

NASJE CURRICULUM DESIGN

EVALUATION: Entry-Level Content

NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Evaluation: The Basics of Five Approaches

This is a summary of the content included in this curriculum design

- A. Evaluation in Judicial Branch Education
 - a. Evaluation as a permanent part of instructional design
 - i. Categories
 - ii. Planning
 - iii. Timing
 - iv. Content
 - b. Participant evaluation
 - i. Definition
 - ii. Design factors
 - iii. Timing
 - iv. Content
 - v. Benefits
 - vi. Drawbacks
 - vii. Relevance
 - viii. Issues that could negatively affect participant evaluation
 - ix. Potential barriers for conducting participation evaluations
 - c. Evaluation of learning
 - i. Definition
 - ii. Design factors
 - iii. Timing
 - iv. Content
 - v. Benefits
 - vi. Drawbacks
 - vii. Relevance
 - viii. Issues that could negatively affect faculty's evaluation of participant learning
 - ix. Potential barriers for conducting evaluation of learning
 - d. Transfer of learning
 - i. Definition
 - ii. Design factors
 - iii. Timing
 - iv. Content
 - v. Benefits
 - vi. Drawbacks
 - vii. Relevance
 - viii. Issues affecting the participant evaluation negatively
 - ix. Potential barriers to conducting evaluation of transfer of learning
 - e. Peer or planner evaluation
 - i. Definition

- ii. Design factors
 - iii. Timing
 - iv. Content
 - v. Benefits
 - vi. Drawbacks
 - vii. Relevance
 - viii. Issues that could negatively affect peer or planner evaluation
 - ix. Potential barriers to conducting peer or planner evaluation
- f. Impact evaluation
 - i. Definition
 - ii. Design factors
 - iii. Timing
 - iv. Content
 - v. Benefits
 - vi. Drawbacks
 - vii. Relevance
 - viii. Issues that could negatively affect impact evaluation
 - ix. Potential barriers to conducting impact evaluations
- B. Relationship Between Evaluation and Needs Assessment
 - a. Instructional design shows evaluation is a direct result of needs assessment
 - b. Quality of one affects the other
- C. Ramifications and Costs of Not Evaluating
 - a. Loss of credibility for educational efforts
 - b. Waste of funds
 - c. Waste of time
 - d. Missed opportunities

NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:

11 indicates the NASJE competency addressed in this curriculum design is evaluation

The second number refers to entry- or experienced-level content. (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

11.1 is the entry-level evaluation curriculum design

11.2 is the experienced level

The third number refers to the section of the design.

For example:

11.1.1 is the content section for entry-level evaluation

11.1.2 is the faculty resources section

11.1.3 is the participant activities section

11.1.4 is the bibliography and selected readings

The final number refers to the order of items in a section.

For example:

11.1.1.1 is the overview in entry-level evaluation content

11.1.2.7 is the seventh faculty resource

11.1.3.3 is the third participant activity

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Evaluation: The Basics of Five Approaches

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Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in their entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes being welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences, and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education and Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application.

Title: Evaluation: The Basics of Five Approaches

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms [underlined and in blue](#) indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:

[Competency Area 11 – Evaluation](#) (available on the NASJE website)

Competency Summary: Education that keeps pace with the needs of learners and the organization is developed based in part on evaluation strategies. Evaluating learning is a continuous process that has the potential, based on the type of evaluation, to provide summative, formative, outcome, and output evaluation information.

Target Audience:

Judicial branch educators new to designing and implementing evaluation strategies and analyzing evaluation results.

Content Level: X Entry _____ Experienced

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)

Date Approved: June 18, 2013 Last Updated:

11.1.1.0 Curriculum Design

11.1.1.1 Curriculum Design Overview:

(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

This [curriculum design](#) is intended to provide judicial branch educators with a broad view of [evaluations](#) and their role in decision-making in [education](#). Content offers a series of evaluation strategies that may be used singly, but are most effective when used in combination with one another.

In current practice, evaluation of education is often limited to participant evaluation of a [course](#), which generally means their reactions to and opinions of the content and [faculty](#). While this is an important source of information, it is limited in scope and insufficient to measure the value of a course or series of courses. The content in this design addresses participant evaluations, but also includes evaluation of learning, evaluation of transfer of learning, peer or planner evaluation, and impact evaluation.

As in several other curriculum designs, content includes the instructional design model recommended by the NASJE Curriculum Committee, [Recommended Instructional Design Model](#), as a graphic representation that includes evaluation. While evaluation is shown as a single step, the content in this design shows it has five potential components, each with its own benefits and drawbacks.

Note: This entry-level curriculum design is not focused on the impact or evaluation of a system of courses, a curriculum, or judicial branch educational efforts in general. Nor does it attempt to address the evaluation of judicial performance. As stated above, evaluation in this context is focused on an individual course, a series of courses, or a program.

11.1.1.2 Special Notes for Faculty:

This design is closely related to the entry-level curriculum designs for [instructional design](#) and [needs assessment](#), [Instructional Design: the Backbone of Effective Education](#) and [Needs Assessment: the Basics of Processes and Models](#), respectively. The entry-level instructional design provides an overview of evaluation that includes participant evaluation, evaluation of learning and evaluation of transfer of learning; this curriculum design provides details on these three approaches and also includes evaluation by a peer or planner and evaluation of the real-world impact of a course. The entry-level curriculum design for needs assessment provides a prospective assessment of education; this curriculum design provides a somewhat retrospective assessment, although

some evaluation may be done during a course. Both evaluation and needs assessment designs include content on data-gathering approaches. However, each approach is tailored to the specific content area. In addition, several faculty resources that appear in this curriculum design also appear in the designs for instructional design and needs assessment, but each is addressed differently, depending on the topic area and content.

The content in this design is organized into five evaluation approaches. Faculty is encouraged to address all the approaches, including all aspects of this curriculum design. Based on time and audience, faculty may choose to address only one or a few of these approaches, rather than all five. If this is the case, faculty is encouraged to mention and define all evaluation types. In this way judicial branch educators will understand the potential scope of evaluation processes and the benefits of using a combination of approaches.

The Curriculum Committee believes that issues of diversity and fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the entry-level curriculum design for evaluation, faculty should address these areas as appropriate for a specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and Fairness: Exercising diversity and fairness in developing evaluation processes; ensuring a diverse group participates in evaluation processes.
- Ethics: Choosing participants for an evaluation process; writing evaluation questions; sharing evaluation results with faculty (e.g., with multiple faculty, should results be shared among all faculty or does each faculty member receive only what is relevant to him or her); sharing negative evaluation results (e.g., determining whether potentially offensive terminology should be softened or deleted, or determining how to share negative feedback with faculty); how to use negative evaluation results if the results concern a required course.
- Technology: Use of technology to collect evaluative information, and to categorize and share evaluation results.

11.1.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. Define participant evaluation, evaluation of learning, evaluation of transfer of learning, peer or planner evaluation, and impact evaluation, including the benefits and drawbacks of each.
2. Discuss potential sources and types of resistance to implementing each of the five evaluation approaches.
3. Outline steps to generate support for each of the five evaluation approaches.
4. Define the relationship between needs assessment and evaluation.
5. Discuss the desirable time frames for evaluation of learning, transfer of learning, and impact evaluation.
6. Discuss the potential ramifications of not conducting evaluations.
7. Discuss the potential costs of evaluating transfer of learning and impact evaluation.

For the Individual Situation:

8. Review the local participant evaluation form and process and suggest improvements.
9. Review local practices for evaluation of learning, transfer of learning, peer or planner evaluation, and impact evaluation and suggest improvements.

11.1.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)

- A. Evaluation in Judicial Branch Education **[1] [2] [3]** *(what is it and what are the types)* – methods to assess the value of an educational course or **program**; an interval or retrospective assessment of the worth of educational effort; an assessment of the value of a course and its effect on participants, their organizations, and sometimes on society; a process that assists in identifying changes that may need to be made to a course in the future
 - a. Evaluation as a permanent part of instructional design [see 11.1.2.1 [Recommended Instructional Design Model](#), pg. 29]
 - i. Categories

1. Formative – evaluations conducted during development or implementation to improve a course or program; the purpose is to validate or ensure that goals are being met, and if they are not, to make changes; for example, conducting a trial run of a course before full implementation, or having faculty assess participants' achievement of learning objectives during a course and altering the content or procedure based on that assessment
 2. Summative – evaluation conducted after a course or program is completed; the purpose is to measure efficacy; generally reported as a summary or a collective assessment of the degree of success
 - a. Overall – evaluation to determine if a course or program met its goals or achieved its purpose; for example how successful was the course from the perspective of learners or observers
 - b. Output – evaluation to determine products resulting from a course or program; for example, the number of courses offered in a year, or materials developed for learners
 - c. Outcome – evaluation to determine what happened as a result of a course or program; for example, what new behaviors did learners demonstrate as a result of the course
- ii. Planning
1. Getting commitment from stakeholders – who will design and conduct the evaluation process(es); who will see the results; how will the results be used
 2. Determining the scope – what type(s) of evaluations will be most useful in determining the value of the education
 3. Basing the evaluation approach(es) on the results of an effective needs assessment to ensure alignment
 4. Establishing goals for the evaluation – what is the purpose of the evaluation and how will results be presented, shared, and used
- iii. Timing
1. Planned and designed before the course is delivered
 2. May be conducted during and/or after the course
- iv. Content – varies with the approach, but focuses on changes in knowledge, skills, and abilities that result in changes in behavior and attitudes

- b. Participant evaluation – this is the type of post-course or post-program evaluation with which most judicial educators are familiar [see 11.1.2.2 [Examples of Participant Evaluation](#), pg. 33]
 - i. Definition – an assessment by participants of their reaction to or opinion of a course or a program; generally uses a written format but may also be conducted as a group discussion or obtained by other means, such as voting technology to graph multiple choice questions
 - 1. Evaluating a course – to assess participant views on their learning, relevance of content, value of the course, and faculty performance; generally used to guide future planning
 - 2. Evaluating a program – to assess overall success of a program (e.g., workshop, seminar, conference) and is generally used to verify accountability for use of resources (e.g., accommodations, registration, other activities); may guide future planning
 - ii. Design factors – consider the following: length of the survey (e.g., one page front and back); using more than one type of question (e.g., combining rating, open ended, and short answer); asking only questions that are relevant to future planning; a balance of routine questions and questions specific to the given course or program; using an online tool to collect the data, such as Survey Monkey (www.surveymonkey.com) (online tools can save time and money for the user and are easier for the participant to complete); including an explanation of why participant feedback is needed and useful and how long it will take to complete the evaluation
 - iii. Timing – *(when is it most effective to plan and conduct a participant evaluation)*
 - 1. Planned before the course or program – standard questions may be used to compare like responses from multiple courses, but it is advisable to tailor the evaluation for the specific course or program
 - 2. Conducted
 - a. During the course or program – at intervals or at the half-way point; questions should only address things that can be changed during the course or program
 - i. Benefit – planners and faculty may be able to make adjustments based on participant feedback

- ii. Drawbacks – takes time from the course or program; responses are based on only a partial experience; responses may change after the course has been completed
 - b. At conclusion of course or program – this is the general practice
 - i. Benefit – participants have the full experience so they can give a complete assessment
 - ii. Drawback – at conclusion it is too late to make changes or adjustments
 - c. Return to work – after participants have had an opportunity to test the new content
 - i. Benefit – participants have time to reflect on the experience and assess the value of the content in their work
 - ii. Drawback – participants may not take the time to respond
 - d. Combination – may be effective to have abbreviated participant evaluations at intervals and a full evaluation at the conclusion
- iv. Content (*what do you and/or other reviewers need to know from participants*)
 - 1. Information gathered needs to be relevant to future planning
 - a. Information about a course – inquire about most valuable information or skill gained, whether each learning objective was addressed (rather than asking a general question about all learning objectives), whether adequate time was provided for content, assessment of faculty knowledge and teaching abilities, and likelihood of using the new information on the job
 - b. Information about a program – inquire about ease of registration, appropriateness of site, and other non-course activities
 - c. Questions such as “How did you like the location?” or “How would you rate the food?” may lead to participant evaluations becoming “Happy Sheets” rather than revealing information that would be relevant to improving future courses and/or programs

2. Approaches to get the information
 - a. Likert scale – [see 11.1.2.3 [Likert Scale Examples](#), pg. 35] generally a written assessment, done by each individual, with five to seven fixed-scale choices, from which responders select a choice to answer a question or respond to a statement
 - i. Analysis – mean is not the best analysis; median or mode are more accurate representations, especially when accompanied by a distribution chart
 - ii. Benefits – generally familiar format; more informative than yes or no choices; relatively quick to do; relatively easy to summarize
 - iii. Drawbacks – assumes strength or intensity of an experience is linear; treats choices as equal in value; treats distance or difference between choices as equal
 - b. Rank order scale – generally a written assessment done by each participant, giving responders a set of items and asking that the items be put in some form of order: preference, effectiveness, importance, etc.
 - i. Analysis – items higher on the list are more important; or numerical values can be given to each item
 - ii. Benefits – provides a range of possibilities for responders; shows patterns of thought and reaction to items; provides insight as to what is or was most valued
 - iii. Drawbacks – analyzing data may be time consuming unless technology is used
 - c. Open-ended questions – may be written or oral; enables participants to provide a flow of information
 - i. Analysis – may be administered in either written or oral formats; requires careful review and summarization of responses
 - ii. Benefits – allows responders to elaborate, explain, clarify information,

- and offer additional feedback on each question
- iii. Drawbacks – time consuming; may not yield clear pattern of agreement among responders
- 3. Qualifying participant information (*what is the value of knowing something about learners who respond*)
 - a. Job title or position
 - i. Benefit – provides clarification regarding participant perspective and potential value of course or program to the individual
 - ii. Drawback – may complicate analysis and summarization of responses
 - b. Length of time with court and/or in the current position
 - i. Benefit – provides framework for pre-existing knowledge and/or lack thereof
 - ii. Drawback – may complicate analysis and summarization of responses
 - c. Previous level of knowledge
 - i. Benefit – may enable planners to better understand responses, both positive and negative
 - ii. Drawback – self-assessment of previous knowledge may be very subjective
 - d. Complete anonymity
 - i. Benefit – may enable participants to be more honest with their responses
 - ii. Drawback – may embolden participants with regard to use of negative terminology or may lead to careless responses
- 4. Questions (*what kind and how many questions are most effective*)
 - a. Routine questions – standard questions asked on all course or program evaluations allow comparison across time and across events
 - b. Specific questions – questions tailored to a specific course or program yield valuable information for future planning, e.g., for a course, asking whether and/or to what degree each learning objective was met; for a program, asking about the overall relationship

- and relevance between/among courses offered at a program
- c. How many questions are manageable for participants – too many questions may make participants feel rushed or may not leave enough time for some questions to be answered; too few questions leaves faculty and planners with partial information
 - d. How many questions are manageable for planners to analyze – responses need to be analyzed, summarized, and reviewed; rating or ranking responses are easier and quicker for planners; open-ended questions take longer and may not yield easily summarized information, but they provide valuable information
 - v. Benefits – participants feel heard; participant feedback is valuable because participants are the focus of the course
 - vi. Drawbacks –routine questions used for all course evaluations may fail to address specifics of a given course; participants may give only cursory feedback or do not respond at all; often those who respond have strong positive or negative feelings; responses can vary widely, making summative information difficult or skewed; post-education feedback does not provide faculty an opportunity to change the course while in progress; actual long-term effect of participant evaluations is questionable; some questions may not be relevant to future planning
 - vii. Relevance – responses may assist in future planning; careful attention is needed to determine how data is compiled and distributed; results may be shared with planning committees, faculty, and administrative bodies
 - viii. Issues that could negatively affect participant evaluations
 - 1. Content
 - a. Was not based on learner needs
 - b. Was above or below learner knowledge level
 - c. Was not applicable to learners’ environment
 - d. Was too much or too little for the time allowed
 - 2. Faculty
 - a. Did not address all learning styles
 - b. Did not engage learners actively
 - c. Did not create a safe learning environment
 - d. Did not employ effective teaching methodologies

3. Design
 - a. Was not appropriate for the content
 - b. Did not support stated learning objectives
4. Predisposition of learner(s)
 - a. If required to attend a course, a learner may have a negative reaction regardless of the quality of the course
 - b. If feeling pressures of work, a learner may resent the time taken by a course
 - c. If the learner has a negative relationship with or negative knowledge of the faculty member, he or she might hold a prejudice against the course
- ix. Potential barriers for conducting participant evaluations (regardless of the potential benefits, individuals and groups may resist participant evaluations)
 1. Organization or management – may feel participant reactions are not relevant in determining use of resources for educational activities
 2. Target audience – may feel their responses are not valued
 3. Education committees – may not want to know results and may not make changes if they have the results
 4. Faculty – may feel participant reactions are not the most reliable evaluators of a course
 5. Judicial branch educators or department – may want to simplify, use the same evaluation for all courses, or give only limited attention to the results
- c. Evaluation of learning [see 11.1.2.4 [Examples of Evaluating Learning](#), pg. 38]
 - i. Definition – an assessment by faculty to evaluate participant learning during a course, based on participants’ ability to meet or perform stated learning objectives
 - ii. Design factors – consider working with faculty to design activities that accurately measure achievement of learning objectives
 - iii. Timing [5] – planned before a course, but conducted by faculty during the course
 1. Content – depending on the specific learning objective, may be done with oral question and answer, written work, or role play or other type of simulation

2. Faculty asks group of participants questions (for example with learning objectives that use "list," "state," "identify," or "choose")
3. Large and small group discussion and report-back (for example with learning objectives that use "identify," "solve," or "choose")
4. Participant activities (for example with learning objectives that use "determine," "solve," or "resolve")
5. Participant demonstration (for example with learning objectives that use "operate," "interact," or "use")
6. Written tests (for example with learning objectives that use "choose," "list," "rate/rank," or "identify")
- iv. Benefits – enables faculty to make alterations during the course if necessary; provides faculty with insight as to whether content is appropriate and relevant for the audience, pacing is too fast or slow, and content is geared to the learning level of participants
- v. Drawbacks – faculty may not feel there is time to evaluate learning; faculty may not share their evaluation with planners or managers and supervisors, who will not know what to expect from participants when back on the job
- vi. Relevance – participant achievement of learning objectives is a strong indicator of the success of the course or program and should have a direct effect on the design of future courses
- vii. Issues that could negatively affect faculty's evaluation of participant learning
 1. Faculty
 - a. Did not allow adequate time for evaluating
 - b. Did not choose content and/or teaching methodologies to support the learning objectives
 - c. Did not design effective activities to measure learning
 2. Learners
 - a. Did not understand what was expected of them
 - b. Did not have adequate preparation
 - c. Did not find the activities relevant to their work or their learning
- viii. Potential barriers for conducting evaluation of learning (regardless of the potential benefits, individuals and groups may resist evaluation of learning)

1. Organization or management – may feel it is an imposition on faculty
 2. Target audience – may not understand the importance of demonstrating their learning
 3. Education committees – may feel it is an imposition on faculty
 4. Faculty – may feel their coverage of content is more important than engaging participants in activities
 5. Judicial branch educators or department – may find it difficult to get faculty to evaluate; may not take the time or have the expertise to advise faculty regarding evaluation of learning
- d. Transfer of learning [see 11.1.2.5 [Examples of Evaluating Transfer of Learning](#), pg. 40]
- i. Definition – for court personnel, an assessment by supervisors and managers of the degree of change in employee knowledge, skills, and abilities resulting from the education, or a judge’s self-evaluation regarding the changes in his or her work based on a course
 - ii. Design factors - consider sharing course goals and objectives with supervisors and managers, encourage them to have a template to document expectations, assess individual pre-course and post-course performance; consider a design that provides a method for supervisors and managers to share summarized evaluation results
 - iii. Timing [[5](#)] – planned before the course and conducted after participants return to work; generally most effective a few weeks or months after the course
 - iv. Content – baseline performance compared to post-education performance with regard to the content area
 - v. Benefits – measure of whether learning is actually used when the course has ended; can be somewhat predicted by participant achievement of learning objectives and activity in hypothetical situations or role play
 - vi. Drawbacks – can only be fully determined over time; supervisors or managers and judges may not have the time to perform evaluation of transfer of learning; faculty may fear that results will have a high-stakes effect, such as the end of a faculty role
 - vii. Relevance – improved performance on the job is the ultimate proof of the success of the education and demonstrates the real-world effect
 - viii. Issues that could negatively affect supervisor or manager evaluation of transfer of learning

1. Manager or supervisor
 - a. Did not clearly state expectations to learner
 - b. Did not have time for an adequate evaluation
2. Workplace
 - a. Was not conducive to use of the new learning
 - b. Was not prepared for introduction of new content
3. Learner
 - a. Did not fully comprehend or master new content
 - b. Finds nonperformance rewarding in some way
- ix. Potential barriers to conducting evaluation of transfer of learning (regardless of the potential benefits, individuals and groups may resist evaluation of transfer of learning)
 1. Organization or management – court personnel may feel supervisors and managers do not have time to participate in an evaluation process; supervisors and managers may not know the goals and learning objectives on which to base the evaluation; judges may feel it is improper to be asked to evaluate themselves
 2. Target audience – court personnel may feel their supervisors and managers do not really know what they do; judges may not have the time to self-evaluate
 3. Education committees – may feel it is an imposition on judges, supervisors, and managers
 4. Faculty – may feel evaluating transfer of learning should reflect on participants, not on the quality of the course
 5. Judicial branch educators or department – may find it difficult to get commitment from judges, supervisors, and managers to perform an evaluation after learners return to work
- e. Peer or planner evaluation [see 11.1.2.6 [Examples of Peer or Planner Evaluation](#), pg. 43]
 - i. Definition – an assessment by qualified individuals, using an established evaluation strategy, of whether a course effectively followed the instructional design or a program met expectations; a peer evaluation would be done by a fellow faculty member observing a course to give feedback; a planner evaluation would be done by a member of the planning committee and/or a judicial branch educator observing the course

- ii. Design factors – consider a template that outlines all areas of evaluation and provides places for check marks and comments; educate the evaluator about how to use the template; inform faculty of the evaluator’s presence and the design of the evaluation
- iii. Timing – planned before the course or program; evaluator(s) are provided with course or program overview, goals, etc; evaluation takes place throughout the course or program
- iv. Content – varies depending on the course or program; generally key points are documented in a template for the evaluator to use during observation periods
- v. Benefits
 - 1. Peer as evaluator – has no vested interest, and may provide objective assessment that neither participants nor planners can provide
 - 2. Planner as evaluator – may identify strong and weak points in the design of the course or program
- vi. Drawbacks – evaluators should be educated with regard to process, expectations, and limitations of their role
- vii. Relevance – when used with other approaches, this type of evaluation gives a more complete perspective
- viii. Issues that could negatively affect peer or planner evaluations
 - 1. Evaluator
 - a. Was not present for full course
 - b. Did not fully complete evaluation template
 - 2. Course or program planner
 - a. Did not educate evaluators on their role and the evaluation process
 - b. Did not provide evaluators with materials for evaluation, evaluation template, learning objectives, course outline, etc.
- ix. Potential barriers to conducting peer or planner evaluations (regardless of the potential benefits, individuals and groups may resist peer or planner evaluations)
 - 1. Organization or management – may feel it is not a wise use of resources
 - 2. Target audience – may indicate reluctance to having an observer in the course
 - 3. Education committees – may not want to know results and may not make changes if they have the results

4. Faculty – may feel uncomfortable having a peer evaluate their course, and may feel a planner is not qualified to evaluate
5. Judicial branch educators or department – may feel it takes too much preparation
- f. Impact evaluation [see 11.1.2.7 [Example of Impact Evaluation](#), pg. 46]
 - i. Definition – the overall outcome of a course, and the impact on the organization and/or the public; a measure of the actual return on the investment; used when the content is very important, and/or the cost of the course(s) is significant, and/or the potential value to the organization is high
 - ii. Design factors – consider the number and type of responders when creating the design; consider using a variety of question types; consider realistic evaluation criteria (e.g., what changes have they seen or experienced in learners after the course)
 - iii. Timing [5] – planned before the course or series of courses, but conducted well after learners have had an opportunity to use their new knowledge, skills, and abilities in their work over an extended time
 - iv. Content – varies based on the course goals and the changes anticipated as a result of education
 - v. Benefits – provides a firm basis for the value of education in the long term; may have enhanced credibility if performed by an external entity, such as a university or consultant
 - vi. Drawbacks – may be time consuming and costly
 - vii. Relevance – is the true measure of the value of a course or of education in general
 - viii. Issues that could negatively affect impact evaluations
 1. Responders
 - a. Were not a broad representation of those in a position to see changes
 - b. Were not clear on the purpose of their evaluation
 2. Planners or designers
 - a. Did not have clear evaluation goals
 - b. Did not design the evaluation effectively
 - c. Did not base the evaluation on realistic expectations for changes based on the education

- ix. Potential barriers to conducting impact evaluations (regardless of the potential benefits, individuals and groups may resist impact evaluations)
 1. Organization or management – may feel the cost and time is too great
 2. Target audience – may feel they are under the microscope
 3. Education committees – may not want to know results and may not make changes once they receive the results
 4. Faculty – may feel the impact of their courses is difficult to measure or quantify
 5. Judicial branch educators or department – may feel the effort is too great and too costly
- B. Relationship Between Evaluation and Needs Assessment [3] [4]
 - a. Instructional design shows evaluation is a direct result of needs assessment (*what are the steps and the resulting relationship*)
 - i. Determine educational need – consider your specific audience and state their educational need with regard to the content area; educational needs may be determined by written survey of potential learners, by a focus group, through developing competencies for the work and/or by analysis of problems; may also be determined in a curriculum development process
 - ii. State course goal(s) – based on the educational need, state the purpose of the course and what you hope to accomplish with the course; state why the course is being delivered, what planners and/or faculty hope to accomplish; goals are stated from the perspective of planners and/or faculty; goals need not be stated in observable or measureable terms
 - iii. State course learning objectives – based on the course goal(s), state what participants will be able to say and/or do during the course to demonstrate their level of learning for faculty; objectives are focused on participants; use action verbs at the appropriate level of complexity and ensure behaviors that faculty can observe; objectives are created before developing a course and guide the selection of content; they determine whether course goals are being met and have a direct relationship to the content; they influence selection of teaching methodologies; and they determine participant activities that measure learning
 - iv. Select course content – perform research or access a curriculum design to find content that will enable

- participants to achieve the stated learning objectives;
include only content directly related to learning objectives
- v. Determine teaching methodologies – based on the learning objectives, the content, and the time allotted for the course, choose teaching methodologies that are best suited for the course
 - vi. Design evaluation strategies
 1. Participant evaluation – to gather learners’ reactions to the course and their perspectives on whether learning objectives were met
 2. Evaluation of learning – to determine whether learners can achieve the learning objectives; based on the learning objectives, design activities for participants to apply the course content and for faculty to evaluate their level of learning
 3. Evaluation of transfer of learning – to determine participants' ability to use new knowledge, skills, and abilities on the job; their ability to achieve learning objectives during a course is an effective indicator of their ability to use the new content on the job; information gathered may be shared with planners and/or faculty, but in summary form (not based on any individual)
 4. Peer or planner evaluation – to determine whether the course followed the instructional design, whether participants achieved learning objectives, and to assess faculty’s skills, etc.
 5. Impact evaluation – to determine whether the course had a lasting effect on the organization or on the public; this type of evaluation shows the lasting value of the education
 - b. Quality of one affects the other
 - i. If needs were assessed accurately and course design was based on those needs, evaluations should generally be positive – education met the need and addressed the issue or problem
 - ii. If needs were not assessed or assessed inaccurately, the course design would be based on potentially unknown or faulty assumptions, and evaluations would reflect that misstep – education did not meet the need and did not address the issue or problem
 - iii. Whether evaluations are positive or negative, they assist in identifying a new set of educational needs – if positive, new

needs may be identified from the changes in performance; if negative, a reassessment of needs may be in order

- C. Ramifications and Costs of Not Evaluating **[3]**
- a. Loss of credibility for educational efforts – when evaluation is not performed, the result is often a continuation of ineffective courses, which means that education fails to bring about changes and education as a function suffers due to its failure to:
 - i. Bring about changes in performance
 - ii. Resolve identified needs
 - iii. Contribute to organizational development
 - b. Waste of funds – when ineffective courses are offered and repeated, there are real costs in terms of:
 - i. Public funds
 - ii. Funds from the judicial branch education department budget
 - iii. Funds from participants’ courts
 - c. Waste of time – when ineffective courses are offered, the time of many people is wasted, including:
 - i. Participant time to travel and attend a course
 - ii. Faculty time to deliver the course(s)
 - iii. Judicial branch education staff time to sponsor a course
 - d. Missed opportunities – when evaluation processes are not implemented and/or evaluation results are not utilized in planning, significant opportunities are missed, such as:
 - i. The opportunity to gather data on new educational needs – evaluations often highlight hidden educational needs and/or new educational needs brought about by changes in performance as a result of a course
 - ii. The opportunity to engage learners in meaningful educational experiences that could have contributed to their professional development – it is doubtful that participants will attend courses on the same content in the future, even if they are more effective

11.1.1.5 Resources for Faculty:

(This is a list of existing documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)

- 11.1.2.1 [Recommended Instructional Design Model](#), pg. 29
- 11.1.2.2 [Examples of Participant Evaluation](#), pg. 33
- 11.1.2.3 [Likert Scale Examples](#), pg. 35
- 11.1.2.4 [Examples of Evaluating Learning](#), pg. 38
- 11.1.2.5 [Examples of Evaluating Transfer of Learning](#), pg. 40
- 11.1.2.6 [Example of Peer or Planner Evaluation](#), pg. 43
- 11.1.2.7 [Example of Impact Evaluation](#), pg. 46

11.1.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[Instructional Design: The Backbone of Effective Education](#)
[Needs Assessment: The Basics of Processes and Models](#)
[Developing Faculty](#)

Other relevant topics or educational areas:

Diversity and Fairness
 Ethics
 Use of technology

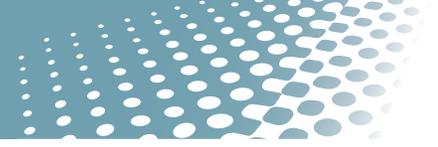
Evaluation: The Basics of Five Approaches

11.1.1.7 Learning Objective, Resource, and Activity Chart

This chart shows the relationship between learning objectives, certain faculty resources, and participant activities; there are faculty resources that are directly linked to learning objectives and thus are not referenced in this chart.

Learning Objective	Faculty Resource	Participant Activity
1. Define participant evaluation, evaluation of learning, evaluation of transfer of learning, peer or planner evaluation, and impact evaluation, including the benefits and drawbacks of each.	None	11.1.3.1 Comparison of Evaluation Approaches , pg. 51
2. Discuss potential barriers to implementing each of the five evaluation approaches.	None	11.1.3.2 Barriers to Evaluating , pg. 53
3. Outline steps to generate support for each of the five evaluation approaches.	None	11.1.3.3 Generating Support for Evaluating , pg. 56
4. Define the relationship between needs assessment and evaluations.	11.1.2.1 Recommended Instructional Design Model , pg. 29	11.1.3.4 Relationships – Needs Assessment and Evaluation , pg. 59
5. Discuss the desirable time frames for evaluation of learning, transfer of learning, and impact evaluation.	None	11.1.3.5 Desirable Time Frames for Evaluating , pg. 61
6. Discuss the potential ramifications of not conducting evaluations.	None	11.1.3.6 Potential Ramifications of Not Evaluating , pg. 63

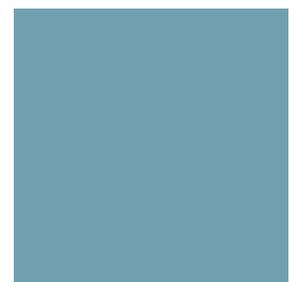
7. Discuss the potential costs of evaluating transfer of learning and impact evaluation.	11.1.2.5 Examples of Evaluating Transfer of Learning , pg. 40	11.1.3.7 Potential Costs – Transfer of Learning and Impact Evaluation , pg. 66
8. Review the local participant evaluation and suggest improvements.	11.1.2.2 Examples of Participant Evaluation , pg. 33 and 11.1.2.7 Example of Impact Evaluation , pg. 46	11.1.3.8 Local Participant Evaluation , pg. 68
9. Review local practices for evaluation of learning, transfer of learning, peer or planner evaluation, and impact evaluation, and suggest improvements.	11.1.2.4 Examples of Evaluating Learning , pg. 38; 11.1.2.5 Examples of Evaluating Transfer of Learning , pg. 40; 11.1.2.6 Examples of Peer or Planner Evaluation , pg. 43; and 11.1.2.7 Example of Impact Evaluation , pg. 46	11.1.3.9 Local Evaluation Approaches , pg. 70



NASJE

CURRICULUM DESIGN

 **FACULTY RESOURCES**



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Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.1 Recommended Instructional Design Model

Purpose of resource/document

This document has three pages, each depicting the same model, but with different purposes.

The first page shows the overall instructional design model that the NASJE Curriculum Committee recommends judicial branch educators use when creating a course or when assisting a faculty member create a course.

The second page highlights the steps that address the type of evaluation faculty conducts to assess whether learners can achieve the stated learning objectives for a course – evaluation of learning. This evaluation approach is based on learning objectives, involves a step in designing evaluation strategies, and is conducted during delivery of a course. This evaluation approach determines whether the course is effective in imparting new knowledge, skills, and abilities, and sometimes new attitudes.

The third page highlights the instructional design step that could involve four evaluation approaches: (1) a participant evaluation, which gathers participant reaction to the course, faculty, etc.; (2) evaluation of transfer of learning, which gathers information from managers and supervisors about changes in court personnel performance, or self-assessment from judges regarding changes they have made as a result of a course; (3) peer or planner evaluation, which gathers information about the course from an observer; and (4) impact evaluation, which gathers information on the changes to the organization and/or outside the organization (i.e., recipients of services or products, the public, or society as a whole) as a result of a course or series of courses. This evaluation step, with any or all three approaches, addresses whether the educational needs that underpin a course were met and whether new educational needs have been identified, and would affect design and content for future courses.

Use of resource/document

This resource would be useful when discussing the various evaluation approaches [see A, [Evaluation in Judicial Branch Education](#), pg. 8 in the curriculum design] and/or as a summary of evaluation approaches to show their relationship to instructional design.

Related documents or materials

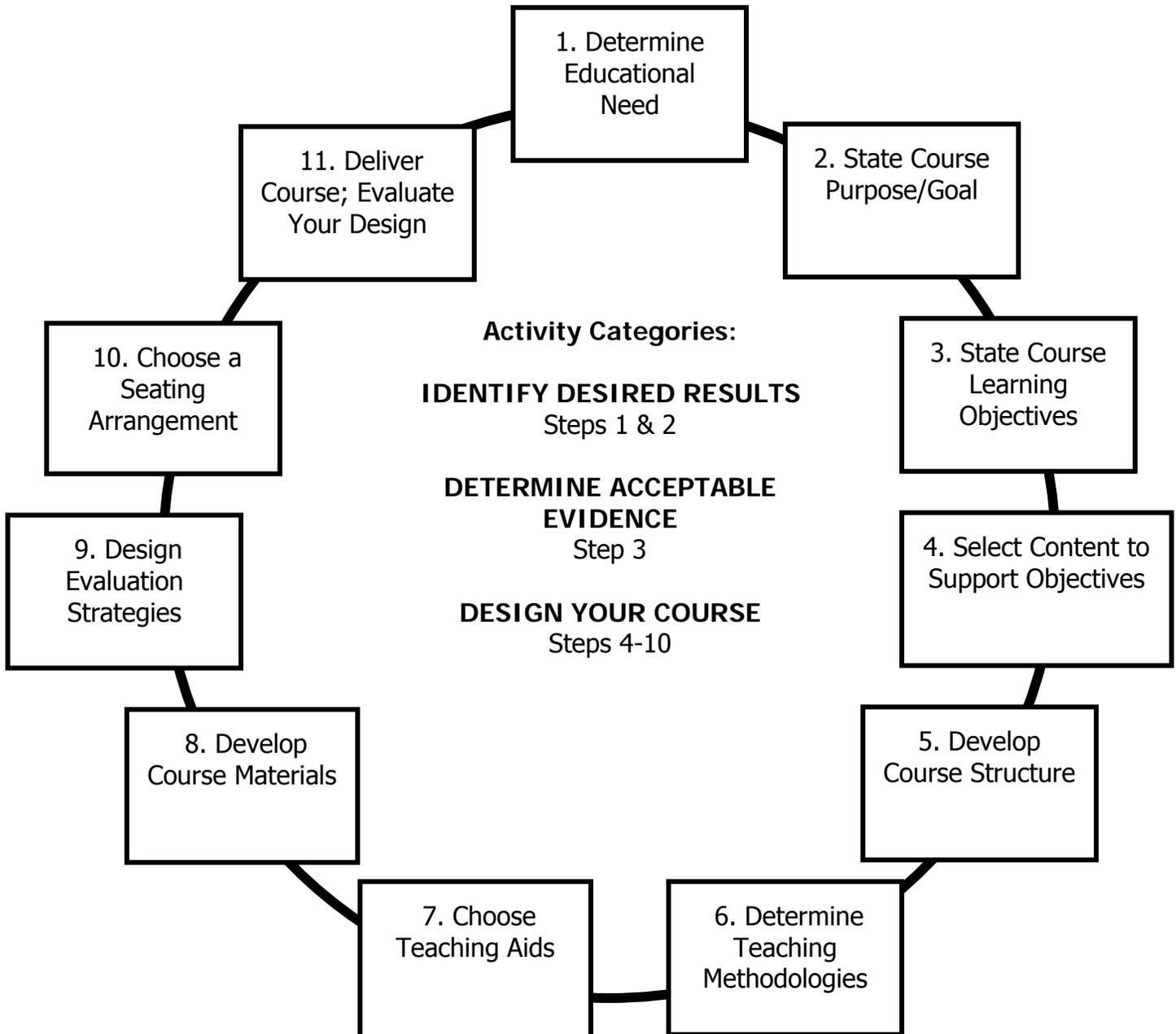
Participant activity

11.1.3.4 [Relationships – Needs Assessment and Evaluation](#), pg. 56

Evaluation: The Basics of Five Approaches

Recommended Instructional Design Model

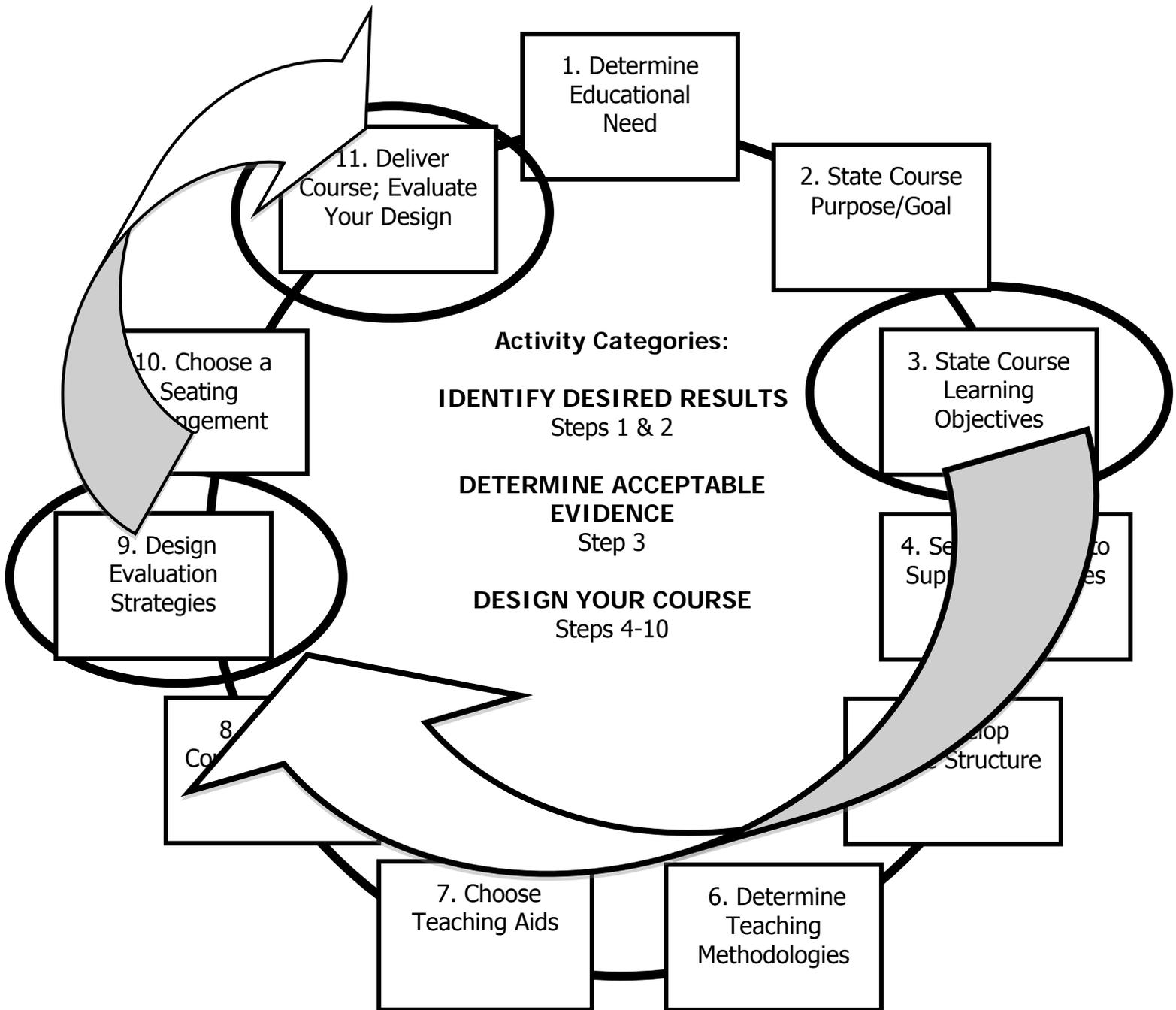
This is the recommended instructional design model or cycle for creating a course.



Evaluation: The Basics of Five Approaches

Recommended Instructional Design Model Evaluating Learning

This is the recommended instructional design model or cycle for creating a course, highlighting steps for evaluating learning.

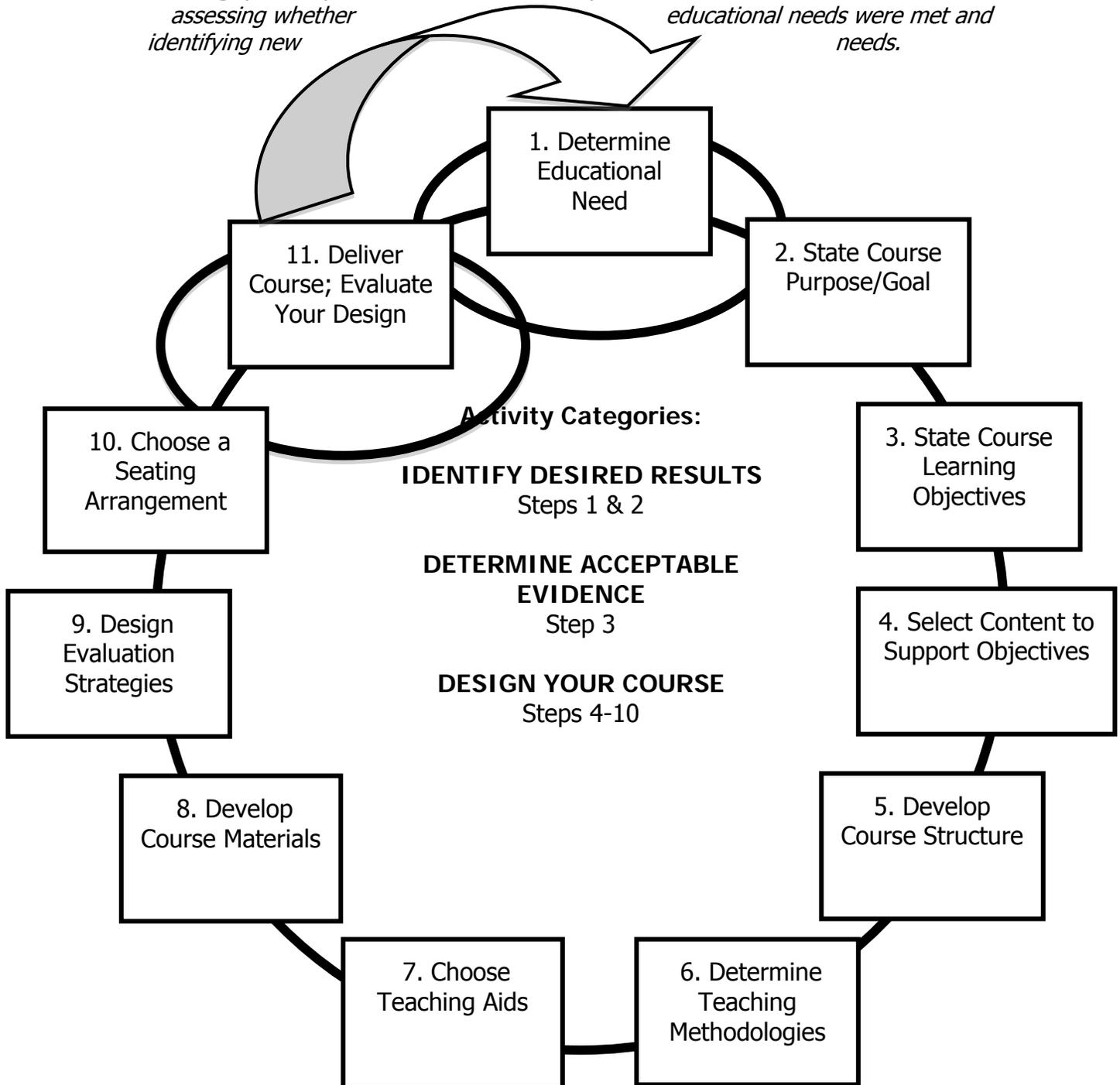


Evaluation: The Basics of Five Approaches

Recommended Instructional Design Model

Evaluating the Course

This is the recommended instructional design model or cycle for creating a course, highlighting the final step that may include participant evaluations, evaluation of transfer of learning, peer or planner evaluation, and impact evaluation, all of which contribute to assessing whether educational needs were met and needs identifying new



Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.2 Examples of Participant Evaluation

Purpose of resource/document

This resource shows possibilities for different types of questions for participant evaluations. These examples are not to be used in the same evaluation template, but are to demonstrate that questions may be asked in a variety of ways.

Use of resource/document

This resource would be effective after discussing participant evaluations [see A, [Evaluation in Judicial Branch Education](#), subpart b, [Participant evaluation](#), pg. 10 in the curriculum design] and different approaches to gathering information from participants.

Related documents or materials

Participant activity

11.1.3.9 [Local Evaluation Approaches](#), pg. 70

Evaluation: The Basics of Five Approaches

Examples of Participant Evaluation

The following examples represent a variety of strategies that may be used to solicit information from participants regarding a course.

----- Using a Likert Scale -----

Please circle the number that reflects your response for each statement.

1 – Inadequate 2 – Poor 3- Adequate 4 – Relatively Good 5 - Excellent

My knowledge of the content before course was:	1	2	3	4	5
My knowledge of the content now is:	1	2	3	4	5
The content offered was:	1	2	3	4	5
My ability to use this content in my work is:	1	2	3	4	5
Faculty's knowledge level was:	1	2	3	4	5
Faculty's teaching was:	1	2	3	4	5
Overall, this course was:	1	2	3	4	5

----- Using Rank Order Scale -----

Number the following 1 (highest) through 6 (lowest) to reflect your opinion. The most important, impressive, or memorable part of this course was:

Rank		Rank	
	Faculty		Networking with peers
	Participant materials/handouts		Course content
	Use of teaching aids/audiovisuals		Practice time or activities

----- Using Open-Ended Questions -----

What was the beneficial part of the course? _____
 How relevant is the content to your job? _____
 What is the likelihood that you will use the content in your work? _____
 How would you describe faculty's knowledge of the content? _____
 How would you describe faculty's teaching ability? _____

Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.3 Likert Scale Examples

Purpose of resource/document

This resource has two parts: the first is a chart showing Likert Scale choices that might be appropriate when evaluating a course; the second indicates questions that could be used with each rating scale in the chart. The examples are to provide faculty and judicial branch educators with an array of choices for using a Likert Scale to gather data.

This form of data gathering is familiar to judicial branch educators, but they may not be aware of many of the choices represented in the chart.

Use of resource/document

This resource would be effective if used when discussing approaches for gathering evaluation information in participant evaluations [see A, [Evaluation in Judicial Branch Education](#), subpart b, iv, 2, [Approaches to get the information](#), pg. 12 in the curriculum design]

NOTE: A Likert Scale may be used in a variety of data-gathering efforts, including needs assessment, evaluation, and other situations. The rating choices selected are those that lend themselves most readily to evaluation. Judicial branch education faculty may opt to use other scales that are suitable for their purposes.

Related documents or materials

Faculty resource
11.1.2.2 [Examples of Participant Evaluation](#), pg. 33

Evaluation: The Basics of Five Approaches

Possible Choices for a Likert Scale – Evaluation

(based on Vagias)

The following are examples of Likert Scale choices that could be used for participant evaluations; there are other options suitable for other purposes.

Level of Quality 1. Poor 2. Fair 3. Good 4. Very Good 5. Excellent	Level of Satisfaction 7 Point 1. Completely dissatisfied 2. Mostly dissatisfied 3. Somewhat dissatisfied 4. Neutral 5. Somewhat satisfied 6. Mostly satisfied 7. Completely satisfied	Level of Satisfaction 5 Point 1. Not at all satisfied 2. Slightly Satisfied 3. Moderately satisfied 4. Very satisfied 5. Extremely satisfied
Level of Satisfaction 5 Point 1. Very dissatisfied 2. Dissatisfied 3. Unsure 4. Satisfied 5. Very satisfied	Level of Difficulty 1. Very difficult 2. Difficult 3. Neutral 4. Easy 5. Very easy	Familiarity 1. Not at all familiar 2. Slightly familiar 3. Somewhat familiar 4. Moderately familiar 5. Extremely familiar
Level of Agreement 1. Strongly disagree 2. Disagree 3. Somewhat disagree 4. Neutral 5. Somewhat agree 6. Agree 7. Strongly agree	Likelihood 1. Extremely unlikely 2. Unlikely 3. Neutral 4. Likely 5. Extremely Likely	Level of Awareness 1. Not at all aware 2. Slightly aware 3. Somewhat aware 4. Moderately aware 5. Extremely aware
Level of Acceptability 1. Totally unacceptable 2. Inappropriate 3. Slightly inappropriate 4. Neutral 5. Slightly appropriate 6. Appropriate 7. Absolutely appropriate	Level of Desirability 1. Very undesirable 2. Undesirable 3. Neutral 4. Desirable 5. Very desirable	Adequacy 1. Inadequate 2. Poor 3. Adequate 4. Relatively Good 5. Excellent

Evaluation: The Basics of Five Approaches

Likert Scale Examples (continued)

Possible Questions for Evaluations

*Sample questions based on choice or response options in the preceding chart:
(These questions would be followed by a list of items, statements, or phrases from which responders would select one.)*

How would you rate the **quality** of the following?

1. Poor 2. Fair 3. Good 4. Very good 5. Excellent

What is your **level of satisfaction** with the following?

1. Completely dissatisfied 2. Mostly dissatisfied 3. Somewhat dissatisfied 4. Neutral
5. Somewhat satisfied 6. Mostly satisfied 7. Completely satisfied - OR

1. Not at all satisfied 2. Slightly satisfied 3. Moderately satisfied 4. Very satisfied
5. Extremely satisfied - OR

1. Very dissatisfied 2. Dissatisfied 3. Unsure 4. Satisfied 5. Very satisfied

What is the **level of difficulty** of mastering (or implementing) the following?

1. Very difficult 2. Difficult 3. Neutral 4. Easy 5. Very easy

What was your **level of familiarity** with the following before this course?

1. Not at all familiar 2. Slightly familiar 3. Somewhat familiar 4. Moderately familiar
5. Extremely familiar

What is your **level of agreement** with the following statements?

1. Strongly disagree 2. Disagree 3. Somewhat disagree 4. Neutral 5. Somewhat agree
6. Agree 7. Strongly agree

What is the **likelihood** of using the following from this course in your work?

1. Extremely unlikely 2. Unlikely 3. Neutral 4. Likely 5. Extremely likely

What is your **level of awareness** of the following as a result of this course?

1. Not at all aware 2. Slightly aware 3. Somewhat aware 4. Moderately aware
5. Extremely aware

What is the **level of acceptability** of the following aspects of this course?

1. Totally unacceptable 2. Inappropriate 3. Slightly inappropriate 4. Neutral
5. Slightly appropriate 6. Appropriate 7. Absolutely appropriate

How would you rate the **desirability** of courses like this one in the future?

1. Very undesirable 2. Undesirable 3. Neutral 4. Desirable 5. Very desirable

How would you rate the **adequacy** of the following?

1. Inadequate 2. Poor 3. Adequate 4. Relatively good 5. Excellent

Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.4 Examples of Evaluating Learning

Purpose of resource/document

This resource provides some potential strategies faculty may use to measure participant learning, based on stated learning objectives.

Use of resource/document

This resource would be effective if used during discussion of evaluation of learning evaluations [see A, [Evaluation in Judicial Branch Education](#), subpart c, [Evaluation of learning](#), pg. 15 in the curriculum design].

Related documents or materials

Participant activity

11.1.3.9 [Local Evaluation Approaches](#), pg. 67

Evaluation: The Basics of Five Approaches

Examples of Evaluating Learning

Evaluating learning is the responsibility of faculty, takes place during a course, is based directly on course learning objectives, and relies on action verbs to guide development of participant activities to demonstrate their learning.

1.	<p>Learning Objectives: As a result of this education, participants will be able to:</p> <ol style="list-style-type: none"> 1. <u>Discuss</u> the application of civil laws in the courtroom. 2. <u>Identify</u> the steps necessary for most civil case litigation. <p>Evaluation Strategies:</p> <ol style="list-style-type: none"> 1. After presenting content on civil law, faculty provides hypothetical situations for small groups of learners to review, <u>discuss</u>, and apply relevant civil law. 2. After presenting content on procedures in civil litigation, faculty conducts a large group discussion for learners to <u>identify</u> the steps that seem to be the most common.
2.	<p>Learning Objectives: As a result of this education, participants will be able to:</p> <ol style="list-style-type: none"> 1. <u>Define</u> the various aspects of the Code of Judicial Conduct. 2. <u>Apply</u> the code to hypothetical situations. <p>Evaluation Strategies:</p> <ol style="list-style-type: none"> 1. Faculty presents headings in the Code of Judicial Conduct and conducts a large group discussion to collectively <u>define</u> what each represents. 2. After explaining the code in detail, faculty provides hypothetical situations for each learner to review and resolve by <u>applying</u> the code.
3.	<p>Learning Objective: As a result of this education, participants will be able to:</p> <ol style="list-style-type: none"> 1. <u>Demonstrate</u> use of the new case management system. <p>Evaluation Strategy:</p> <ol style="list-style-type: none"> 1. After presenting the new system and demonstrating its use, faculty provides each learner with an opportunity to actively and correctly <u>demonstrate</u> its use.
4.	<p>Learning Objective: As a result of this education, participants will be able to:</p> <ol style="list-style-type: none"> 1. <u>Explain</u> the role and services of the new self-help center in a role-play scenario. <p>Evaluation Strategy:</p> <ol style="list-style-type: none"> 1. After discussing the new self-help center, faculty provides opportunities in which learners can <u>explain</u> the center's services to role-play court users.
5.	<p>Learning Objectives: As a result of this education, participants will be able to:</p> <ol style="list-style-type: none"> 1. <u>Define</u> public trust and confidence in the courts. 2. <u>Identify</u> key steps in creating and maintaining public trust and confidence. <p>Evaluation Strategies:</p> <ol style="list-style-type: none"> 1. After presenting scenarios illustrating public trust and confidence, faculty asks the large group of learners to <u>define</u> the term. 2. After reviewing the actions learners can demonstrate to build trust and confidence, faculty asks small groups to review hypothetical situations and <u>identify</u> the steps that need to be taken to ensure public trust.

Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.5 Examples of Evaluating Transfer of Learning

Purpose of resource/document

This resource contains two documents, one for use by supervisors and managers to evaluate transfer of learning by court personnel, and the other for judges to self-report the effect of a course after they return to their court. The reason for two documents is that court personnel have supervisors and managers who can observe changes after education or training while judges have no one to assess if or how they have changed following attendance at a course.

Use of resource/document

This resource would be used effectively when discussing evaluating transfer of learning [see A, [Evaluation in Judicial Branch Education](#), subpart d, [Transfer of learning](#), pg. 17 in the curriculum design].

Related documents or materials

Participant activity

11.1.3.9 [Local Evaluation Approaches](#), pg. 70

Evaluation: The Basics of Five Approaches

Evaluation of Transfer of Learning for Court Personnel

This is to assist supervisors and managers in assessing the effect of education on court personnel. Initial information is to be completed before education or training and follow-up information is to be completed after the employee returns to work.

Employee: _____

PRE-COURSE INITIAL INFORMATION

Reason for education or training – What changes do you hope to see?
 (Deficiencies: What knowledge or skills are needed? What behaviors need improvement? What attitudes need to be changed? OR Aspirations: What knowledge or skills can the employee gain? What new behaviors or abilities might prepare the employee for greater responsibilities?)

Course: _____ Date offered: _____

Desired Outcomes – What is expected of the employee after the course?

Shared with employee on [date] _____

POST-COURSE FOLLOW-UP INFORMATION

After observation and/or conversation with the employee, changes include:

Feedback provided to course planners or faculty (without naming employee)

Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.6 Examples of Peer or Planner Evaluation

Purpose of resource/document

This resource includes two documents – one for peer or planner evaluation of a course and the other for evaluation of a program. The statements provided are only samples of what may be included in this type of evaluation. Faculty may wish to include other samples or examples.

Faculty should stress that peers and planners need to be educated or trained to conduct evaluations and they should be provided with (a) course learning objectives and a course outline, or (b) program goals, schedules, etc., to be able to make an effective evaluation.

Use of resource/document

This resource would be used effectively when discussing peer or planner evaluations [see A, [Evaluation in Judicial Branch Education](#), subpart e, [Peer or planner evaluation](#), pg. 18 in the curriculum design]

Related documents or materials

Participant activity

11.1.3.9 [Local Evaluation Approaches](#), pg. 70

Evaluation: The Basics of Five Approaches

Peer or Planner Evaluation of a Course

This template is for use by peers or planners evaluating a course.

Name of Evaluator: _____

Name of Course: _____

Name(s) of Faculty: _____

Date of Course _____ Time of Course from: ____ to: _____

Place a checkmark [✓] in boxes as appropriate and provide your comments.

Please complete the following regarding faculty

- Faculty was present to set up and greet participants.
- Faculty provided an overview of the course and/or the learning objectives.
- Faculty informed learners that questions were welcome.
- Faculty followed the course outline, adjusting it as necessary.
- Faculty appeared knowledgeable about the content.
- Faculty conducted activities effectively to measure participant learning.
- Faculty demonstrated openness to differing participant perspectives.
- Faculty used audiovisuals, teaching aids, and handouts effectively.

Comments: _____

Please complete the following regarding the course

- The course content appeared to be relevant to participants.
- The length of the course was appropriate for the content.
- Breaks were adequate in length and placed in timely manner.

Comments: _____

Evaluation: The Basics of Five Approaches

Peer or Planner Evaluation of a Program

This template is for use by peers or planners evaluating a program.

Name of Evaluator: _____

Name of Program: _____

Date(s) of Program from: _____ to: _____

Place a checkmark [✓] in boxes as appropriate and provide your comments.

Please complete the following regarding the program

- On-site registration was adequate.
- The program opened in a timely manner.
- The program provided sufficient information for participants.
- The courses offered began and ended in a timely manner.
- The site was appropriate for the courses offered and other activities.
- The site was accessible and accommodating to those with special needs.
- Signage was adequate to guide participants.
- Site staff was available and accommodating to planners and faculty.
- Breaks were adequate in length and placed in a timely manner.
- Rooms were adequate for the number of participants.
- Rooms were adequate to accommodate the planned seating arrangements.
- Audiovisual equipment set-up was adequate and timely.
- Food service was adequate and timely.
- Sleeping rooms were adequate.

Comments: _____

Evaluation: The Basics of Five Approaches

Explanation of Faculty Resource

11.1.2.7 Example of Impact Evaluation

Purpose of resource/document

This resource provides a simplified approach to designing and using an impact evaluation. Often, impact evaluations are complex and involve use of a consultant or professional. This example is not intended to diminish those broad assessments, which are of significant value to judicial branch education departments. Instead, this document provides a glimpse of the possibilities for evaluating the impact of courses and will hopefully inform judicial branch educators of the value of assessing the long-term outcomes of educational efforts.

Use of resource/document

This document would be used most effectively when discussing impact evaluations [see A, [Evaluation in Judicial Branch Education](#), subpart f, [Impact evaluation](#), pg. 20 in the curriculum design].

Related documents or materials

Participant activity

11.1.3.9 [Local Evaluation Approaches](#), pg. 70

Evaluation: The Basics of Five Approaches

Example of Impact Evaluation

This example is not shown as a template or format for impact evaluation because these evaluations may take the form of surveys or questionnaires, focus group discussions, interviews, and more. Instead it offers examples to measure the effect of a course or series of courses. Not all choices would be appropriate for all individual or group responders; questions and/or choices should be tailored to the needs, goals, and learning objectives of a particular course and for the group of responders.

Examples for court users or justice system partners with regard to their experiences with court personnel: "What changes, if any, have you experienced or observed with court personnel during the past months?" Some possibilities:

Greater efficiency and timeliness	Increased customer service
Higher quality of service	Friendlier personnel
Fewer issues or complaints	Greater willingness to listen
Higher level of assistance	Increased productivity
Greater attentiveness	Increase in taking responsibility

What difference has this made for you and others? _____

Examples for court users or justice system partners with regard to their experiences with judges: "What changes, if any, have you experienced or observed with judges during the past few months?" Some possibilities:

Heightened attention in courtroom	More efficient jury selection process
Enhanced courtroom control	Less delay in rulings
Greater efficiency and timeliness	Greater sense of fairness
More clearly stated rulings	Greater respect for the self-represented
Enhanced written opinions	Increased level of engagement

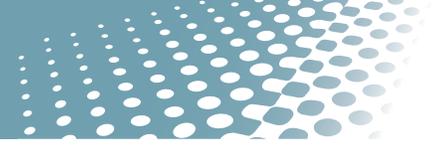
What difference has this made for you and others? _____

Examples for upper-level management with regard to their experiences with court personnel: "What changes, if any, have you experienced or observed with court personnel during the past few months?" Some possibilities:

Fewer errors	Increased assistance to others
Increased efficiency and timeliness	More rapid problem solving
Fewer complaints	Cost savings
Increased confidence	Improved communication
Greater level of taking responsibility	Higher quality of service

What difference has this made in the organization? _____

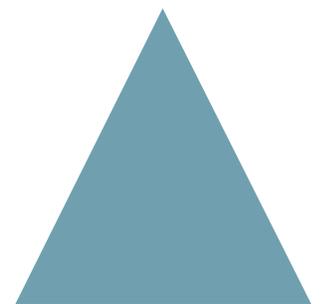
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CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.1 Comparison of Evaluation Approaches

Purpose of activity

This activity engages judicial branch educators in considering each of five evaluation approaches with regard to their respective benefits and drawbacks.

Use of activity

Faculty may use this activity incrementally as each evaluation approach is discussed [see A, [Evaluation in Judicial Branch Education](#), pg. 8 in the curriculum design]. Faculty may have participants answer the questions and share responses before faculty presents the details of each approach, or faculty may provide all details of each approach and have participants consider their benefits and drawbacks.

This is an individual or small group activity.

Relevant Learning Objective

1. Define participant evaluations, evaluation of learning, evaluation of transfer of learning, peer or planner evaluation, and impact evaluation, including the benefits and drawbacks of each.

Evaluation: The Basics of Five Approaches

Comparison of Evaluation Approaches

Use the chart below to document a definition, and the benefits and drawbacks of each evaluation approach.

Definition of Approach	Benefits	Drawbacks
Participant Evaluation		
Evaluation of Learning		
Transfer of Learning		
Peer/Planner Evaluation		
Impact Evaluation		

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.2 Barriers to Evaluating

Purpose of activity

This activity engages judicial branch educators in assessing the potential sources and types of resistance they may encounter if they implement any or all of the five evaluation approaches. There are no right or wrong answers in this activity. The point is to have judicial branch educators consider what they may encounter if they implement these evaluation approaches.

Use of activity

This activity would be effective for use after each of the evaluation approaches has been discussed [see A, [Evaluation in Judicial Branch Education](#), pg. 8 in the curriculum design]. Faculty may engage participants in a step-by-step exercise for each evaluation approach. The content outline provides some ideas on potential resistance, so faculty may add anything that participants did not identify. Faculty and judicial branch educators may have additional ideas about resistance that are not included in the content outline.

This is a small group activity.

Relevant Learning Objective

2. Discuss potential sources and types of resistance to implementing each of the five evaluation approaches.

Evaluation: the Basics of Five Approaches

Barriers to Evaluating

Consider each evaluation approach and each group listed. Document potential barriers each group may present. If you do not identify a barrier for a group, put N/A.

Participant Evaluation

Group	Potential Barriers
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Evaluation of Learning

Group	Potential Barriers
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Evaluation of Transfer of Learning

Group	Potential Barriers
Organization or Management	
Target Audience	

Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Peer or Planner Evaluation

Group	Potential Barriers
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Impact Evaluation

Group	Potential Barriers
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.3 Generating Support for Evaluating

Purpose of activity

This activity is an extension of the previous activity in which judicial branch educators identified potential barriers for implementing evaluation approaches from various groups. This activity engages judicial branch educators in considering those barriers and generating strategies to gather support from groups presenting barriers.

Use of activity

This activity would be used effectively after all of the evaluation approaches have been discussed. The results of the previous activity, 11.1.3.2 [Barriers to Evaluating](#), pg. 53, may assist judicial branch educators in determining how to generate support from various groups.

This is a small group activity.

Relevant Learning Objective

3. Outline steps to generate support for each of the five approaches.

Evaluation: the Basics of Five Approaches

Generating Support for Evaluating

Using the information from the previous activity (potential barriers), consider each group previously identified as presenting a barrier and develop a strategy to gather their support for the evaluation approach. Leave blanks where you put N/A.

Participant Evaluation

Group	Steps to Generate Support
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Evaluation of Learning

Group	Steps to Generate Support
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Evaluation of Transfer of Learning

Group	Steps to Generate Support
Organization or Management	
Target Audience	

Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Peer or Planner Evaluation

Group	Steps to Generate Support
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Impact Evaluation

Group	Steps to Generate Support
Organization or Management	
Target Audience	
Education Committees	
Faculty	
Judicial Branch Educators or Department	
Other	

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.4 Relationships – Needs Assessment and Evaluation

Purpose of activity

This activity engages judicial branch educators in reviewing the basic definitions of needs assessment and evaluation processes and documenting the links between the two. While these two processes initially seem to be at opposite ends of a continuum, they are actually related and influence each other in a cyclical fashion.

Use of activity

This activity would be effective when introducing content that deals with the relationship between these two processes [see B, [Relationship Between Evaluation and Needs Assessment](#), pg. 21 in the curriculum design]. If used in this manner, faculty will have an opportunity to build on information participants generate. The activity sheet is only a beginning point and faculty should expand the discussion beyond the obvious connections between these two processes.

Faculty may need to ask questions to get participants started:

- If a needs assessment provides the ends for a course, what does an evaluation assess? [*Whether the ends have been achieved.*]
- If an evaluation assesses the effect of a course on participants, what do the identified needs represent? [*The desired effect on participants.*]

This is an individual activity.

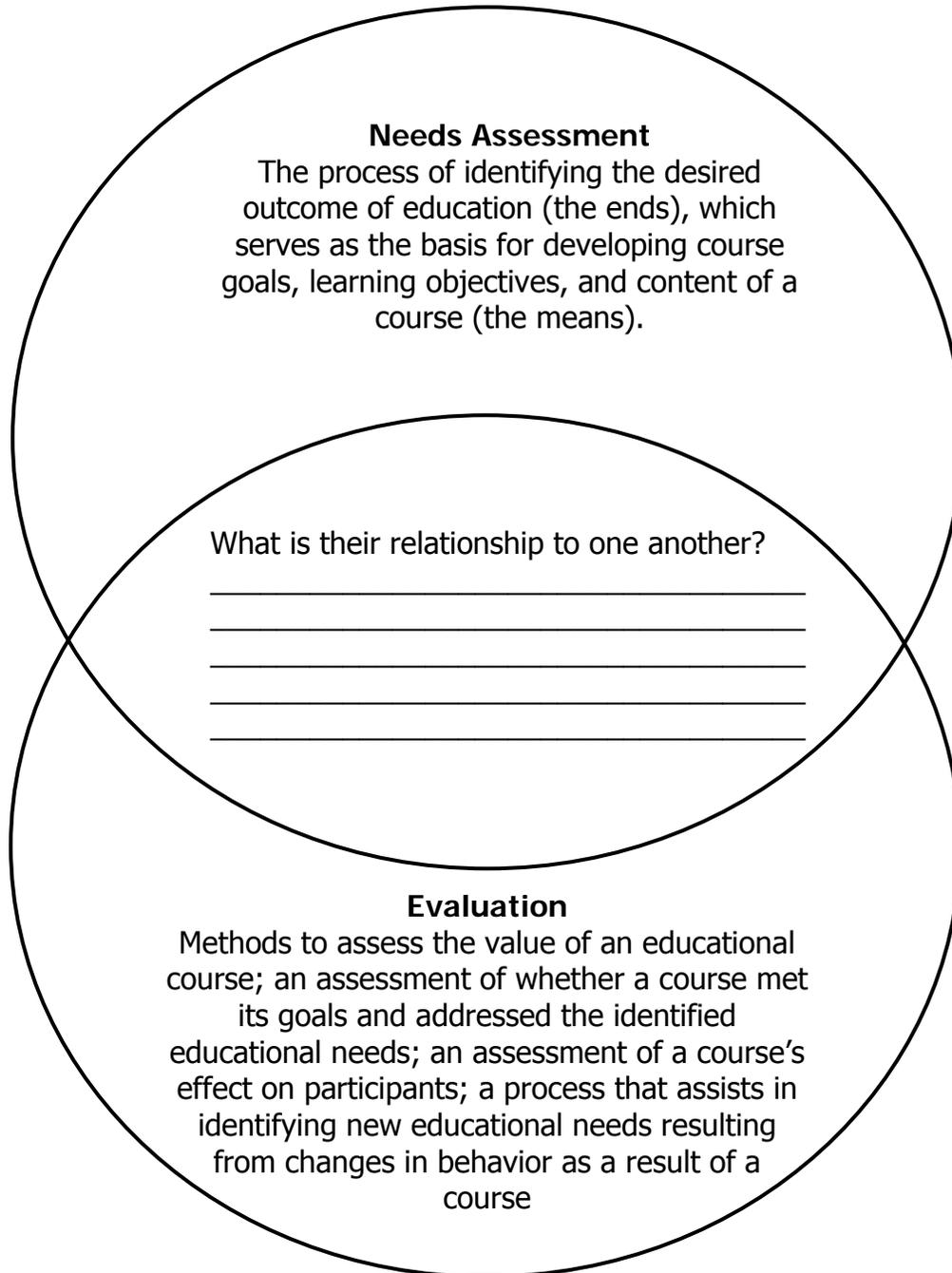
Relevant Learning Objective

4. Define the relationship between needs assessment and evaluation.

Evaluation: The Basics of Five Approaches

Relationships - Needs Assessment and Evaluation

Review the definitions provided and document the relationship between these two educational processes by stating their commonalities.



Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.5 Desirable Time Frames for Evaluating

Purpose of activity

This activity engages judicial branch educators in considering the definitions of three types of evaluation approaches and from those definitions identify desirable time frames for each.

Use of activity

This activity would be effective after defining each of the three relevant evaluation approaches but before discussing each in detail [see A, [Evaluation in Judicial Branch Education](#), subpart c, [Evaluation of learning](#), subpart d, [Transfer of learning](#), and subpart f, [Impact evaluation](#), pgs. 15, 17, and 20 in the curriculum design]. If used in this manner, faculty may use participant comments to foster further discussion of the specific evaluation approach.

This is a small group activity.

Relevant Learning Objective

5. Discuss desirable time frames for evaluation of learning, evaluation of transfer of learning, and impact evaluation.

Evaluation: The Basics of Five Approaches

Desirable Time Frames

Review each definition, place a checkmark to indicate the time frame you feel would be appropriate for each, and provide a brief reason.

Evaluation of Learning – an assessment by faculty of participant learning during a course, based on participant’s ability to meet or perform stated learning objectives. The evaluation is done during or at the conclusion of the course. Which of the following do you think would be most effective and why?

- At the conclusion of the course

Reason: _____

- Throughout the course

Reason: _____

Transfer of Learning – for court personnel, an assessment by supervisors and managers as to the degree of change in employee knowledge, skills and, abilities as a result of education; for judges, a self-evaluation regarding changes in work based on a course. The evaluation is done after a course. Which of the following do you think would be most effective and why?

- As soon as the participant returns to work

Reason: _____

- A few weeks or months after the participant returns to work

Reason: _____

Impact Evaluation – the overall outcome of a course, the impact on the organization and/or the public; a measure of the return on the investment. The evaluation is done after a course. Which of the following do you think would be most effective and why?

- A few months after a course

Reason: _____

- Several months after a course

Reason: _____

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.6 Potential Ramifications of Not Evaluating

Purpose of activity

This activity engages participants in thinking about the effect of not conducting evaluations, both in fiscal cost and in professional behavior.

Use of activity

This activity would be effective as the introduction to the content regarding the costs of not evaluating [See C, [Ramifications and Costs of Not Evaluating](#), pg. 23 in the curriculum design]. If used in this manner, faculty may (a) further expand discussion of the points made by participants, and (b) address points not identified in the discussion.

This is a small group activity.

Relevant Learning Objective

6. Discuss potential ramifications of not conducting evaluations.

Evaluation: The Basics of Five Approaches

Ramifications of Not Evaluating

Review the hypothetical situations and answer the questions that follow.

Hypothetical Situation #1

The judicial branch education department sponsored a course on a change in a law that makes certain misdemeanors a felony under certain circumstances. The course was offered to judges who hear criminal cases. Faculty was an experienced, well-known, and well-liked criminal law judge. Staff worked with the faculty member to craft several activities to enable judge participants to apply the new law in hypothetical situations. Only a participant evaluation was conducted; it that showed that judges in the course felt that the faculty member was knowledgeable and the content was relevant to their work.

The course was offered again in four locations around the state during the following four weeks. Participant evaluations were similar for all courses.

FACT: The faculty member decided that there was not adequate time to engage judge participants in the activities, so judges did not have an opportunity to test their understanding of the new law and its application under complex circumstances.

What are the potential ramifications of the faculty member not evaluating learning?

What are the potential ramifications of the judicial branch education department in not having a peer or planner evaluate the course as delivered versus the course as designed?

What are the potential costs to various budgets of delivering the course five times?

Evaluation: The Basics of Five Approaches

Ramifications of Not Evaluating (continued)

Hypothetical Situation #2

Each year the judicial branch education department sponsors a week-long conference attended by more than 150 supervisors.

Content includes a series of courses for new supervisors that address basic supervision strategies, human resources laws and regulations, performance management, and related topics. Generally, more than 50 new supervisors from 10 to 15 different court locations participate in the courses. The faculty team consists of experienced managers and supervisors from various courts. The faculty team is relatively stable because their courts have agreed to allow them to devote time annually to the conference. The only evaluation performed is a participant evaluation that generally shows that new supervisors are grateful for the content and felt that faculty was average in their skills and abilities.

FACT: The various faculty members for the courses for new supervisors actually differ considerably in their teaching abilities and in their levels of knowledge. Some evaluate learning well and others less so; some present approaches that are not consistent with local court practices; and some provide theoretical information with little practical, on-the-job application.

What is the potential ramification of not having a peer or planner evaluation for these courses?

What is the potential ramification of not performing an evaluation of transfer of learning with the managers at the local courts?

What are the potential costs of having various managers and supervisors serve as faculty for new supervisors and of paying for a large number of participants?

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.7 Potential Costs – Transfer of Learning and Impact Evaluation

Purpose of activity

This activity engages judicial branch educators in considering the potential costs associated with evaluating transfer of learning and impact evaluation. While actual costs are subject to many variables, this activity asks participants to select categories of costs associated with these two evaluation approaches.

Use of activity

This activity would be effective when used after both evaluation of transfer of learning and impact evaluation have been discussed [see A, [Evaluation in Judicial Branch Education](#), subpart d, [Transfer of learning](#) and subpart f, [Impact evaluation](#), pgs. 17 and 20 in the curriculum design]. Although costs have not been addressed explicitly in the content, judicial branch educators will be able to identify potential cost areas from the content. Because there would be many variables for either of these types of evaluations, there are no absolute right or wrong answers. In addition, a few blank lines are available for judicial branch educators to add costs they feel are missing from the list.

This is an individual activity.

Relevant Learning Objective

7. Identify the potential costs of evaluating transfer of learning and impact evaluation.

Evaluation: the Basics of Five Approaches

Potential Costs – Transfer of Learning and Impact Evaluation

Using the following categories, place a check mark beside areas of potential cost for evaluation of transfer of learning and for impact evaluations. This is a generalized overview, and there would be many variables with either of these types of evaluations.

Transfer of Learning		Impact Evaluation
	Costs in Time	
	Planning	
	Designing	
	Choosing Participants	
	Contacting Participants	
	Gathering Responses	
	Analyzing Responses	
	Summarizing Responses	
	Disseminating Responses	
	Utilizing Responses in Planning	
	Costs for People	
	Staff	
	Judges	
	Supervisors and Managers	
	Consultants	
	Participants/Responders	
	Other	
	Indirect Fiscal Cost	
	Space	
	Phone	
	Office Supplies	
	Computer or Internet	
	Direct Fiscal Costs	
	Travel	
	Meetings	
	Mailings	

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.8 Local Participant Evaluation

Purpose of activity

This activity engages judicial branch educators in reviewing their own participant evaluation and determining if changes might be advisable. This requires that participants in a course have a sample(s) of their local participant evaluations.

Use of activity

This activity would be effective as one of two closing activities [see 11.1.3.9 [Local Evaluation Approaches](#), pg. 70] because it involves participants in applying what they have learned to their own work environment.

This is an individual activity.

Relevant Learning Objective

8. Review the local participant evaluation and suggest improvements.

Evaluation: The Basics of Five Approaches

Local Participant Evaluation

Using your local participant evaluation as the basis, answer the following questions.

1. Do you use the exact same form or template for all courses?
 Yes No
2. Do you ask specific questions about learning or learning objectives?
 Yes No
3. Do you use a variety of question types (ranking, short answer, comments)
 Yes No
4. Are all questions clear and unambiguous?
 Yes No
5. Are all questions directly relevant to future planning?
 Yes No

6. How do you use the results of these evaluations?

7. Who reviews the results and for what purpose?

8. What have been some changes made as a result of these evaluations?

9. What changes might you suggest to make your participant evaluation more effective or useful?

10. What will be your first step in making changes?

Evaluation: The Basics of Five Approaches

Explanation of Participant Activity

11.1.3.9 Local Evaluation Approaches

Purpose of activity

This activity engages judicial branch educators in reviewing their own evaluation practices and determining if changes might be advisable.

Use of activity

This activity would be effective as one of two closing activities [see 11.1.3.8 [Local Participant Evaluation](#), pg. 68] since it involves participants in applying what they have learned to their own environment.

This is an individual activity.

Relevant Learning Objective

9. Review local practices for evaluation of learning, transfer of learning, peer or planner evaluation, and impact evaluation, and suggest improvements.

Evaluation: The Basics of Five Approaches

Local Evaluation Practices

Consider your local evaluation practices and under each evaluation approach in the first column, list how you currently use them. If you use the particular approach, list improvements you learned as a result of this course, and if you do not use them, strategies you might employ to implement them.

How Do You Currently Use These Evaluation Approaches?	If Used, What Improvements Do You Suggest?	If Not Used, What Are Some Implementation Strategies?
Evaluation of Learning		
Transfer of Learning		
Peer or Planner Evaluation		
Impact Evaluation		

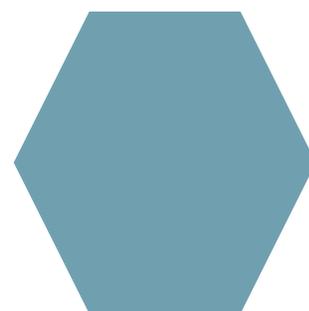
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