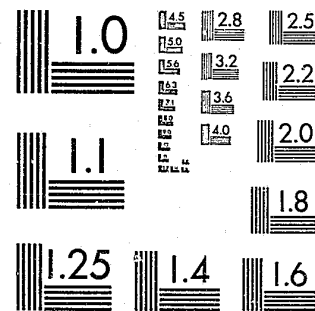


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A Technical Assistance Report

Prepared by
THE EVALUATION UNIT
Crime Control Planning Board
444 Lafayette Road
St. Paul, Minnesota 55101
March, 1978

U.S. Department of Justice
National Institute of Justice 81450

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CRIME SCENE PROCESSING

An Evaluation

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ACQUISITIONS

I. INTRODUCTION

Crime Scene Processing is an 80-hour course offered by the Bureau of Criminal Apprehension which is designed to provide police investigative personnel with skills in sketching the crime scene, handling latent prints, photography and developing, lifting, casting, handling footprints, tire- tracks, toolmarks, tracing evidence, body fluids, drugs and narcotics, handling firearms found at the scene, questioned documents and evidentiary legal considerations. The course was offered five times during the evaluation period, from November 1976 through May 1977. An average of 20 students attended each two-week class.

The report consists of three major sections. First, characteristics of the students attending these in-service courses are discussed. In the second section student attitudes toward the delivery of the training are reviewed. Finally, students' assessments of the course content are presented.

II. CHARACTERISTICS OF STUDENTS

A total of 99 law enforcement officers from across the state participated in five Crime Scene Processing classes during 1976-77.

A. EDUCATION

Ninety-five percent of the participating trainees are high school graduates. Another 4% had received GED certificates. About 8% had some

C. WORK EXPERIENCE

Crime Scene Processing classes included trainees with a wide range of experience at their present jobs--from only three months to over 15 years. Together, the trainees averaged about five years of experience at their present jobs.

Less than half of the trainees (44%) had law enforcement experience prior to assuming their present position. Of those who had prior law enforcement experience, the average was about seven years. Two percent had non-law enforcement criminal justice experience.

About 18% of the trainees had experience as military police; and of these the average was about 2½ years. About the same percentage (16%) had experience in the police reserve. These trainees averaged over two years in reserve service.

D. SUMMARY

Trainees in Crime Scene Processing classes come from a wide range of law enforcement agencies. There are slightly more sheriff's deputies than police officers. More than half come from rural parts of the state. The vast majority of trainees have high school diplomas or GED certificates. Over half had some college, a few had graduate work or vocational training. As a group the trainees have a good deal of law enforcement experience.

III. TRAINING DELIVERY

The 99 students who took this course during the evaluation period were surveyed on their opinions about how well the training was delivered.

favor a permanent central training academy and slightly fewer would like to see the current arrangements continue.

TABLE 2		
PERSPECTIVES ON LOCATION OF TRAINING: CRIME SCENE PROCESSING TRAINEES		
<u>Preferred Location</u>	<u>N</u>	<u>%</u>
Metro Area	20	22%
Central Academy	25	27
Permanent Regional	10	11
Regional--Set Up as needed	37	40
Other	1	01
Missing	6	-
TOTAL:	99	100%

Student concerns about the inadequacy of the current training facility may affect their opinions about how schools should be set up. Only 28% rated the facilities as good, 38% rated them as adequate, and more than a third of the students called the facilities poor. The crime scene trainees rate these facilities considerably lower than the BCA basic recruits who use the same facilities.¹

On the issue of coordinated criminal justice training, most (55%) students felt that if a permanent academy were established it should provide training only for law enforcement officers. Thirty-six percent, however, were in favor of having the new facility provide training for all criminal justice personnel. Nine percent had no opinion.

¹Ibid., Chapter VII.

TABLE 3		
MEAN "IMPORTANCE" RATINGS FOR EACH COURSE TOPIC ^a		
<u>Topic</u>	<u>Mean Rating</u>	<u>Rank</u>
Photography	4.7	1
Latent Prints	4.6	2
Packaging Evidence	4.6	3
FTX	4.5	4
Search and Seizure	4.5	5
Written Reports	4.4	6
Trace Evidence	4.3	7
Sketching	4.2	8
Firearms/Toolmarks	4.2	9
Drugs and Narcotics	4.2	10
Casting	4.1	11
Body Fluids	3.6	12
Toxicology	3.5	13
Questioned Documents	3.3	14

^a1 = not important
2
3 = somewhat important
4
5 = very important

Table 4 shows students' ratings of the amount of time that was spent on each course topic (1 = much less time to 5 = much more time). Most students felt the time was appropriate (a score of 3.0 = "about the same time") with perhaps a little more time devoted to some topics. Photography stands out as a topic where students would like significantly more time. This was mentioned in students' written comments as well. Students would also like to see more time allocated to Latent Prints and Packaging Evidence.

training from vocational/technical schools. Over half the trainees had some college work. Of those who have attended college, the average is about 2 years. Three percent had some graduate education. In summary, 10% of the trainees have earned an A.A. or A.S. degree, 8% a B.A. or B.S. degree, and 4% have earned other certificates or diplomas.

B. OTHER CHARACTERISTICS

Trainees are overwhelmingly men (98%) and over half are veterans. Fifty-four percent are sheriff's deputies, 44% police officers and 2% represent state law enforcement agencies. Eighteen percent of the trainees come from urban areas, 51% from rural areas, and 31% from the suburbs. The high representation of sheriff and rural personnel is noteworthy given the large number of police and metro area recruits in the state. It is interesting that the evaluation of the BCA basic program indicated a need for more training in investigative techniques for sheriff and outstate personnel.¹ Apparently this in-service Crime Scene course helped to meet that need in 1976-77.

TABLE 1		
<u>DISTRIBUTION OF STUDENTS BY SIZE OF DEPARTMENT</u>		
<u>Department Size</u>	<u>N</u>	<u>%</u>
1- 4	15	15%
5- 9	23	23
10-24	35	36
25-49	14	11
50+	11	11
TOTAL:	99	100%

¹ Minnesota Peace Officer Training and Education: Final Report, Chapter XII, Crime Control Planning Board, December 1977.

C. WORK EXPERIENCE

Crime Scene Processing classes included trainees with a wide range of experience at their present jobs--from only three months to over 15 years. Together, the trainees averaged about five years of experience at their present jobs.

Less than half of the trainees (44%) had law enforcement experience prior to assuming their present position. Of those who had prior law enforcement experience, the average was about seven years. Two percent had non-law enforcement criminal justice experience.

About 18% of the trainees had experience as military police; and of these the average was about 2½ years. About the same percentage (16%) had experience in the police reserve. These trainees averaged over two years in reserve service.

D. SUMMARY

Trainees in Crime Scene Processing classes come from a wide range of law enforcement agencies. There are slightly more sheriff's deputies than police officers. More than half come from rural parts of the state. The vast majority of trainees have high school diplomas or GED certificates. Over half had some college, a few had graduate work or vocational training. As a group the trainees have a good deal of law enforcement experience.

III. TRAINING DELIVERY

The 99 students who took this course during the evaluation period were surveyed on their opinions about how well the training was delivered.

Issues covered in this section include student opinions on the appropriateness of the length of the course, the balance between practical and theoretical material in the course, the location of the training site and the adequacy of the facilities. In addition, the analysis deals with student opinions on the best form for a permanent training academy, and the efficacy of classroom versus on-the-job training. Only student responses to these issues are discussed here. For a more complete analysis of training delivery issues see Minnesota Peace Officer Training and Education: Final Report (Crime Control and Planning Board, December 1977).

Two-thirds of the students felt that two weeks is the appropriate length for the course. Though none felt the course should be shorter, a third of the students felt more time should be devoted to the course. Students suggested spending from 10 to 160 additional hours on the course; on the average, those who felt the course should be lengthened would like to see it increased by about one week. As one student indicated in his written comments: "A very good school, but a lot of information given in too short a time."

Most of the students were satisfied with the balance between practical and theoretical approaches to the course. Those who were dissatisfied wanted more opportunity to make practical application of theoretical materials.

Each of the five classes covered in this report was held at the training facility at Arden Hills. Table 2 shows that many students would prefer alternative sites. The most popular choice is to hold regional schools around the state. This is not surprising since half the students in these classes come from the outstate areas. More than a quarter of the students

favor a permanent central training academy and slightly fewer would like to see the current arrangements continue.

TABLE 2		
PERSPECTIVES ON LOCATION OF TRAINING: CRIME SCENE PROCESSING TRAINEES		
Preferred Location	N	%
Metro Area	20	22%
Central Academy	25	27
Permanent Regional	10	11
Regional--Set Up as needed	37	40
Other	1	01
Missing	6	-
TOTAL:	99	100%

Student concerns about the inadequacy of the current training facility may affect their opinions about how schools should be set up. Only 28% rated the facilities as good, 38% rated them as adequate, and more than a third of the students called the facilities poor. The crime scene trainees rate these facilities considerably lower than the BCA basic recruits who use the same facilities.¹

On the issue of coordinated criminal justice training, most (55%) students felt that if a permanent academy were established it should provide training only for law enforcement officers. Thirty-six percent, however, were in favor of having the new facility provide training for all criminal justice personnel. Nine percent had no opinion.

¹Ibid., Chapter VII.

In general students were positive about their training experience. In response to the statement "I could learn more by spending the same amount of time on the job," a majority (61%) indicated they strongly disagree, and another 30% said they disagree. Only 5% of the students indicated they agreed with the statement that their time might better have been spent on the job. Three percent had no opinion.

IV. COURSE CONTENT

The course was divided into 13 topics: Questioned Documents, Toxicology, Photography, Casting, Latent Prints, Trace Evidence, Search and Seizure, Sketching, Body Fluids, Firearms/Toolmakers, Drugs and Narcotics, Packaging Evidence, and Written Reports. There was also a field training exercise (FTX) where students had a chance to make practical application of their classroom learning. In a survey following the course, students rated each of the topics and the FTX in five areas: its importance to their job, the amount of time spent on the topic, the quality of instruction, the materials used, and the method of instruction.

Table 3 shows how students rated various topics in terms of how important each topic is to performing the job effectively (1 = not important to 5 = very important). Most of the topics were rated very high, especially Photography, Latent Prints and Packaging Evidence. Students ranked Body Fluids, Toxicology, and Questioned Documents as being least important to job effectiveness.

TABLE 3
MEAN "IMPORTANCE" RATINGS FOR
EACH COURSE TOPIC^a

Topic	Mean Rating	Rank
Photography	4.7	1
Latent Prints	4.6	2
Packaging Evidence	4.6	3
FTX	4.5	4
Search and Seizure	4.5	5
Written Reports	4.4	6
Trace Evidence	4.3	7
Sketching	4.2	8
Firearms/Toolmarks	4.2	9
Drugs and Narcotics	4.2	10
Casting	4.1	11
Body Fluids	3.6	12
Toxicology	3.5	13
Questioned Documents	3.3	14

^a1 = not important
2
3 = somewhat important
4
5 = very important

Table 4 shows students' ratings of the amount of time that was spent on each course topic (1 = much less time to 5 = much more time). Most students felt the time was appropriate (a score of 3.0 = "about the same time") with perhaps a little more time devoted to some topics. Photography stands out as a topic where students would like significantly more time. This was mentioned in students' written comments as well. Students would also like to see more time allocated to Latent Prints and Packaging Evidence.

TABLE 4		
MEAN "TIME" RATINGS FOR EACH COURSE TOPIC ^a		
Topic	Mean Rating	Rank
Photography	4.2	1
Latent Prints	3.7	2
Packaging Evidence	3.6	3
Search and Seizure	3.5	4
Sketching	3.5	5
Drugs and Narcotics	3.5	6
FTX	3.5	7
Written Reports	3.5	8
Trace Evidence	3.4	9
Firearms/Toolmarks	3.4	10
Casting	3.3	11
Body Fluids	3.2	12
Toxicology	3.1	13
Questioned Documents	3.1	14

^a1 = much less time
2 = less time
3 = about the same
4 = more time
5 = much more time

Table 5 illustrates students' ratings of the instruction provided in each topic (1 = very poor to 5 = very good). Instruction in all courses was rated at least average. Several topics were rated above average: the Field Training Exercise, Packaging Evidence, Casting, and Photography. Students were least positive about instruction in Questioned Documents, Body Fluids, and Drugs and Narcotics.

TABLE 5		
MEAN "INSTRUCTION" RATINGS FOR EACH COURSE TOPIC ^a		
Topic	Mean Rating	Rank
FTX	4.3	1
Packaging Evidence	4.2	2
Casting	4.1	3
Photography	4.0	4
Latent Prints	3.8	5
Trace Evidence	3.8	6
Sketching	3.8	7
Toxicology	3.7	8
Firearms/Toolmarks	3.7	9
Written Reports	3.7	10
Search and Seizure	3.7	11
Drugs and Narcotics	3.6	12
Body Fluids	3.6	13
Questioned Documents	3.5	14

^a1 = very poor
2 = poor
3 = average
4 = above average
5 = very good

Table 6 shows the students' ratings of materials used in each of the topics (1 = not helpful to 5 = very helpful). Students appear to be very positive about materials used. Even the lowest rated topics have mean scores which indicate general satisfaction. Materials used in the FTX, Photography, and Packaging Evidence were rated highest.

TABLE 6		
MEAN "MATERIALS" RATINGS FOR EACH COURSE TOPIC ^a		
Topic	Mean Rating	Rank
FTX	4.4	1
Photography	4.3	2
Packaging Evidence	4.3	3
Latent Prints	4.2	4
Trace Evidence	4.2	5
Firearms/Toolmarks	4.1	6
Casting	4.0	7
Toxicology	4.0	8
Sketches	4.0	9
Body Fluids	4.0	10
Search and Seizure	3.9	11
Questioned Documents	3.9	12
Drugs and Narcotics	3.9	13
Written Reports	3.9	14
^a 1 = not helpful 2 3 = somewhat helpful 4 5 = very helpful		

Table 7 shows students' responses to the methods used to teach particular subjects. Students marked a "1" if they thought the method was appropriate, a "2" if they were uncertain, and a "3" if they felt the method was inappropriate. The reader should be cautioned in drawing conclusions from the means of this kind of scale. It is clear, however, that most students indicated the methods were appropriate for most of the topics. Photography stands out as a subject which generally received favorable ratings in other areas, but clearly is a topic for which students question the methods used in teaching.

TABLE 7		
MEAN RATING OF METHOD OF INSTRUCTION FOR EACH COURSE TOPIC ^a		
Topic	Mean Rating	Rank
Casting	1.0	1
Trace Evidence	1.0	2
Packaging Evidence	1.0	3
Written Reports	1.1	4
FTX	1.1	5
Questioned Documents	1.2	6
Toxicology	1.2	7
Latent Prints	1.2	8
Search and Seizure	1.2	9
Sketching	1.2	10
Body Fluids	1.2	11
Firearms/Toolmarks	1.2	12
Drugs and Narcotics	1.2	13
Photography	1.4	14
^a 1 = appropriate 2 = uncertain 3 = not appropriate		

V. SUMMARY

Table 8 summarizes ranks of ratings for each course topic. Since many topics had identical¹ ratings in some categories, the reader should be cautioned in making assumptions about distinction in ranks. However, it appears that Photography, Latent Prints, Packaging Evidence, and the FTX were consistently given high ratings. It is interesting to note that while students were positive about Photography in all other aspects, they were not as sure that the method of instruction was appropriate.

On the other hand, Body Fluids, Questioned Documents, Drugs and

¹Means were rounded to the nearest tenth.

Narcotics, and Firearms and Toolmarks were usually rated relatively low. School administrators may wish to reassess teaching strategies in these areas.

TABLE 8					
RANKINGS OF TOPIC RATINGS					
Topic	Importance	Time	Instruction	Materials	Method
Photography	1	1	4	2	14
Latent Prints	2	2	5	4	8
Packaging Evidence	3	3	2	3	3
FTX	4	7	1	1	5
Search and Seizure	5	4	11	11	9
Written Reports	6	8	10	14	4
Trace Evidence	7	9	6	5	2
Sketching	8	5	7	9	10
Firearms/Toolmarks	9	10	9	6	12
Drugs and Narcotics	10	6	12	13	13
Gasting	11	11	3	7	1
Body Fluids	12	12	13	10	11
Toxicology	13	13	8	8	7
Questioned Documents	14	14	14	12	6

APPENDICES

APPENDIX A

COMMENTS FROM QUESTIONNAIRE

CLASS #8

Additional Areas:

Basic areas of photography.

More photography and starting more with the basic.

Basic information on how to start taking photos with what camera.

Body fluids and procedures at post-mortem.

Specific attention to going thru the camera point by point, explaining why and how it's operated.

Comments

A refresher course should be given each year. The course should be longer with greater detail in the "how to" sections.

A very good school, but a lot of information given in too short a time.

Photography started out on a very high level. I learned a lot but was very uncomfortable about the camera after one full day of instruction. The instructor was over my head. The class was a very good learning asset for me to relate back to my job. I wasn't an investigator when I started but I feel I could handle a crime at this time with 100% confidence.

A very personable and professional job done by John and Mike.

Not enough time spent on the use and operation of the camera.

The school was well presented and the instructor had a good working knowledge of all aspects of this material.

Could have more FTX and sketching.

The two instructors are the best we have had, along with their field aids.

The instructors were concerned not only about themselves but about each man. The FTX were handled very well and much help offered.

CLASS #9

Additional Areas:

Testing procedure.

More total hours in toxicology, body fluids, photography, drugs and narcotics, firearms and toolmarks, trace evidence, and latent prints.

Treatment of victims and/or survivors of a crime.

Comments

A refresher course in this course as well as other courses should be made mandatory at least once every two years, but every year would be better. The tests should be revised for the CSP courses. The photo quiz was difficult to see on the screen and the post test was unfair as far as having a multiple choice test with multiple answers.

Testing didn't seem to fit subject material very well.

I'm glad the Crime Commission finally realized the importance of this type of class instruction to rural departments. I also think it's about time L.E.A.A. monies are used to upgrade police officers rather than court, juvenile, prison, etc. facilities.

The State of Minn. needs a police training academy desperately. There is also a need for more highly specialized lab technicians and instructors who have a wider range of capabilities.

Had better facilities been available, I feel more group participation would have helped several subjects covered such as searching for and lifting latent prints and casting impressions.

Bad timing on photo quiz, everyone in a hurry to go home for weekend. Final exam could have been prepared and explained a little better.

A very good course and a refresher course would be very helpful and should be mandatory.

This course should be continued when the grant runs out - probably with state funding. Was the best police training school that I have attended.

As far as the amount of information I got out of this class and how to use it, it is the best school I have ever attended.

CLASS #10

Additional Areas:

How do we get the chiefs and other superiors ready for this training?

More classroom practical work on close-up portion of camera and lens.

Close-up photography.

More emphasis could be placed on sketchery and trying to format a standard means of writing acceptable police reports.

Comments

Perhaps a 1 day school to teach the chiefs to let us do our jobs in preservation of crime scenes.

Best school I have ever attended that was put on by the B.C.A.

Hard working class. But very good.

Learned many new techniques. Had interest aroused in various phases.

I feel that we had to travel too far to get to the scenes.

Very good course.

A very good course, well handled and directed.

CLASS #11

Additional Areas:

Detailed evaluation of individual performances in F.T.X. and discussion time allotted to it.

Comments

I wish the refresher would be set up on regional types or in a little better facility.

Excellent course.

Have three crime scenes. More time spent on photography. More instruction at the crime scene by instructors. Witnesses should be informed to make more actual.

I felt the course was very beneficial. Many items taught I had never come in contact with before. Probably the best B.C.A. school I have ever attended.

Enjoyed school very much.

I feel there should be more F.T.X. About five more.

Glad to have been part of the class. Would like yearly refreshers with same students. Would like 3-day courses for other officers.

Instructors were very qualified, very helpful in problem areas, and very concerned.

On F.T.X. it's hard to determine what we should simulate and what we are to actually do.

Paterson "Book of Photography" appears to me to be a good basic book which may be useful in teaching photography. It starts "from scratch", which may be good for this course, since most students here had little if any prior experience.

Parking facilities very poor. In reference to paraffin test, 2 hours were wasted in procedures which are now outdated. More time should have been spent on the method approved of today. Facilities were used to the fullest extent. The instructors did a marvelous job for the facilities they had.

The best school I've gone to.

CLASS #12

Additional Areas:

None.

Comments

Hold schools in rural areas so more officers can attend.

Would like to see more seminars on civil process.

Find better parking arrangements.

Exceptional school.

More on narcotics and search and seizure. B.C.A. personnel very good.

Very good school.

APPENDIX B
CRIME SCENE PROCESSING QUESTIONNAIRE

LAW ENFORCEMENT TRAINING SURVEY

CRIME SCENE PROCESSING

The Governor's Commission on Crime Prevention and Control, in conjunction with the Minnesota Peace Officer Training Board and the Police Training Section of the Bureau of Criminal Apprehension, is conducting an evaluation of basic law enforcement training. We hope this evaluation will result in recommendations to improve the methods, content and effectiveness of training programs. Your cooperation in completing the attached questionnaire and your frank opinions will be of great value.

PERSONAL DATA

Year of birth: _____

Years of education completed (please circle);

high school 8 9 10 11 12

(if no high school, GED? yes no)

vo-tech school 1 2 3 4

college 1 2 3 4

graduate school 1 2 3 4

Degree obtained:

Associate degree _____

Bachelor's degree _____

Master's degree _____

Other _____

Veteran: yes no

Sex: male female

Law enforcement related experience (check any that apply);

___ Current position only No. of months _____

___ Law Enforcement Officer No. of months _____
 (prior to current position)

___ Criminal Justice Related Area No. of months _____
 (probation officer, etc.)

___ Military Police No. of months _____

___ Police Reserve No. of months _____

___ Other No. of months _____
 (Describe: _____)

If currently employed, size of department for which you are working:

No. of full-time officers: 1-4 _____

5-9 _____

10-24 _____

25-49 _____

50+ _____

Type of department (Check one from A and one from B):

A. [urban _____
 suburban _____
 rural _____

B. [sheriff's office _____
 police department _____

1. Was the length of this training course appropriate?

- ☐ a) The current length of 80 hours is best.
- ☐ b) Fewer hours would be better. (How many?)
- ☐ c) More hours would be better. (How many?)

2. Was the orientation of the training appropriate?

- ☐ a) The training should have had a more practical orientation.
- ☐ b) The training should have had a more theoretical orientation.
- ☐ c) The mix of practical and theoretical was appropriate for this course.

3. How would you prefer to have the training programs offered?

- ☐ a) Schools offered in the metropolitan area (current system)
- ☐ b) Permanent training academies set up in each region of the state.
- ☐ c) A central training academy in the metropolitan area.
- ☐ d) Regional schools, set up as needed.
- ☐ e) Other

4. What do you think of your training facilities?

- ☐ a) Good
- ☐ b) Adequate
- ☐ c) Poor

5. If some form of permanent training academy were established, would you prefer a coordinated criminal justice program (i.e., including personnel of courts, prisons, etc.) or a program limited to police training?

- ☐ a) Police only
- ☐ b) Coordinated criminal justice training
- ☐ c) Uncertain

6. How do you feel about the following statement regarding the crime scene processing training course: "I could learn more by spending the same amount of time on the job."

- ☐ a) Strongly disagree
- ☐ b) Disagree
- ☐ c) No opinion
- ☐ d) Agree
- ☐ e) Strongly agree

	IMPORTANCE					TIME					INSTRUCTION					MATERIALS						METHODS			
	How important to your effectiveness in your job is training in each of the following areas?					How much time do you feel should have been spent on each of the areas?					How would you rate the quality of instruction you received?					How helpful to you were the handout materials you received?						Do you think the method of instruction was appropriate to the subject matter?			
	Not Important	Some-what Important	Ex-tremely Important			Much Less	About the Same	Much More			Very Poor	Poor	Avg.	Above Avg.	Very Good	Not Help-ful	Some-what Help-ful	Very Help-ful	N/A			Un-cer-tain	Yes	No	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	ENTER NO. OR DESCRIPTION
Questioned Documents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Toxicology	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Photography	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Casting	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Latent Prints	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Trace Evidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Search and Seizure	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Sketching	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Body Fluids	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Firearms/Toolmarks	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Drugs and Narcotics	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
F.T.X.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Packaging Evidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	
Written Reports	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	

Were there any areas not covered which you feel should have been? _____

Comments: _____

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END