

**NASJE**

**CURRICULUM  
DESIGN**

EVALUATION: Experienced-Level Content

**NASJE**

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS



## **Evaluating the Impact of Judicial Branch Education**

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

- A. Evaluation Approaches in Judicial Branch Education
  - a. Evaluation
  - b. Five types of evaluation approaches used in judicial branch education
- B. Impact Evaluation in Judicial Branch Education on a Broad Scale
  - a. Reasons for a broad-scale impact evaluation
  - b. Prospective impact evaluation
  - c. Retrospective impact evaluation
- C. Deciding to Conduct a Broad-Scale Impact Evaluation
  - a. Benefits
  - b. Drawbacks
  - c. Initial considerations for judicial branch education management
  - d. Secondary considerations for judicial branch education management
- D. Implementing a Large-Scale Impact Evaluation
  - a. Prepare for the evaluation
  - b. Design the evaluation
  - c. Determine what factual data or documentation is available
  - d. Determine the types and number of responders
  - e. Determine the data to be collected from responders
  - f. Implement the evaluation
  - g. Collect and summarize the data
  - h. Review and analyze findings
- E. Using the Results of an Impact Evaluation
  - a. Using pre-determined goals or desired outcomes
  - b. Using a results chain
- F. Conducting an Impact Evaluation in the Local Department
  - a. Assessing the need
  - b. Ensuring the resources
  - c. Convincing decision-makers
  - d. Making decisions about scope
  - e. Taking initial steps

## 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:

**11.2.1** is the content section for experienced-level evaluation

**11.2.2** is the faculty resources section

**11.2.3** is the participant activities section

**11.2.4** is the bibliography and selected readings

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

For example:

**11.2.1.1** is the overview in experienced-level evaluation content

**11.2.2.7** is the seventh faculty resource

**11.2.3.3** is the third participant activity

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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 its 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 feeling welcome to offer differing 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: Evaluating the Impact of Judicial Branch Education**

**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:**

Directors, managers, and supervisors in judicial branch education departments

**Content Level: \_\_\_\_\_ Entry   X   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:**

## 11.2.1.0 Curriculum Design

### 11.2.1.1 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** addresses broad-scale impact **evaluations** in judicial branch education. Content includes basic information on what an impact evaluation may reveal, what is involved in planning and implementing an impact evaluation, and how evaluation results may guide decision-making.

An impact evaluation is an assessment of the value of an educational effort, the eventual difference it makes. It goes beyond changes in learner behavior and attempts to assess the result of behavior changes, how those new behaviors affect learner work, and thus how they affect beneficiaries of the work. In judicial branch education, an impact evaluation might reveal that the changes in learner behavior save public money, improve public service, and/or contribute to the effective administration of justice. In some instances, an impact evaluation may assist in determining the return on investment for judicial branch education.

In the entry-level curriculum design on evaluation, [Evaluation: The Basics of Five Approaches](#), content addresses impact evaluation with regard to assessing the value or eventual difference made by a **course**. Content in this design, at the experienced level, addresses a broad-scale impact evaluation to assess the value of a significant series of courses or of the full judicial branch education effort.

**Leadership** in judicial branch education departments may decide to conduct an impact evaluation using in-house resources; content in this curriculum design will provide a basis for decision-making, data gathering, and using results. Leadership may decide to engage a consultant to conduct an impact evaluation; content in this design will provide a basis for stating expectations and assisting a consultant.

Impact evaluations take time, involve a number of people, and have a significant monetary cost. These considerations will be different from department to department, and decisions about whether and how to conduct an impact evaluation will vary. Although a significant undertaking, an impact evaluation may reveal vital information needed to (1) make decisions about the future, (2) support ongoing educational efforts, or (3) justify the resources needed to maintain a judicial branch education department.

### 11.2.1.2 Special Notes for Faculty:

Directors, managers, and supervisors in judicial branch education who participate in a course based on this curriculum design will have varying levels of knowledge and experience regarding evaluations, data-gathering approaches, and statistical analysis. This content provides only an overview of these topic areas to provide decision-makers with a general knowledge of what is involved in a broad-scale impact evaluation.

Much of the literature on impact evaluation is steeped in scientific and statistical approaches, although use of quantitative *and* qualitative data is accepted practice. The impact of judicial branch education is more difficult to measure than many other types of activities. Among the factors that make assessing the value of judicial branch education somewhat difficult are (1) participation in courses may be voluntary, (2) our products are often not quantifiable beyond the number of offerings and number of participants, (3) we cannot directly assess how changes in learner behavior affect those served by the courts over time, and (4) the impact on the ultimate beneficiaries (the public, justice system partners, etc.) are not easily “measurable” or “observable” in the traditional sense of the words.

All of that does not mean that an impact evaluation is not a viable and valuable tool for judicial branch education; it simply means that the results of such an evaluation may show only that judicial branch education has value as a contributing factor in certain impacts on beneficiaries.

**Faculty** resources and participant activities in this curriculum design are for illustrative purposes only; some are based on fictitious data that may never appear in an impact evaluation of judicial branch education. The purpose of these resources and activities is to provide an understanding of the scope of data that could be gathered, the span of responses that data may yield, and the range of interpretation that may result from the data gathered.

Faculty designing a course based on this curriculum design need to become familiar with the resources provided, especially those that involve data, in order to give adequate explanations to learners and answer questions.

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 experienced-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: Ensuring diversity and fairness in designing an impact evaluation; ensuring a diverse group participates in evaluation processes.
- Ethics: Determining what will be evaluated and what will not; selecting participants for an impact evaluation process; writing questions that yield meaningful responses; ensuring confidentiality for respondents; coding questions objectively; interpreting responses objectively; sharing results, including decisions about who has access to data; failing to honor and act on results; choosing an evaluator(s) who will remain neutral, has no vested interest in results, and will be objective in approach; ensuring measures to protect confidentiality of responders; informing responders about how results will be used (e.g., including a waiver); setting limitations and making decisions regarding how results will be accessed, used, or shared.
- Technology: Using technology as a means of gathering evaluative information; using technology to categorize and share evaluation results.

### **11.2.1.3 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. Compare and contrast five types of evaluations applicable in judicial branch education.
2. Present to a variety of key people the reasons for conducting an impact evaluation and the benefits to both judicial branch education and the justice system.
3. Debate the value of impact evaluation data-gathering approaches, such synchronous formats (in-person or synchronous electronic interviews and focus groups) vs. asynchronous formats (hard copy or asynchronous electronic surveys and questionnaires).
4. Critique various questions that might be used in synchronous interviews/focus groups or in asynchronous surveys/questionnaires.
5. Create ways to use the results of an impact evaluation to make changes in

judicial branch education.

For the Individual Situation:

6. Analyze the readiness of the local judicial branch education department to conduct an impact evaluation.

**11.2.1.4 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 Approaches in Judicial Branch Education [**1**]

- a. Evaluation – processes to assess the value of something; generally to make decisions and/or implement changes in the future
- b. Types of evaluation approaches often used in judicial branch education
  - i. Evaluating a course or single educational event
    1. Participant evaluation – an assessment by participants of their reaction to or perspective 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 using voting technology to graph answers to multiple choice questions
    2. Evaluation of learning – an assessment by faculty to evaluate participant learning during a course, based on participants' ability to meet or perform stated learning objectives
    3. Evaluating 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, or for judges, a self-evaluation or a measure of judicial performance regarding changes in his/her work as a result of a course
    4. Peer or planner evaluation – an assessment by qualified individuals using an established evaluation strategy to determine if a course followed the instructional design effectively or a program met expectations
    5. Impact evaluation – the overall long-term outcome of a course, the impact on the organization and/or society; a measure of the actual return on the

investment; used when the content is very important, the cost of the course(s) is significant, and/or the potential value to the organization is high

- ii. Impact evaluation on a broad scale – involves assessing or measuring the long-term effect of a significant series of courses, or of a project, or of the overall efforts of a department; may include both qualitative and quantitative information

#### B. Reasons for a Broad-Scale Impact Evaluation [2]

- a. Provides information on whether an effort should continue unchanged, or be improved, enhanced, refined, discontinued
- b. Demonstrates the degree of success of a significant effort
- c. May be used to justify continued or enhanced funding
- d. Answers cause-and-effect questions; identifies outcomes or changes that result from a project/effort
  - i. Attribution – clear causality; a research result that can show certain outcomes happened because of a specific project/effort
  - ii. Contribution – partial causality; a research result that shows outcomes may have multiple causes, including the project/effort being evaluated
  - iii. Return on investment – justification of time and money spent on a project/effort based on evidence of desirable outcomes
- e. Focus is not just about whether a project/effort has value, but is also about what the value is, what difference the project/effort makes, and why the project/effort has an impact
  - i. Prospective impact evaluation
    - 1. Definition – an impact evaluation designed at the inception of a project/effort provides evaluators with baseline data and enables them to establish a control group with which to compare the counterfactual (what would happen without the project/effort)
    - 2. Yields – shows how much difference a project/effort makes in achieving its organizational goals; often produces quantifiable information; may be associated with counterfactual impact evaluation
  - ii. Retrospective impact evaluation
    - 1. Definition – an impact evaluation designed after a project/effort has been implemented; has value for making decisions, but may yield debatable quantifiable evidence
    - 2. Yields – answers why a project/effort has certain effects; may rely on anecdotal information and

assumed attribution for an observed or reported effect; may be associated with theory-in-use impact evaluation

- f. Obtain buy-in from key individuals and groups
  - i. Build relationships upon which to engage proponents
  - ii. Educate key individuals and groups on the benefits and need for an impact evaluation
  - iii. Provide initial scope of impact evaluation
  - iv. Discuss funding and other needed resources for implementation
  - v. Provide regular progress reports
- C. Deciding to Conduct a Broad-scale Impact Evaluation **[3]**
  - a. Benefits
    - i. Addresses accountability for use of people and resources, such as time and money
    - ii. Provides guidance for future activities
    - iii. Raises keen awareness of the results of the work done
      - 1. For beneficiaries and stakeholders – during the evaluation process participants/respondents take time to focus on the project/effort in greater detail than normal
      - 2. For administrative entities – after evaluating what the project/effort does, policy decision makers have a greater understanding of the work being done and the difference it makes
  - b. Drawbacks
    - i. Is generally not a clear-cut, definitive valuation since there are many variables that affect human behavior
    - ii. Takes time to design, implement, and analyze data, even if using a consultant
    - iii. Costs money, even when done using in-house resources rather than a consultant
  - c. Initial considerations for judicial branch education management
    - i. Practicality – determining whether feedback will be actionable is a prime concern; for example, if the impact evaluation on a series of ethics courses indicates no change in learner behavior, will courses be eliminated?
    - ii. Funding – what will be the source of funding; who needs to be involved in making funding decisions; is the cost worth the benefit or result of the evaluation
    - iii. Time – a broad-based impact evaluation takes the time of many people
      - 1. Management time for participating in designing the evaluation and in analyzing the results

2. Staff time to participate directly and indirectly by assisting the evaluation team and identifying groups from which respondents are selected
3. Respondent time to participate in in-person interviews or focus groups and/or in completing surveys or questionnaires
4. Evaluation team time to design the information-gathering approaches, conduct interviews and/or focus groups, and/or create, disseminate, and analyze the results of surveys or questionnaires
- iv. Timing – deciding when to evaluate is a prime consideration
  1. Evaluating at intervals during a project/effort yields guidance for what is working and where changes may need to be made
  2. Evaluating after definitive aspect/parts of a project/effort are implemented or completed yields the true impact
- v. Evaluation team
  1. In-house team
    - a. Benefits – knows the work, the goals of the work, the processes, the products, and the people; may be trusted by respondents and thus be able to gather more detailed feedback; understands the feedback
    - b. Drawbacks – generally has other full-time duties; may have vested interest in positive responses; may not have the expertise or technology to gather, analyze, and synthesize information and data
  2. Consultant
    - a. Benefits - knows evaluation protocols, is objective, and has the time to do the work; is familiar with statistical procedures and generally has the technology to gather and analyze information; is unknown by respondents, which may be beneficial or a drawback; often the results of an evaluation process have more weight if conducted by an outside consultant
    - b. Drawbacks – does not understand the project/effort fully and thus may not understand responses accurately; generates expenses
- d. Secondary considerations for judicial branch education



management

- i. Determining the scope of the evaluation
  1. What is important to evaluate?
  2. What can be measured?
  3. What should or should not be measured?
  4. What is most beneficial to measure?
  5. What is affordable (time and money)?
- ii. Using predetermined project/effort goals as the basis of the evaluation
  - a. Assess overall departmental or project goals, or what is stated as desirable outcomes, to determine if they are measurable; in some situations, goals or desired outcomes may be included in a strategic plan
  - b. If goals or desired outcomes are measurable, determine criterion for achievement of each goal, such as identifying activities that contribute to achievement of the goals
  - c. If goals or desired outcomes are not measurable, write SMART sub-goals – add more definition to goals by documenting how you will know when you have achieved the goal or made progress toward it [see 11.2.2.1 [Judicial Branch Education Goals](#), pg. 27]
    1. S – specific, significant, stretching
    2. M – measurable, meaningful, motivational
    3. A – attainable, agreed upon, achievable, acceptable, action-oriented
    4. R – realistic, relevant, reasonable, rewarding, results-oriented
    5. T – targeted, timely, tangible, traceable
- iii. Measuring the general impact of a project/effort in the absence of predetermined goals or desired outcomes
  1. Create a “results chain” for the project/effort [see 11.2.2.2 [Judicial Branch Education Results Chain](#), pg. 29] – desired outcomes and desired final outcomes are the measure of the impact of the project/effort (some models have five steps, others have 6)
    - a. Inputs – what goes into the project/effort, including people (staff, committees,

- stakeholders) and money
    - b. Activities – what the inputs are achieving or doing (meetings, curriculum development, instructional design activities, faculty development, etc.)
    - c. Outputs – what the activities produce (the products and/or services, such as courses, materials, etc.)
    - d. Use of outputs – how the target audience accesses the outputs (participating in courses, referencing materials, etc.)
    - e. Outcomes – what the outputs/products are initially intended to do through target audience use of them (changes in behavior, implementation of effective practices, respect for diversity, application of ethical standards, etc.)
    - f. Impact – the desired long-term changes that will hopefully result from the outcomes (improved administration of justice, improved service to the public, access and fairness, public trust and confidence, etc.)
  - 2. Establish criterion for what successful achievement of the impact would be, for example, having 70% of those participating in the impact evaluation state that service to the public improved as a result of the project/effort. (Some models suggest developing criterion for each segment of the results chain so that evaluation results that indicate need for improvement can be applied to measurable inputs, activities, or outputs.)
- D. Implementing a Broad-Scale Impact Evaluation in Judicial Branch Education
  - a. Prepare for the evaluation – preparation involves judicial branch education management or leadership and possibly management of the larger administrative organization
    - i. Decide what specifically will be evaluated
      - 1. Impact of overall judicial branch education effort
      - 2. Impact of a specific educational project or series of courses
      - 3. Achievement of one predetermined departmental goal or several goals
      - 4. Impact of education based on a specific group of learners
    - ii. Develop a results chain relevant to what will be evaluated

- [see C. d. iii, Measuring the General Impact of a project/effort in the absence of predetermined goals or desired outcomes, pg. 13 in the curriculum design]
- b. Design the evaluation – designing the evaluation involves judicial branch education management or leadership and the evaluation team or consultant; the most effective design will involve several evaluation approaches for gathering information as well as people from several different groups (e.g., learners, stakeholders, etc.)
    - i. Choose or create the evaluation design and determine approach(es) for gathering information **[3]** [see 11.2.2.3 [Approaches for Conducting the Impact Evaluation](#), pg. 31]
      1. Factual data or document review (such as changes in time for case disposition, number of appeals and/or reversals, number of complaints, number and type of performance problems, etc.)
      2. Directly involving people
        - a. Oral interviews or focus groups
        - b. Written surveys or questionnaires (hard copy or electronic)
    - ii. Ensure the ethical standards of the design (e.g., are the documents to be reviewed public information, are the methods to collect information equally available, accessible, and comfortable for all groups of participants, etc.?)
    - iii. Create the evaluation team or use a consultant(s)
    - iv. Prepare a budget
    - v. Set a realistic evaluation timeframe (a broad-scale evaluation may span several months to a year)
  - c. Determine what factual data or documentation is available and would be useful to measure project/effort impact
    - i. Determine if baseline (pre-project/pre-effort) data is available
    - ii. Determine where new data can be found
    - iii. Determine the timeframe for applicable data (how far back would data be relevant or useful)
    - iv. Determine who will review all data and gather relevant information
    - v. Decide how the information gathered will be included in the impact evaluation; remember the difference between attribution and contribution [see B, [Reasons for Conducting a Broad-Scale Impact Evaluation](#), subpart d, pg. 10 for more detail]
  - d. Determine the types and number of respondents for interviews, focus groups, surveys, or questionnaires [see 11.2.2.4 [Determining Respondents for Participation](#), pg. 34]

- i. Type of respondent groups
  1. Judges only
    - a. All judges for an overall impact evaluation
    - b. Subset of judges
      - i. Specific types of assignments (e.g., juvenile judges, civil judges) and the education provided for them
      - ii. Certain levels of judicial experience (new judges, judges with more than 5 years on the bench, etc.) and the education provided for them
  2. Court personnel only
    - a. All court personnel for an overall impact evaluation
    - b. Subset of personnel
      - i. Specific job categories (e.g., supervisors and managers, counter clerks) and the education provided for them
      - ii. Certain levels of experience (e.g., new personnel, personnel with five or more years of court service) and the education provided for them
  3. Stakeholders – to determine their perspectives of the impact (such as leadership of the administrative organization, education committee chairs and members, faculty)
  4. Justice system partners – such as public defenders, prosecutors, and treatment providers, to determine if they have experienced changes as a result of the education provided to judges and court personnel
  5. The public – to determine if their court experience reflected the educational content being offered to judges and court personnel (such as self-help opportunities, fair treatment)
- ii. Number of respondents from selected groups – number that is deemed sufficient to yield enough information to be useful (percentage of the group, a set number of the group, etc.)
- iii. Method of choosing respondents
  1. All of the selected group(s)
  2. Random sample of each group
  3. Convenience sample from each group – quota sample, interval sample, judgment sample, systematic sample, snowball sample [see 1.2.2.4 [Determining Respondents for Participation](#), pg. 34]

- iv. Value of complete anonymity vs. limited respondent identifiers (e.g., level of experience, court or agency) to assist in categorizing responses for analysis
- e. Determine the data to be collected from respondents – may involve judicial branch education management and the evaluation team or consultant
  - i. Determine time span to be considered by respondents for answering evaluation questions (e.g., past 5 years, last 2 years)
  - ii. Design the questions for the interviewer or for a written survey [see 11.2.2.5 [Types of Questions for an Impact Evaluation](#), pg. 38] **[4]**
    1. Questions to determine whether a project/effort produces desired results (achieves goals) [see 11.2.2.6 [Sample Responses to Impact Evaluation Questions About Goals](#), pg. 41]
    2. Questions to understand why a project/effort produces desired and unintended results (specific difference made in performance of those served) [see 11.2.2.7 [Sample Questions and Responses About Overall Judicial Branch Education Efforts](#), pg. 47]
    3. Questions need to:
      - a. Be clear and concise
      - b. Include definitions for terms and concepts to ensure shared understanding by all respondents
      - c. Get beyond satisfaction and transfer of learning responses to the impact of the education being evaluated [see 11.2.2.8 [Getting to the Impact](#), pg. 52]
  - iii. Pilot the questions with a small group to ensure their clarity and the usefulness and applicability of answers, etc.
  - iv. Include qualitative and quantitative questions to gather the most reliable information
- f. Implement the evaluation – implementation includes numerous activities
  - i. Hiring or selecting the evaluation team
  - ii. Establishing a communications plan for the duration of the evaluation
  - iii. Creating a timeline for the process
  - iv. Scheduling routine meetings with the evaluator(s) for updates changes in strategy, etc.
- g. Collect and summarize the data – with small respondent groups, this may be done manually; for larger respondent groups, use of

technology is recommended

- i. For interviews or focus groups, audio record or otherwise document data accurately
- ii. For surveys and questionnaires, summarize responses
- iii. For qualitative information – generally resulting from answers to open-ended questions
  1. Select key words or phrases for use in the analysis phase
    - a. Audio recordings need to be reviewed more than once and key words documented electronically or manually
    - b. Hard copy responses need to be reviewed and key words or phrases highlighted, then listed manually or entered into a computer
    - c. Responses provided electronically can use technology to find and highlight key words or phrases
  2. Code responses with regard to what they reference; responses that reference a particular aspect of education, such as electronic delivery, need to be annotated for the next step
  3. Categorize responses into sets of information, retaining the number of responses for use in the analysis phase; categorization needs to combine similar responses under headings that will be used in the analysis phase; for example under answers that reference electronic delivery, terms such as “useful content,” “beneficial information” and “relevant topics” could be in the category of “content value,” while terms such as “handy,” “easy to participate,” and “available to more people” might be in the category of “accessibility.”
  4. Seek patterns for answers to any given question and/or within any of the coding titles you identified
- iv. For quantitative information – answers that have numerical value (rating, ranking, etc.)
  1. Average the numerical values for each question; this is the mean response; the mean value assumes all scoring is equal in weight; it may be affected by outliers, extreme highs and/or lows; best used in conjunction with other statistical data
  2. Determine the midpoint of responses for each question; this is the median of the responses; it indicates that there is an equal number of responses

- above and below it; it is not influenced by outliers; it indicates a point of balance between the number of respondents or responses
3. Identify the most frequently given value; this is the mode of responses; it is not influenced by any other responses; it shows the typical response and therefore provides what may be considered the general value
  4. Chart information if more clarity is needed (e.g., a scattergram can reveal clusters of responses)
  5. Most effective data is provided by use of all three types
- h. Review and analyze findings
- i. Analyze data summaries
    1. If using predetermined goals
      - a. What do data reveal about the project/effort achieving its goals?
      - b. Is achievement of some goals more evident than others?
      - c. Is there general consensus regarding achievement of a particular goal?
      - d. Are there wide differences in responses about achievement of a particular goal?
    2. If using a results chain
      - a. What do data reveal about the project/effort achieving its desired impacts?
      - b. Is achievement of some desired impacts more evident than others?
      - c. Is there general consensus regarding achievement of a desired impact(s)?
      - d. Are there wide differences in responses about achievement of a desired impact(s)?
      - e. Do data reveal anything about inputs, activities, and outputs?
  - ii. Interpret findings
    1. Positive-leaning responses – underscore what is being achieved, and generally what needs to be maintained
    2. Negative-leaning responses – provide guidance for needed changes
  - iii. Share findings with decision-makers
- E. Using the Results of an Impact Evaluation for Judicial Branch Education **[5]**
- a. Using predetermined goals or desired outcomes
    - i. Are the predetermined goals realistic and achievable or do they need to be refined or more clearly defined?

- ii. What needs to be done to maintain effort regarding goals that are being achieved?
    - iii. What needs to be done to make progress toward goals not yet realized?
  - b. Using a results chain
    - i. Are the desired impacts realistic and achievable or do they need to be refined or more clearly defined?
    - ii. What needs to be done to alter inputs, activities, or outputs to achieve the desired impact(s)?
- F. Conducting an Impact Evaluation in the Local Judicial Branch Education Department **[6]**
  - a. Assessing the need – an impact evaluation may be needed if there is a question about the project/effort:
    - i. Effectiveness
    - ii. Resources being used
    - iii. Continuation, enhancement, or cancellation
  - b. Ensuring the resources – an impact evaluation will:
    - i. Involve time – time for the overall process and time from the people who will design and implement the process as well as those who will participate in the evaluation
    - ii. People – including departmental staff and learners
    - iii. Money – often an evaluation needs to be included in the budget process to ensure available funds
  - c. Convincing decision-makers and stakeholders – full buy-in is needed to ensure both the process and use of the results; for example:
    - i. Administration
    - ii. Committees
    - iii. Faculty
    - iv. Learners
    - v. Departmental personnel
  - d. Making decisions about scope – what will be evaluated will determine the approach and the resources needed
  - e. Taking initial steps – designing and implementing the process depends on the local situation; some potential steps for the local department include:
    - i. Refining goals or developing a results chain
    - ii. Identifying facilitating and inhibiting factors
    - iii. Identifying those who need to be convinced

### **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 [Judicial Branch Education Goals](#), pg. 27
- 11.1.2.2 [Judicial Branch Education Results Chain](#), pg. 29
- 11.1.2.3 [Approaches for Conducting the Impact Evaluation](#), pg. 31
- 11.2.2.4 [Determining Respondents for Participation](#), pg. 34
- 11.2.2.5 [Types of Questions for an Impact Evaluation](#), pg. 38
- 11.2.2.6 [Sample Questions and Responses About Goals](#), pg. 41
- 11.2.2.7 [Sample Questions and Responses About Overall Judicial Branch Education Efforts](#), pg. 47
- 11.2.2.8 [Getting to the Impact](#), pg. 52

**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:

[Evaluation: the Basics of Five Approaches](#)

Other relevant topics or educational areas:

- Diversity and Fairness
- Ethics
- Technology

## Evaluating the Impact of Judicial Branch Education

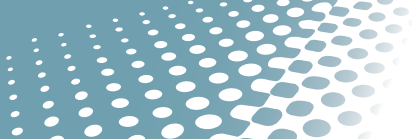
### Learning Objective, Resource, and Activity Chart

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

Learning Objective	Faculty Resource	Participant Activity
1. Compare and contrast five types of evaluations applicable in judicial branch education	None	11.2.3.1 <a href="#">Evaluation Approaches in Judicial Branch Education</a> , pg. 57
2. Present to a variety of key people the reasons for conducting an impact evaluation and the benefits to both the judicial branch and the justice system	None	11.2.3.2 <a href="#">Making the Case for an Impact Evaluation</a> , pg. 59
6. Debate the value of impact evaluation data-gathering approaches, such synchronous formats (in-person or synchronous electronic interviews and focus groups) vs. asynchronous formats (hard copy or asynchronous electronic surveys and questionnaires).	11.2.2.3 <a href="#">Approaches for Conducting the Impact Evaluation</a> , pg. 31	11.2.3.3 <a href="#">Synchronous or Asynchronous Format for Impact Evaluation</a> , pg. 64

<p>4. Critique various questions that might be used in synchronous interviews/focus groups or in asynchronous surveys/questionnaires.</p>	<p>11.2.2.5 <a href="#">Types of Questions for an Impact Evaluation</a>, pg. 38;          11.2.2.6 <a href="#">Sample Questions and Responses About Goals</a>, pg. 41;          11.2.2.7 <a href="#">Sample Questions and Responses about Overall Judicial Branch Education Efforts</a>, pg. 47; and          11.2.2.8 <a href="#">Getting to the Impact</a>, pg. 52</p>	<p>11.2.3.4 <a href="#">Questions for Impact Evaluations</a>, pg. 66</p>
<p>5. Create ways to use the results of an impact evaluation to make changes in judicial branch education</p>	<p>None</p>	<p>11.2.3.5 <a href="#">Using Results of an Impact Evaluation</a>, pg. 68</p>
<p>6. Analyze the readiness of the local judicial branch education department to conduct an impact evaluation</p>	<p>None</p>	<p>11.2.3.6 <a href="#">Readiness for Impact Evaluation at the Local Level</a>, pg. 72</p>

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**NASJE**

# **CURRICULUM DESIGN**

 **FACULTY RESOURCES**



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# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.1 Judicial Branch Education Goals

#### Purpose of resource/document

This resource refines the goals published in the *National Association of State Judicial Educators (NASJE) Principles and Standards* to be more easily measured for purposes of an impact evaluation. The main bullets represent the goals stated in the *Principles and Standards*; the sub-bullets are examples of how a local judicial branch education department might refine or more clearly define each goal.

NOTE: The refined goals are different from strategic planning objectives in several ways: they do not include a timeframe and do not assign responsibility; they are long term and permeate the work of a judicial branch education department. Strategic planning objectives are measurable but generally have a life of one or two years, whereas an impact evaluation is usually concerned with a longer-term outcome.

#### Use of resource/document

This resource would be useful when discussing approaches to impact evaluations that judicial branch education management may want to consider [see C, [Deciding to Conduct a Broad-Scale Impact Evaluation](#), subpart d, ii, [Using predetermined project/effort goals as the basis of the evaluation](#), pg. 13 in the curriculum design].

#### Related documents or materials

None

## Evaluating the Impact of Judicial Branch Education Based on Goals from NASJE Principles and Standards

- ❖ Help judicial branch personnel acquire the knowledge and skills required to perform their responsibilities fairly, accurately, and efficiently
  - By involving judges and court personnel in assessing educational needs and determining content for courses
  - By using sound instructional design processes and adult education principles to ensure the effectiveness of all courses
  - By consistently developing faculty skilled in adult education practices
  - By establishing and maintaining career-long learning opportunities
- ❖ Help judicial branch personnel adhere to the highest standards of personal and official conduct
  - By offering content that deals with ethical standards and by incorporating ethics into other substantive content
- ❖ Help judicial branch personnel become leaders in service to their communities
  - By offering content addressing outreach possibilities for judges and court personnel, leadership strategies, and working effectively with the media
- ❖ Preserve the judicial system's fairness, integrity, and impartiality by eliminating bias and prejudice
  - By systematically incorporating issues of fairness, integrity, and impartiality into substantive content
- ❖ Promote effective court practices and procedures
  - By highlighting effective court practices in content
  - By fostering networking and sharing among judges and court personnel
- ❖ Improve the administration of justice
  - By focusing content on realistic, relevant, applicable, and timely content
- ❖ Ensure access to the justice system
  - By highlighting how technology offers new means of access to the courts and court records
  - By highlighting how to work effectively with the media
  - By highlighting how to work effectively with self-represented litigants
- ❖ Enhance public trust and confidence in the judicial branch
  - By highlighting in all courses how consistent practices, fair treatment, and a focus on public service work together to generate trust and confidence in the courts



# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.2 Judicial Branch Education Results Chain

#### Purpose of resource/document

This resource provides an example of what a results chain for judicial branch education might include. While the categories in a results chain are constant, the components under each category may be more detailed or specific than what is shown in this resource. Details of a results chain will be slightly different from department to department.

NOTE: The arrows included with the results chain indicate that feedback from "use of outputs," "outcomes," and "impact" may indicate that changes are needed in the "inputs," "activities," and "outputs." For this curriculum design, we are dealing with feedback from impact only.

#### Use of resource/document

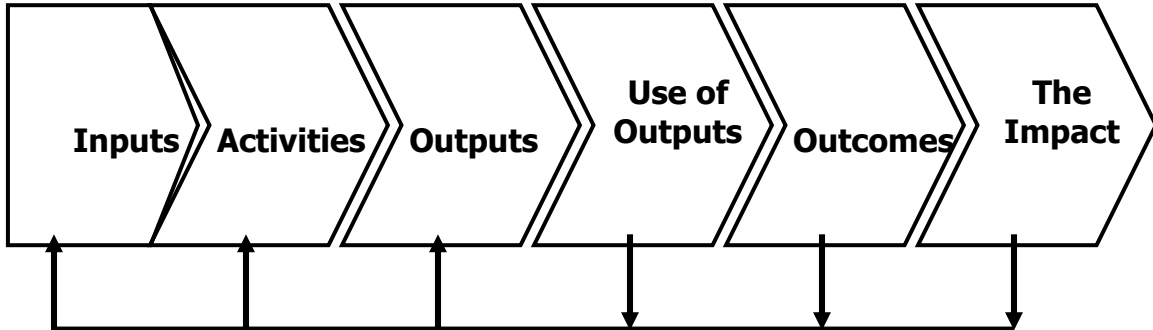
This resource would be useful when discussing possible approaches to impact evaluation that judicial branch education management might want to consider [see C, [Deciding to Conduct a Board Scale Impact Evaluation](#), subpart d, iii, [Measuring the general impact of a project/effort in the absence of predetermined goals or desired outcomes](#), pg. 13 in the curriculum design]

#### Related documents or materials

None

### Judicial Branch Education Results Chain

-----Work of the department-----      -----Desired Results-----



<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>USE OF OUTPUTS:</b>	<b>OUTCOMES</b>	<b>IMPACT</b>
<b>Available Resources</b>	<b>Work Performed Using the Available Resources</b>	<b>Goods and Services Resulting from Activities</b>	<b>How Beneficiary Population Accesses the Goods and Services</b>	<b>Results of Beneficiary Population Using the Outputs</b>	<b>Overall Goals or Results; Reasons the Project Exists or the Effort Is Made</b>
Staff Committees Faculty Funding Adult education principles Design models Delivery options	Needs assessments Meetings Instructional design work Announcements Registration Logistics coordination Faculty development	Curricula Courses: In-person and electronic delivery Programs Course materials Publications	Participation in courses Use of materials for reference	Changes in learner knowledge, skills, attitudes, behaviors, and beliefs Evaluation of courses Feedback to inputs, activities and outputs	Improved administration of justice Improved service to the public Access and fairness in the courts Effectiveness Efficiency Job satisfaction

# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.3 Approaches for Conducting the Impact Evaluation

#### Purpose of resource/document

This resource provides ideas for designing an impact evaluation. It highlights common approaches for gathering information.

#### Use of resource/document

This resource would be useful when discussing the implementation of an impact evaluation, specifically in the design phase [see D, [Implementing a Broad-scale Impact Evaluation in Judicial Branch Education](#), subpart b, [Design the evaluation](#), pg. 15 in the curriculum design].

#### Related documents or materials

Participant activity

11.2.3.3 [Synchronous or Asynchronous Format for Impact Evaluation](#), pg. 64

# Evaluating the Impact of Judicial Branch Education

## Approaches for Conducting the Impact Evaluation

**Fact and document review** – a systematic examination and analysis of available information; may be quantitative and qualitative that is either reported or documented and related to the project/effort being evaluated

- Process
  - Determine if there is baseline, pre-project/effort information
  - Determine if there is new, post-project/effort information
  - Determine where information can be accessed
  - Review data
  - Assess connection to the project/effort (attribution, contribution, none)
  - Analyze and summarize the data
  - Determine how the data will be incorporated into the impact evaluation
- Benefits – generally considered reliable, sometimes considered more reliable than individual comments; is available for examination by others
- Drawbacks – takes time; may not be attributable to the project/effort

### Asynchronous Format

**Surveys and questionnaires** – written questions disseminated electronically or in hard copy for the purpose of gathering information

- Process
  - Identify number and positions of respondents
  - Determine whether evaluation will be done electronically or in hard copy
  - Create questions
  - Disseminate surveys or questionnaires
  - Gather, document, and analyze responses
- Benefits – may be used with large numbers of respondents; confidential responses; may take less time than interviews or focus groups; data is reviewable; relatively low cost
- Drawbacks – no opportunity to clarify any unclear questions; low return rates

### Synchronous Format

**Interviews** – a private conversation (in-person or electronic) between an interviewer and an individual to collect information in a structured format

- Process
  - Identify number and positions of respondents for interviews; determine selection process

- Create an interview structure that can be replicated for subsequent interviews, Select and train interviewers and evaluators or use consultants
- Select appropriate places for interviews
- Conduct interviews, documenting responses as fully as possible or using audiotapes that will be transcribed later.
- Summarize and analyze data
- Benefits – focuses on individual perspectives; enables interviewer or evaluator to clarify questions for more accurate responses
- Drawbacks – is time consuming; the large amount of data may be difficult to summarize; patterns may be difficult to determine; requires skilled interviewer and accurate documentation

**Focus groups** – a series of structured group gatherings (in-person or synchronous electronic), each group comprised of people with similar characteristics or jobs

- Process
  - Determine number of participants (plan for 7 to 10 people per group) and the number of groups; determine positions of participants for each group
  - Create open-ended questions
  - Select appropriate places for groups to meet
  - Conduct discussions and document responses
  - Summarize and analyze data
- Benefits – enables participants to react or respond to one another and build on one another's comments and ideas; facilitator or evaluator may clarify questions
- Drawbacks – may be slightly chaotic; requires a skilled interviewer or facilitator, and the large amount of data will require quick documentation

# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.4 Determining Respondents for Participation

#### **Purpose of resource/document**

This resource has three parts: The first addresses groups that could potentially participate in an impact evaluation for judicial branch education. The second addresses processes to determine selection of participants. The third addresses determining how many people to involve from the selected groups based on the overall number of individuals.

#### **Use of resource/document**

This resource would be useful when discussing implementation of an impact evaluation, specifically the selection of respondents [see D, [Implementing a Broad-Scale Impact Evaluation](#), subpart d, [Determine the types and number of respondents](#), pg. 15 in the curriculum design].

#### **Related documents or materials**

None

## Evaluating the Impact of Judicial Branch Education

### Deciding Which Groups Will Be Involved in the Impact Evaluation

Group	Benefits	Drawbacks
Department Personnel	Know the processes, procedures, products, and services; know the <u>vision</u> , <u>mission</u> , goals, and values and how the work supports them	Have a vested interest in generating positive evaluation results; will take time from work to participate
Committee Leadership and Members	Know both departmental and learner populations; understand some of the administrative aspects of the work and the educational needs of learners	May have a vested interest in generating positive evaluation results
Faculty	Are both learners (faculty development) and deliverers of the products and services; experience the inner workings of the department (instructional design, etc.)	May have a vested interest in generating positive evaluation results
Presiding or Supervising Judges; Court Managers, Supervisors	May observe changes in learners returning from educational experiences; may have been involved in evaluating transfer or learning	
Learners	Have first-hand experience with products and services; generally have participated in evaluation process; will likely be honest with responses	May attend educational offerings with mixed motives; may feel differently about courses based on non-educational factors
Justice System Partners	May witness changes in service as a result of the education provided by the department	May not attribute their experiences to education, whether positive or negative
Court Users and the Public	Are the ultimate beneficiaries of the impact of judicial branch education	May not attribute their experiences to education, whether positive or negative

# Evaluating the Impact of Judicial Branch Education

## Deciding How Many People to Involve in the Impact Evaluation

### Entire group(s)

Involving an entire group is most effective for a small number of respondents

- Benefit – yields a broad spectrum of input
- Drawbacks – large amount of data may be difficult to summarize or analyze

### Sampling of group(s)

Involving a representative number of respondents from the overall group(s)

- Benefit – takes less time for evaluators and participants and yields a manageable amount of information for the evaluation
- Drawback – sampling has built-in error; generally the larger the sample, the lower the sampling error

- **Simple random sampling**

Drawing names from a hat or using technology to generate a random selection of respondents from the group(s) identified as participants in the impact evaluation

- **Convenience sampling**

Choosing representatives from the group(s) identified as participants in the impact evaluation in an unbiased manner

- **Quota sample** – deciding on a fixed number of representative respondents to involve, for example 20 from urban courts and 20 from rural courts
- **Interval sample** – choosing respondents in a periodic sequence, for example, every 15<sup>th</sup> name from a list
- **Judgment sample** – consulting experts to assist in selecting the sample of learners
- **Systematic sample** – determining a sample size and choosing names from a list to meet the sample number, for example, determining a sample of 25 people from a total of 250 potential respondents, choose every 10<sup>th</sup> name
- **Snowball sample** – selecting a small number of respondents from the group(s) identified as participants and having them recruit others



## Evaluating the Impact of Judicial Branch Education

### Determining the Sample Size

Sampling error is larger when the sample group is small in comparison to the total target population. For small populations, involving most of the group is advisable. However, involving large populations is often prohibitive for a variety of reasons. When determining the size of a sample group, use as large a sample as possible or as feasible. The following table may be used to determine sample size based on a 5% error rate, which means that the confidence level for the evaluation would be 95% based on the sample size designated for each population number. (Suvedi)

Population	Sample		Population	Sample
10	10		<b>Continued</b>	
15	14		300	172
20	19		325	180
30	28		350	187
40	36		375	194
50	44		400	201
65	56		450	212
75	63		500	222
90	73		1000	286
100	81		2000	333
125	96		3000	353
150	110		4000	364
175	122		5000	370
200	134		6000	375
225	144		8000	381
250	154		10,000	385
275	163		100,000	398

# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.5 Types of Questions for an Impact Evaluation

#### Purpose of resource/document

This resource provides categories and examples of questions that may be used in an impact evaluation. The examples are illustrative only and not intended to preclude other questions.

#### Use of resource/document

This resource would be useful when discussing implementation of an impact evaluation, specifically designing questions [see D, [Implementing a Broad-scale Impact Evaluation](#), subpart e, [Determine the data to be collected from respondents](#), pg. 17 in the curriculum design].

#### Related documents or materials

None

## Evaluating the Impact of Judicial Branch Education

### Types of Questions for Impact Evaluations

**Closed questions** – questions that can be answered with a yes/no or with fixed answers, such as agree/disagree, or with a number

- Benefits – quicker for responder to answer; easy for evaluators to summarize
- Drawbacks – limits amount of information gathered and any qualifying data responder may have; difficult for respondents who think in terms of “what if”

**Open-ended questions** – questions that cannot be answered with yes/no or agree/disagree; these questions solicit more information than closed questions

- Benefits – gather a large amount of data; enable respondents to provide a context for answers
- Drawbacks – takes longer for responder to answer; takes longer and is sometimes more difficult for evaluators to analyze and summarize

**Ineffective questions** – may be closed or open ended

Questions with implications – questions that characterize or lead the responder toward a predetermined answer; etc.

- Benefits – generally none
- Drawbacks – skew responses; limit responder options; may elicit emotional reactions

**Ambiguous Questions** – questions that yield a minimum amount of useful information, are overly broad, elicit generalized responses, or could have a wide range of interpretations by different respondents; compound questions, which are generally difficult for responders to understand and are difficult for them to answer clearly

- Benefits – may be easy and/or quick for evaluators to write
- Drawbacks – take valuable time from respondents without providing clear direction to evaluators; difficult for respondents who think in terms of variables

## Evaluating the Impact of Judicial Branch Education

### Types of Questions for Impact Evaluations (cont.)

**Asking questions in an in-person format** – since the evaluator is present, open-ended questions are generally the most effective in gathering a wide range of information; the evaluator is able to clarify a question, ask follow-up questions and answer questions posed by respondents

- Active listening by the evaluator - SOLER
  1. **S**quarely face the person(s) being interviewed to focus your attention
  2. **O**pen your posture to invite interaction
  3. **L**ean slightly forward to indicate interest
  4. **E**stablish eye contact
  5. **R**effectively respond – paraphrase what is said and, if necessary, ask clarifying questions
    - a. So you feel...
    - b. It seems that you are saying...
    - c. Can you tell me more about...

**Asking questions in synchronous electronic format** – since evaluators are available, but visual contact may be limited, construct succinct open-ended and multiple choice questions; provide ample time for responses; reflectively respond when appropriate.

**Asking questions in writing – hard copy or asynchronous electronic format** – because the evaluators are not present to ask follow-up questions, caution is suggested: evaluators may tend to ask more detailed and direct questions to ensure that responses are valid

- Avoid use of negative questions – they are sometimes difficult to understand and restrict the range of responses
- Avoid leading questions – those that have an implied desirable answer
- Avoid repetition of questions or similar questions – they are sometimes irritating and time consuming for respondents
- Reflect sensitivity to respondents’ feelings – have someone else review the written questions to ensure sensitivity
- Select words or terms carefully – ensure no “trigger” words are used that could cause offense to respondents
- Ensure clarity in each question
- Make questions as brief as possible (no more than 20 words per question)
- Ensure grammatical correctness
- Avoid jargon or acronyms that may be unfamiliar to some respondents
- Avoid compound questions; they appear to be asking for multiple answers
- If giving choices, ensure they are distinctly different
- If asking for rating or ranking, ensure the scale is prominent on all pages

# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.6 Sample Questions and Responses About Goals

#### **Purpose of resource/document**

This resource provides sample questions and responses for impact evaluation questions when the judicial branch education department has measurable goals. The questions are based on the judicial branch education goals provided in NASJE Principles and Standards; the first goal is the only one used in this resource, and it has been rewritten and refined into several more measurable goals.

#### **Use of resource/document**

This resource would be useful when discussing implementation of an impact evaluation, specifically designing questions [see D, [Implementing a Broad-scale Impact Evaluation](#), subpart e, [Determine the data to be collected from respondents](#), pg. 17 in the curriculum design].

#### **Related documents or materials**

Faculty resource

11.2.2.1 [Judicial Branch Education Goals](#), pg. 27

## Evaluating the Impact of Judicial Branch Education

### Sample Open-ended Questions and Responses About Goals

Goal 1: Help judicial branch personnel acquire the knowledge and skills required to perform their responsibilities fairly, correctly, and efficiently.

- [By involving judges and court personnel in assessing educational needs and determining content for courses](#)

#### **QUESTION: How has judicial branch education involved judges and court personnel in assessing needs? Determining content?**

STAFF: We conducted written need assessments every fourth year for the past decade; we have created 6 advisory committees and this year facilitated 15 advisory committee meetings, 6 for judges and 9 for court personnel, to assess needs and identify content.

JUDGE COMMITTEE MEMBER: I have participated in one or more meetings annually since I was made a member of the Juvenile Judges Advisory Committee. We routinely review course offerings, identify new areas of educational need, and identify content that we need to address.

COURT PERSONNEL: I am not a member of an advisory committee, but always see their names on course descriptions, so I know they are helping the judicial branch education department determine what education is offered.

- [By using sound instructional design processes and adult education principles to ensure the effectiveness of all courses](#)

#### **QUESTION: How has judicial branch education used sound instructional design processes? Adult education principles?**

STAFF: Each of us responsible for a course has received education regarding instructional design. We review proposed course outlines submitted by faculty and we make recommendations to faculty to improve their designs. This year, I made recommendations for change to more than 10 faculty members. We teach instructional design and adult education principles in our faculty development courses, offered twice each year. We work directly with faculty before, during and after each course to improve use of adult education principles in every course.

JUDGE: I have seen consistent improvement in the courses I attend. There was a time that we had "talking heads" as faculty. Now we have faculty who plan courses that involve us in thinking about the content and trying it out before a course is over.

- By consistently developing faculty skilled in adult education practices

**QUESTION: How has the judicial branch education department developed faculty skilled in adult education practices?**

STAFF: We have a two-day faculty development course every 6 months. We have about 20 new folks attend each course. The course focuses on effective adult education. We work with every faculty member to be sure they understand how teaching adults is different from what they may have experienced in their prior education. We also have experienced faculty members observe each new faculty to assist them in using adult education principles.

FACULTY MEMBER: I have attended the faculty development course and have had experience with staff who work with each of us to be sure we use adult education principles. Sometimes the staff have some great suggestions and I learn something new that I can use in future courses.

- By establishing and maintaining a system of career-long learning opportunities

**QUESTION: How has judicial branch education established or maintained a system of career-long learning opportunities?**

STAFF: We offer courses for new judges and new court personnel every year. These courses include an orientation and introduction to their role and the processes and procedures of their job. We have also developed curricula for several categories of people; these curricula include content for new folks as well as for experienced people. We work with our advisory committees at least every year to review the curriculum for their colleagues and select courses for both new and experienced people to include in our annual offerings.

JUDGE: I remember being a new judge and going to orientation. It was such an important event for me as I entered a new role in the courts. I have now been a judge for 10 years and I still attend courses offered by our judicial branch education department because they are designed for me at my stage of experience.

## Evaluating the Impact of Judicial Branch Education

### Sample Questions and Response Summary to Likert Scale Using Goals

#### FOR ALL LEARNERS:

*DIRECTIONS:* Using the scale below, rate the following with regard to whether judicial branch education has achieved their stated goals.

SCALE used in the original questionnaire

1. Not at all   2. To a slight degree   3. Somewhat   4. Yes   5. Absolutely

<b>Judicial branch education has achieved the following goal:</b>	Mean Response	Median Response	Mode Response
1. Help judicial branch personnel acquire the knowledge and skills required to perform their judicial branch responsibilities fairly, correctly, and efficiently <ul style="list-style-type: none"> <li>• By involving judges and court personnel in assessing educational needs and determining content for courses</li> <li>• By using sound instructional design processes and adult education principles to ensure the effectiveness of all courses</li> <li>• By consistently developing faculty skilled in adult education practices</li> <li>• By establishing and maintaining a system of career-long learning opportunities</li> </ul>	3.54	4	4
2. Help judicial branch personnel adhere to the highest standards of personal and official conduct <ul style="list-style-type: none"> <li>• By offering content that deals with ethical standards and by incorporating ethics into other substantive content</li> </ul>	2.86	2	1



<p>3. Help judicial branch personnel become leaders in service to their communities</p> <ul style="list-style-type: none"> <li>• By offering content addressing outreach possibilities for judges and court personnel, leadership strategies, and working effectively with the media</li> </ul>	3.06	4	5
<p>4. Preserve the judicial system’s fairness, integrity, and impartiality by eliminating bias and prejudice</p> <ul style="list-style-type: none"> <li>• By systematically incorporating issues of fairness, integrity, and impartiality into substantive content</li> </ul>	2.54	3	1
<p>5. Promote effective court practices and procedures</p> <ul style="list-style-type: none"> <li>• By highlighting effective court practices in content</li> <li>• By fostering networking and sharing among judges and court personnel</li> </ul>	3.8	4	4
<p>6. Improve the administration of justice</p> <ul style="list-style-type: none"> <li>• By focusing content on realistic, relevant, applicable, and timely content</li> </ul>	4.08	4	5
<p>7. Ensure access to the justice system</p> <ul style="list-style-type: none"> <li>• By highlighting how technology offers a new means of access to the courts and court records</li> <li>• By highlighting how to work effectively with the media</li> <li>• By highlighting how to work effectively with self-represented litigants</li> </ul>	2.36	2	2
<p>8. Enhance public trust and confidence in the judicial branch</p> <ul style="list-style-type: none"> <li>• By highlighting in all courses how consistent practices, fair treatment, and a focus on public service work together to generate trust and confidence in the courts</li> </ul>	3.12	3	3

## Evaluating the Impact of Judicial Branch Education

### Sample Questions and Response Summary to Likert Scale Using Goals

#### WORKSHEET

Using fictitious responses for a judicial branch education department, this worksheet summarizes responses for 50 randomly selected judges and court personnel. The numbers in the left-hand column are the goal numbers, 1 through 8; the numbers in the top row are the possible rating numbers, 1 through 5; the numbers in the boxes are the number of responses for ranking each item. For example, in the first line beside goal 1, two respondents rated this item number 1, the lowest impact of judicial branch education; following across that row, three respondents rated this item number 5, the highest rating possible. The shaded boxes show the total number of responses (50) for each of the eight goals.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>#</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
1	2	0	20	25	3	50	3.54	4	4
2	16	10	10	9	5	50	2.86	2	1
3	20	4	0	5	21	50	3.06	4	5
4	17	3	10	16	4	50	2.54	3	1
5	0	0	10	35	5	50	3.8	4	4
6	0	0	19	10	21	50	4.08	4	5
7	10	21	10	9	0	50	2.36	2	2
8	9	6	15	10	10	50	3.12	3	3

# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.7 Sample Questions and Responses About Overall Judicial Branch Education Efforts

#### Purpose of resource/document

This resource includes samples of two types of questions, potential responses, and results of those responses. It provides some ideas regarding the kinds of questions and responses that could be gathered when the judicial branch education department does not have measurable goals or criteria to know if goals are met. The resource uses generalized desired impacts from a results chain – service to the public and effectiveness or efficiency in work performed by judges and court personnel.

NOTE: This resource will also be used later in a participant activity that engages learners in assessing these responses and determining what to do in response to them.

#### Use of resource/document

This resource would be useful when discussing implementation of an impact evaluation, specifically designing questions [see D, [Implementing a Broad-Scale Impact Evaluation](#), subpart e, [Determine the data to be collected from respondents](#), pg. 17 in the curriculum design].

Faculty need to remind directors, managers, and supervisors that impact evaluation is not just about whether a project/effort has value, but what the value is.

#### Related documents or materials

Participant activity

11.2.3.5 [Using Results of an Impact Evaluation](#), pg. 68

## Evaluating the Impact of Judicial Branch Education Open-Ended Questions and Possible Responses

*These could be asked in interviews, focus groups, surveys, or questionnaires.*

### **FOR ALL LEARNERS:**

#### **QUESTION: What specific difference has judicial branch education made in your service to the public?**

Judge: When I was beginning my career as a judge, I remember thinking that all of my experience as a courtroom lawyer would prepare me for the role, but I was seriously mistaken. New judge orientation provided me with a completely different view and set of skills for being a judge. I had more confidence and worked with court users to make them feel they had their “day in court.”

Court personnel: I remember being totally overwhelmed when we implemented a new case management system. I had worked in the court for more than 10 years and the new system was going to be a significant change. We had a series of courses about the system. We learned how to run parallel systems while the new system was being installed, how to troubleshoot problems, and how the system contributed to the overall accuracy of our court and the court system statewide. We save time and money.

Judge: Well, I have attended many, many courses over my career. I have to say some were really beneficial – like the courses on ethics. But I also have to say that some were not very helpful – like the courses on public trust and confidence; they just did not give me any real basis for what I should do differently from what I was already doing.

Court personnel: I hate to take time from my work to go to courses. My court is rural and it takes a day to get to the city and a day to get back. I probably don’t learn as much as I could because I am worrying about what I will have to do to catch up after being away from the court for days.

### **FOR COMMITTEE MEMBERS:**

#### **QUESTION: What specifically have you observed to indicate the judicial branch education courses make a difference in service to the public?**

Chair: The fact that they engage us and other judges and court personnel in their planning activities certainly makes a difference. We can identify what we need in terms of education and we can be sure they offer relevant courses. One example involves our course series on ethics. The Commission on Judicial Conduct has actually told us that the number of complaints has gone down and the type of complaints has changed since we started these courses.

**FOR DEPARTMENT STAFF:**
**QUESTION: How do you know that your courses make a difference?**

Education Attorney: We engage judges and court personnel in our planning so we are sure content is what is needed; we have conducted formal needs assessments about every four years and we use the results to assist us in choosing courses; and we train faculty to teach adults. We don't have an opportunity to observe how our education actually plays out in the courts and how it affects service to the public. We are doing this impact evaluation to tell us whether the education delivered makes a difference in the broad sense.

Instructional Design Specialist: We work directly with every faculty member to be sure their courses are designed according to educational guidelines; we determine content based on committee input and on curriculum designs; and we ensure that faculty evaluate learning during their courses. I know we make a difference for faculty because we see what they deliver.

**FOR COURT MANAGERS:**
**QUESTION: What evidence do you have that judicial branch education makes a difference in how your employees perform?**

Court Manager: I choose what my staff attend and ensure a course is what they need; and I monitor what staff do when they return to work. Education changes them. A good example of that is customer service education. We hear from court users that our counter clerks help them figure out what to do, save them time, and make them feel valued. Is that great or what?

**FOR JUSTICE SYSTEM PARTNERS:**
**QUESTION: What specific difference(s) have you experienced or seen in judges (or court personnel) that you attribute to judicial branch education?**

Public Defender: I have seen a significant change in the way judges work with accused offenders. There was a time when I felt the court leaned toward the prosecution, but not anymore.

Prosecutor: I have experienced more careful courtroom control from judges since judicial branch education began offering case-specific courses. The work gets done within set timeframes with respect, and within firm parameters. That saves me time so I can attend to other cases.

## Evaluating the Impact of Judicial Branch Education Rank Order Scale and Potential Response Summary

**FOR ALL LEARNERS: One of the key goals of judicial branch education is to improve the administration of justice for the public.**

*Using 1 as the most beneficial and 10 as the least, rank the following to answer this question:  
How do you rank the impact of these judicial branch education activities on service to the public?  
There is one space for your own input or idea. Use each ranking number, 1 - 10, only once.*

Items	Mean Response	Median Response	Mode Response
1. <b>Building skills</b> through courses such as use of technology, courtroom management, etc., to improve service to court users	1.3	1	1
2. <b>Sharing information</b> through courses such as legislative updates, changes in procedures, etc., to improve our effectiveness and accuracy	4.1	3	2
3. <b>Changing attitudes</b> through courses such as access and fairness, working with self-represented litigants, etc., to improve access to the courts	5.04	5	4
4. <b>Involving judges and court personnel in planning</b> through serving on education committees to ensure education is effective and improves service to the public	5.62	6	6
5. <b>Using effective teaching methods</b> that involve learners in activities to use new content during a course to build confidence	6.52	7	7 & 9
6. <b>Educating faculty</b> to enable peers who understand your work to teach	6.04	6	5
7. <b>Fostering networking</b> through sponsored online sharing of new ideas and approaches, time at conferences to learn from peers, etc., to become more effective and efficient	4.4	3	2 & 7
8. <b>Using technology for delivery</b> so more people can participate in education at the local court thus saving time and money	5.96	4	3
9. <b>Remaining relevant</b> by consistently addressing new areas of education and by offering courses for new and experienced learners, etc., and to continuously improve service to the public	7.8	8	8 & 10
10. <b>Your own idea:</b> _____ (Please describe and rank)	8.22	9	9

## Evaluating the Impact of Judicial Branch Education Rank Order Scale and Potential Response Summary

### WORKSHEET

Using fictitious responses for a judicial branch education department, this worksheet summarizes responses for 50 randomly selected judges and court personnel. The numbers in the left-hand column represent the activity numbers, 1 through 10, on the original survey; the numbers in the top row are the possible ranking numbers, 1 through 10; the numbers in boxes are the number of responses for ranking each item. For example, in the first line beside activity 1, 35 respondents ranked this item as number 1, the highest level of impact. The shaded boxes verify that there are 50 responses for each row and column.

	1	2	3	4	5	6	7	8	9	10	#	Mean	Median	Mode
1	35	15	--	--	--	--	--	--	--	--	50	1.3	1	1
2	5	20	--	15	--	--	--	--	--	10	50	4.1	3	2
3	--	--	10	13	7	9	7	4	--	--	50	5.04	5	4
4	--	--	--	10	9	21	10	--	--	--	50	5.62	6	6
5	5	--	--	--	7	9	10	9	10	--	50	6.52	7	7 & 9
6	--	--	5	--	16	11	3	15	--	--	50	6.04	6	5
7	5	15	10	--	--	--	15	--	--	5	50	4.4	3	2 & 7
8	--	--	15	12	--	--	5	--	10	8	50	5.96	4	3
9	--	--	10	--	--	--	--	20	--	20	50	7.8	8	8 & 10
10	--	--	--	--	11	--	--	2	30	7	50	8.22	9	9
#	50	50	50	50	50	50	50	50	50	50				

Overall Placement	Item Order by Mean	Item Order by Median	Item Order by Mode
<b>1<sup>st</sup></b>	1	1	1 (w1)
<b>2<sup>nd</sup></b>	2	2 and 7	2 and 7* (w/2)
<b>3<sup>rd</sup></b>	7	8	8 (w/3)
<b>4<sup>th</sup></b>	3	3	3 (w/4)
<b>5<sup>th</sup></b>	4	4 and 6	6 (w/5)
<b>6<sup>th</sup></b>	8	5	4 (w/6)
<b>7<sup>th</sup></b>	6	9	5 and 7 * (w/7)
<b>8<sup>th</sup></b>	5	10	9 * (w/8)
<b>9<sup>th</sup></b>	9		5 * and 10 (w/9)
<b>10<sup>th</sup></b>	10		9 * (w/10)
			(Indicates mode score)
			*Indicates two modes

# Evaluating the Impact of Judicial Branch Education

## Explanation of Faculty Resource

### 11.2.2.8 Getting to the Impact

#### **Purpose of resource/document**

This resource shows how answers from respondents involved in an impact evaluation may initially focus on the respondent's reaction to education and on how the respondent uses what was learned. These do not address the impact of the education so designing follow-up questions is an important step in getting to the impact of education.

#### **Use of resource/document**

This resource would be useful when discussing implementation of an impact evaluation, specifically designing questions [see D, [Implementing a Broad-scale Impact Evaluation](#), subpart e, [Determine the data to be collected from respondents](#), pg. 17 in the curriculum design].

NOTE: Faculty needs to remind learners that an impact evaluation is about the overall impact, the overall outcome, the overall goal; in judicial branch education that often means evaluating the impact of education on service to the public and professional development of judges and court personnel.

#### **Related documents or materials**

None



## Evaluating the Impact of Judicial Branch Education

### Getting to the Impact

**QUESTION: How have the specific skill(s) you developed as a result of judicial branch education changed your service to the public?**

Judge: Every year I learn about new laws. I like these courses because they give me a chance to really focus on how my work will change.

This is a statement about satisfaction, similar to a participant course evaluation.

**FOLLOW-UP QUESTION: What difference does that make to you?**

Judge: Well, I know how to rule on motions based on the new laws.

This is a statement about transfer of learning, an outcome not an impact.

**FOLLOW-UP QUESTION: What difference does that make to the public?**

Judge: My knowledge saves time during a trial, ensures rulings are proper so the attorneys are less likely to appeal cases, and overall that saves the court's time so we can deal with more cases, and it saves the public money.

This is a statement about the impact of the education, in this case on justice partners, court users, and the public.

~~~~~

Court personnel: I went to courses about becoming a supervisor and learned so many things that I use every day. The things I remember are about showing respect for employees, documenting performance issues, coaching people, and giving people an opportunity to take more responsibility.

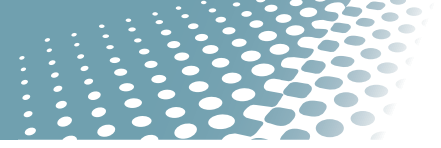
This is a statement about transfer of learning, an outcome not an impact.

**FOLLOW-UP QUESTION: What difference does that make?**

Court personnel: Since I am a more effective supervisor, employees seem more satisfied with their jobs, they perform their work more efficiently, and they grow professionally. That translates to a positive work environment for employees and to better service for court users.

This is a statement about the impact of education, in this case on employees and on court users.

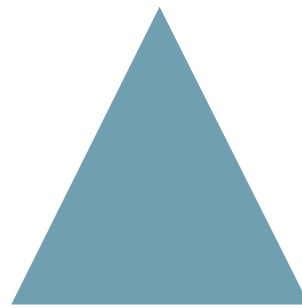
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**NASJE**

# **CURRICULUM DESIGN**

▲ PARTICIPANT ACTIVITIES



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# Evaluating the Impact of Judicial Branch Education

## Explanation of Participant Activity

### 11.2.3.1 Evaluation Approaches in Judicial Branch Education

#### Purpose of activity

This activity engages directors, managers, and supervisors in reviewing the types of evaluations that could be used in judicial branch education departments, the usefulness of each, and the benefits of using a combination of approaches for maximum effectiveness.

#### Use of activity

This activity would be effective if used as an introduction to considering the types of evaluations and their relationships and differences [see A, [Evaluation Approaches in Judicial Branch Education](#), pg. 9 in the curriculum design]. The initial portion of this activity, assessing the five types of evaluation approaches, will be relatively easy for directors, managers, and supervisors to complete; the second portion, ranking the approaches, will hopefully be difficult and provide a basis for discussion: all of the approaches have value, but the value is different rather than qualitative. Faculty needs to emphasize that a combination of approaches is the most effective.

This could be an individual or small group activity.

#### Relevant Learning Objective

1. Compare and contrast the five evaluation approaches that are applicable in judicial branch education departments.

## Evaluating the Impact of Judicial Branch Education Evaluation Approaches in Judicial Branch Education

*Provide information requested in the three columns to the right; then in the left column, rank the types of evaluation, 1 being the highest and 5 being the lowest, based on what you think is the value of the information provided by the approach.*

| <b>Rank</b> | <b>Approach</b>                    | <b>Who Provides Information?</b> | <b>What Does the Information Measure?</b> | <b>How is the Feedback Used?</b> |
|-------------|------------------------------------|----------------------------------|-------------------------------------------|----------------------------------|
|             | Participant Evaluation             |                                  |                                           |                                  |
|             | Evaluation of Learning             |                                  |                                           |                                  |
|             | Evaluation of Transfer of Learning |                                  |                                           |                                  |
|             | Peer or Planner Evaluation         |                                  |                                           |                                  |
|             | Impact Evaluation                  |                                  |                                           |                                  |

# Evaluating the Impact of Judicial Branch Education

## Explanation of Participant Activity

### 11.2.3.2 Making the Case for an Impact Evaluation

#### Purpose of activity

This activity involves directors, managers, and supervisors in judicial branch education departments in convincing a variety of people that conducting an impact evaluation for the department is valuable and feasible.

#### Use of activity

This activity would be effective if used after discussing the benefits of an impact evaluation [see B, [Reasons for a Broad-Scale Impact Evaluation](#) and C, [Deciding to Conduct a Broad-Scale Impact Evaluation](#), pgs. 10 and 11 in the curriculum design].

This is an individual activity; for making the presentation, faculty may pair learners or have a few volunteers demonstrate their presentation approaches to the large group.

#### Relevant Learning Objective

2. Present to a variety of key people the reasons for conducting an impact evaluation and the benefits to both judicial branch education and the justice system.

## Evaluating the Impact of Judicial Branch Education

### Making the Case for an Impact Evaluation

#### Hypothetical

You are the director of a mid-sized state judicial branch education department. The department serves the educational needs of judges and court personnel, offering more than 40 individual courses per year. The only type of feedback currently gathered on courses is participant evaluations.

Due to budget constraints and competition for available funds, the state legislature recently passed a budgetary requirement: In order to receive funding from the state budget, each department in each branch of government must present evidence of successful use of public funds.

You are concerned that while participant evaluations are generally positive, they do not demonstrate successful use of funding in the way the legislature now requires. You determine that the department needs to have an impact evaluation. You believe that department personnel, committee members, faculty, learners, and justice system partners need to be involved to truly demonstrate the positive effects of the judicial branch education effort.

An impact evaluation will take time and cost money; you feel that an outside consultant would be the most effective approach. Once you find a consultant, you will need to have staff assist them by (a) identifying groups of people to be involved, and (b) participating in the evaluation process.



## Evaluating the Impact of Judicial Branch Education

### Making the Case for an Impact Evaluation

Situation #1:

Department personnel believe that participant evaluations are sufficient for the legislative funding requirement. You need their support to conduct an impact evaluation. How do you convince them?

## Evaluating the Impact of Judicial Branch Education

### Making the Case for an Impact Evaluation

Situation #2:

Leadership of your six education or advisory committees believe that the legislature would not cut judicial branch education due to the political issues that action would generate. You need their support to go to your state court administrator, who prefers that judges and court personnel support any action that involves them. How do you convince committee leadership that an impact evaluation is necessary?

## Evaluating the Impact of Judicial Branch Education

### Making the Case for an Impact Evaluation

#### Situation #3:

The state court administrator is involved in coaching all department directors in establishing measures to demonstrate successful use of public funds. She is stressing the need to meet the legislature's requirement with little or no expense from the current budget.

The finance director has data on how much more efficient the courts are after instituting shared administration among many small geographically close courts; the human resources director has information regarding how many positions are being held vacant thanks to a work-share arrangement instituted in the courts; the information technology director has information on how much money is being saved by the new statewide computer system.

How do you convince the administrator that an impact evaluation is necessary?

# Evaluating the Impact of Judicial Branch Education

## Explanation of Participant Activity

### 11.2.3.3 Synchronous or Asynchronous Format for Impact Evaluation

#### Purpose of activity

In helping to decide on a format for an impact evaluation, this activity engages directors, managers, and supervisors in advocating for either a synchronous format (in-person or synchronous electronic interview or focus group approach) vs. an asynchronous format (hard copy or asynchronous electronic questionnaires and surveys). The purpose of the debate is not to have one side win or lose, but to have learners analyze the two formats. If the debate does not reveal the conclusion that both approaches have benefits and drawbacks, faculty will need to introduce that information.

#### Use of activity

This activity would be effective if used after discussing implementation of an impact evaluation, specifically determining the design [see C, [Deciding to Conduct a Broad-Scale Impact Evaluation](#), pg. 11 in the curriculum design and D, [Implementing a Large-Scale Impact Evaluation](#), subpart b, i, [Choose or create the evaluation design and determine approach\(es\) for gathering information](#), pg. 15 in the curriculum design] and after reviewing the faculty resource dealing with how to gather data [see 11.2.2.3 [Approaches for Conducting the Impact Evaluation](#), pg. 31].

If the number of participants is small, faculty may divide the group in half, assign each group one of the formats, and have each group brainstorm and debate ideas requested on the activity sheet. Then a representative from each group may participate in the debate. Faculty can serve as moderator.

If the group is large, the debate can be conducted in small groups with three to four people at each table being assigned to advocate for a format (synchronous vs. asynchronous). One person at each table should be assigned as moderator who would not be part of a debating team; the moderator may plan questions while the teams brainstorm their ideas about the format assigned to them. For the debate, the moderator directs questions to a designee from each team or to various team members.

#### Relevant Learning Objective

3. Debate the value of impact evaluation data-gathering approaches, such synchronous formats (in-person or synchronous electronic interviews and focus groups) vs. asynchronous formats (hard copy or asynchronous electronic surveys and questionnaires).

## **Evaluating the Impact of Judicial Branch Education**

### **Synchronous Format**

(In-person or synchronous electronic interviews or focus groups)

**vs.**

### **Asynchronous Format**

(Hard copy or asynchronous electronic questionnaires or surveys )

**Strong points for the format you are assigned:**

**Weaknesses and possible rebuttals for the format you are assigned:**

**Weaknesses or drawbacks for the format assigned to the opponent:**

# Evaluating the Impact of Judicial Branch Education

## Explanation of Participant Activity

### 11.2.3.4 Questions for Impact Evaluations

#### Purpose of activity

This activity engages directors, managers, and supervisors in assessing questions that are relatively easy to construct but generally do not yield information that addresses the impact of education.

#### Use of activity

This activity would be effective if used after discussing the types of questions and sample responses to questions in an impact evaluation [see D, [Implementing a Broad-Scale Impact Evaluation](#), subpart e, [Determine the data to be collected from respondents](#), pg. 17 in the curriculum design].

This is a small group activity. If time is a factor, faculty may want to assign a different question to each small group.

NOTE: Faculty may want to demonstrate a critique of one of the questions so learners understand what is expected. For example, among other things: question 1 is vague so responses will be difficult to summarize or analyze; question 2 focuses changes in learner behavior rather than impact; question 3 is not relevant with regard to impact; question 4 is about learner satisfaction; question 5 focuses on knowledge of the learner, and question 6 leads the respondent to a desirable answer. Learners may identify different or additional issues.

#### Relevant Learning Objective

4. Critique various questions that might be used in synchronous interviews/focus groups or in asynchronous surveys/questionnaires.

## Evaluating the Impact of Judicial Branch Education

### Questions for Impact Evaluations

1. What is the impact of judicial branch education?

Critique:

2. How does judicial branch education affect you?

Critique:

3. How many judicial branch education courses do you attend annually?

Critique:

4. What do you think about the quality of judicial branch education courses?

Critique:

5. What have you learned from judicial branch education courses?

Critique:

6. In what ways is the impact of judicial branch education evident?

Critique:

# Evaluating the Impact of Judicial Branch Education

## Explanation of Participant Activity

### 11.2.3.5 Using Results of an Impact Evaluation

#### Purpose of activity

This activity engages directors, managers, and supervisors in examining data that could result from an impact evaluation and using that data to draw some conclusions and possibly make some changes in judicial branch education.

#### Use of activity

This activity would be effective after discussing quantitative and qualitative information gathering, how to summarize data, and how to analyze data [see D, [Implementing a Broad-scale Impact Evaluation](#), subpart f, [Implement the evaluation, pg. 17](#) and subpart g, [Collect and summarize the data](#), pg. 17 in the curriculum design].

This is a small group activity.

NOTE: Directors, managers, and supervisors may have differing ideas about what is revealed in the information gathered by the impact evaluation.

NOTE: Actual analysis of data from an impact evaluation is a time-consuming and complex process that would be difficult to replicate in a course. Use of a consultant(s) who understands approaches to data analysis and use of technology make the process more manageable.

#### Relevant Learning Objective

5. Create ways to use the results of an impact evaluation to make changes in judicial branch education.



## Evaluating the Impact of Judicial Branch Education

### Qualitative Information

*NOTE: The responses used in this activity are NOT sufficient to draw conclusions from an impact evaluation. They are used in this activity solely as an example for analysis and potential use of results. To draw any conclusions, these responses should be supplemented with more responses, then summarized and analyzed.*

In the following example, circles denote potential coding topics. The codes are for specific courses; yellow highlighting denotes possibilities for key words or phrases that may be applied to the coded topics; blue highlighting denotes possibilities for assessing the overall impact of judicial branch education.

#### FOR LEARNERS:

**QUESTION: What specific difference has judicial branch education made in your work performance?**

Judge: When I was beginning my career as a judge, I remember thinking that all of my experience as a courtroom lawyer would prepare me for the role, but I was seriously mistaken. New judge orientation provided me with a completely different view and set of skills for being a judge. I had more confidence in myself and I worked with court users in ways that seemed to make them feel they had their "day in court."

Court personnel: I remember being totally overwhelmed when we implemented a new case management system. I had worked in the court for more than 10 years and ~~the new system~~ was going to be a significant change. We had a series of courses about the system. We learned how to run parallel systems while the new system was being installed, how to troubleshoot problems, how the system contributed to the overall accuracy of our court and the court system statewide. We save time and money.

Judge: Well, I have attended many many courses over my career. I have to say some were really beneficial – like the courses on ethics. But I also have to say that some were not very helpful – like courses on public trust and confidence, they just did not give me any real basis for what I should do differently from what I was already doing.

Court personnel: I hate to take time from my work to go to courses. My court is rural and it takes a day to get to the city and a day to get back. I probably don't learn as much as I could because I am worrying about what I will have to do to catch up after being away from the court for days.

## Evaluating the Impact of Judicial Branch Education

### Qualitative Information

*NOTE: The responses used in this activity are NOT sufficient to draw conclusions from an impact evaluation. They are used in this activity solely as an example for analysis and potential use of results.*

What might these responses provide with regard to the impact of specific courses in judicial branch education?

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What might these responses provide with regard to the overall impact of judicial branch education?

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What guidance might these responses provide for improvement in judicial branch education?

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## Evaluating the Impact of Judicial Branch Education

### Quantitative Information

*NOTE: The responses used in this activity are NOT sufficient to draw conclusions from an impact evaluation. They are used in this activity solely as an example for analysis and potential use of results. For drawing any conclusions, these responses need to be supplemented with more responses, then summarized and analyzed.*

|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Mean</b> | <b>Median</b> | <b>Mode</b> |
|---|----------|----------|----------|----------|----------|-------------|---------------|-------------|
| 1 | 2        | 0        | 20       | 25       | 3        | 3.54        | 4             | 4           |
| 2 | 16       | 10       | 10       | 9        | 5        | 2.86        | 2             | 1           |
| 3 | 20       | 4        | 0        | 5        | 21       | 3.06        | 4             | 5           |
| 4 | 17       | 3        | 10       | 16       | 4        | 2.54        | 3             | 1           |
| 5 | 0        | 0        | 10       | 35       | 5        | 3.8         | 4             | 4           |
| 6 | 0        | 0        | 19       | 10       | 21       | 4.08        | 4             | 5           |
| 7 | 10       | 21       | 10       | 9        | 0        | 2.36        | 2             | 2           |
| 8 | 9        | 16       | 15       | 10       | 10       | 3.52        | 3             | 2           |

Goal 2: Help judicial branch personnel adhere to the highest standards of personal and official conduct

Goal 4: Preserve the judicial system’s fairness, integrity, and impartiality by eliminating bias and prejudice

What might the disparity of responses reveal about achieving these two goals?

Goal 2: \_\_\_\_\_

Goal 4: \_\_\_\_\_

What improvements in judicial branch education might these results generate?

Goal 2: \_\_\_\_\_

Goal 4: \_\_\_\_\_

What might the median and mode reveal that the mean does not?

Goal 2: \_\_\_\_\_

Goal 4: \_\_\_\_\_

# Evaluating the Impact of Judicial Branch Education

## Explanation of Participant Activity

### 11.2.3.6 Readiness for Impact Evaluation at the Local Level

#### Purpose of activity

This activity engages learners in examining their local department with regard to whether an impact evaluation is necessary and/or feasible.

#### Use of activity

This activity would be most effective if used as a conclusion to a course on impact evaluation.

This is an individual activity.

NOTE: Faculty may engage participants in discussing their answers and getting input from fellow learners.

#### Relevant Learning Objective

6. Analyze the readiness of the local judicial branch education department to conduct an impact evaluation.

## Evaluating the Impact of Judicial Branch Education

### Impact Evaluation at the Local Level

1. What would be the benefit(s) of an impact evaluation at the local level?

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2. What would be evaluated?

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3. What would facilitate conducting an impact evaluation?

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4. What would inhibit conducting an impact evaluation?

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5. Who would be interested in the results?

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6. How might the results be used?

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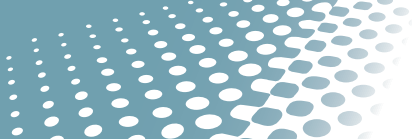
7. What initial steps would need to be taken in preparation?

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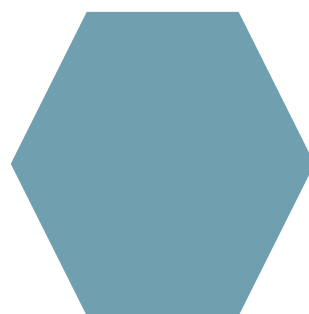
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# **CURRICULUM DESIGN**

 **BIBLIOGRAPHY**



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