see if they understood the material?   QUESTIONS

   yes   no

   Comment_____

   _____

5. Did the instructor respond to trainee questions at an appropriate time? (either soon after questions were asked or later, to fit in with content)

      yes   no

      Comment_____

_____

6. Were questions answered in a manner consistent with the scope and goals of the course?

      yes   no

      Comment_____

_____

7. Were examples used that were good illustrations of teaching points?

      yes   no

      Comment_____

_____

8. Was an appropriate amount of examples used?

      too many   just right   too few

      Comment_____

_____

9. Were visual aids used?

      yes   no
      ____well done
      ____poorly done

      Comment_____

_____

10. Did the instructor move about the room while lecturing or discussing

      yes   no

      Comment_____

_____

NOTES

EXAMPLES

V A's

ACTIVITY

11. Was the instructor free of distracting mannerisms?

      yes   no

      Note problems_____

_____

12. Was the instruction conducted at an appropriate pace?

      too fast   just right   too slow

      Comment_____

_____

13. Did trainees exhibit any signs of confusion or disgruntlement?

      yes   no

      When or under what circumstances?_____

_____

14. Were one or more desk exercises conducted during this module?

      yes   no

      Comment_____

_____

15. Were breaks given at appropriate breaking points in the lecture or discussion?

      yes   no

      Comment_____

_____

16. Were breaks given at frequent enough intervals (no longer than 1½ hours between)?

      yes   no

      Comment_____

_____

NOTES

EXERCISES

BREAKS

17. The instructor appeared: (Check all that apply.)

CHARACTERISTICS

_____ hostile
_____ enthusiastic
_____ knowledgeable about the subject matter
_____ bored
_____ frustrated
_____ interested in the trainees' views
_____ organized
_____ positive
_____ defensive
_____ glued to the podium

Comment on those items not checked (e.g., "trainees did not state any views.").

_____

_____

_____

_____

_____

18. Did the instructor follow the outline in the instructor guide?

FOLLOW IG

yes   no

Note additions_____

_____

Deletions_____

_____

Changes in sequence_____

_____

19. Was a summary of the module presented?

SUMMARY

yes   no

Comment_____

_____

---

20. Were linkages drawn between this module and modules to come?

yes, during   yes, during   no
the module   the summary

Comment_____

_____

21. Were the objectives referred to in the summary or encompassed by the summary?

yes   no

Comment_____

_____

22. Were the objectives met?

fully   partially   no

Note deficient areas_____

_____

23. Note percent of class time spent in straight lecture.

TIME

_____

24. Note percent of time instructor spent asking and answering content-oriented questions.

_____

Desk Exercise Observation

Course_____Date_____

Module # and Title_____

Location_____

Observer_____

Exercise Leader (Instructor-Coordinator)_____

Module Lecturer if Different
From Exercise Leader_____

Facilitators_____

Time: Planned_____Actual_____

1. Was a smooth transition made between the lecture
   or discussion and the exercise?

       yes   no   N/A - exercise introduced new material

       Comment_____.

       _____

2. Were instructions clear and sufficient? (Note if they
   were given by someone other than exercise leader.)

       yes   no

       Comment_____

       _____

3. Did the exercise leader demonstrate a clear sense of the
   purpose of the exercise?

       yes   no

       Comment_____

       _____

4. Were the facilitators actively checking and assisting
   trainees with their work?

       yes   no

       Comment_____

       _____

99

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5. Did trainees appear to have the right amount of time to complete the exercise?

    yes   ____no, too little   ____no, too much

    Comment_____

    _____

6. Was a "school answer" provided and explained at the end of the exercise?

    yes   no

    Comment_____

    _____

7. Did the debriefing cover all points that were unclear to trainees as demonstrated by their work or responses?

    yes   no   no debriefing

    Comment_____

    _____

8. Did the debriefing directly link the exercise to the lecture?

    yes   no   no debriefing

    Comment_____

    _____

9. Did the instructor use the trainees' work products to illustrate debriefing points?

    yes, fully   yes, partially   no, did not use work products

    no debriefing

    Comment_____

    _____

10. Was the exercise carried out as specified in the Instructor Guide?

    yes   no

    Comment (note changes)_____

    _____

Major Exercise Task Observation

Course_____Date_____

Task # and Title_____

Location_____

Observer_____

Exercise Leader (Instructor-Coordinator)_____

Facilitator Observed_____

Time: Planned_____Actual_____

1. Was a smooth transition made between the lecture or discussion and the task?

    yes   no   N/A - exercise introduced new material

    Comment_____

    _____

2. Were the exercise leader's oral instructions clear and sufficient?

    yes   no   none given

    Comment_____

    _____

3. If supplemental instructions by the facilitator were required, were they clear and sufficient?

    yes   no   none required

    Comment_____

    _____

4. How did the facilitator interact (or not interact) with the group? (Check all that apply.)

_____ left them alone much of the time
_____ actively participated as a group member
_____ mentally absent part of the time
_____ physically absent part of the time
_____ paid close attention to the group's activities
_____ intervened during non-productive discussions
_____ helped them out when they were stuck or way off course
_____ showed some defensiveness
_____ appeared unsure of the purpose or content of the exercise

Comment_____

_____

5. Was the approximately right amount of time alloted for the group to finish the task?

yes   no

_____ too much
_____ too little

Comment_____

_____

6. Who conducted the debriefing? (Check as many as apply.)

_____ facilitator
_____ exercise leader (instructor-coordinator
_____ students
_____ none conducted

Comment_____

_____

7. Were trainees encouraged to provide input to or be otherwise involved in the debriefing while it was being conducted?

yes   no   no debriefing

Comment_____

_____

8. Did the debriefing cover all of the significant teaching points of this task?

yes   no   no debriefing

Comment_____

_____

9. Did the instructor use the trainees' work products to illustrate debriefing points?

yes,   yes,   no, did not   no
fully   partially   use work   debriefing
                        products

Comment_____

_____

10. Was the task carried out as specified in the Instructor Guide?

yes   no

Comment_____

_____

APPENDIX C

PILOT-TESTING INFORMATION

Following is information on the size of the pilot-test group and the type of revisions made for each of the evaluation instruments. No specific information is provided for the observation instruments. They were each tested repeatedly throughout one course presentation by one individual who was familiar with the course content and the workshop-lecture format. Revisions were made on the basis of comments provided by those individuals.

Background Information (BI) - This was pilot-tested on 17 evaluation course trainees. The only substantive change made was in question 7. On the orginal, trainees were asked to note the percent of time they had spent in each of the listed activities during the past year. Eight respondents had total percentages that did not add up to 100%, with a low of 50% on one and a high of 135% on two of them. It was decided that more reliable data on significant work activities would be obtained by simply asking trainees to check the activities in which they spend 10% or more of their time.

Module Evaluation (ME) - Pilot-testing was done on 29 planning course trainees. As a result, the following changes were made: items 3 and 4 were changed from four point scales, to the more appropriate three point scales; item 5 was changed from a general question with specific but wordy labels (e.g. "always respond in an open and helpful manner") to the simpler "strongly disagree - strongly agree" format; the labels on item 6 were changed to match those on item 1; and items 9 and 10 were added.

Exercise Evaluation (EE) - A group of no less than nine analysis course trainees was used for pilot-testing this instrument. Resultant changes were: the response sequence was rearranged to make it more nearly a "bad" to "good" scale on item 1; item 2 labels were changed to make them appear more equally distant from each other.

Administrative Evaluation (AE) - This instrument was pilot-tested on nine program management course trainees. Items 1, 2, and 4 were six point rating scales that were changed after the pilot to make them more consistent with the other items. Items 6 and 7 were derived from a single item asking both questions.

Usefulness Assessment (UA) - The format of the UA instruments was pilot-tested on 12 analysis course trainees. As a result, the last column ("didn't learn enough to use") was added.

Follow-Up Evaluation (FE) - Four evalualtion course students participated in the pilot-test of the original Follow-Up Evaluation instrument. It included a "this was not taught" column and columns with reasons stating why the trainee was unable to use skills and knowledges and why he or she didn't try. That format appeared to be unnecessarily specific.

END