TRENDS IN MEASURING THE EFFECTIVENESS OF DOMESTIC VIOLENCE TRAINING PROGRAMS

by

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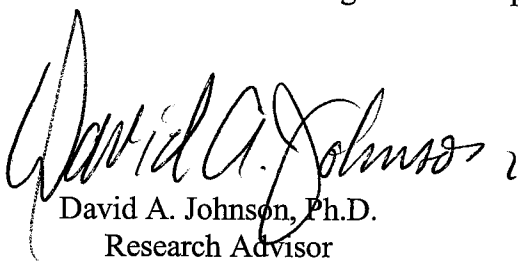

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ABSTRACT

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Domestic violence is a visible concern in today's society. Many agencies conduct training programs in their communities to educate the population and change the behaviors of those who are part of domestic violence. However, by involvement with domestic violence agencies, the researcher believes there is little use of traditional approaches to determining training effectiveness. Are skills improved? Is behavior changed? And perhaps most importantly, are the trends in incidents of domestic violence improving as a result of training programs? The purpose of this study is to review how domestic violence agencies assess the effectiveness of their training programs, to see if those programs are having any effect and provide recommendations on how assessing effectiveness can improve training programs.

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This paper is dedicated to Douglas Corwin Allar. May his sacrifice serve as the inspiration for myself and others to make a difference!

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Chapter I

Introduction

Overview of Study

Domestic violence continues to be a critical issue facing our country. Gallegly (2000) cited that nationally, domestic violence fell 21 percent between 1993 and 1998 but an estimated 900,000 victims still are reported each year. Seventy-six percent of women who were raped or physically assaulted said the perpetrator was a current or former spouse, a cohabiting partner or a date and that one-third of murdered women die at the hands of a partner or former partner.

Data gathered by Banerjee Associates (1994) shows that ninety percent of the men who abuse their partners witnessed the abuse of their mothers. Goldman and Goldman (1988) estimate that between 5% and 30% of girls and between 10% and 20% of boys will be affected by some form of sexual abuse before the age of 18 years. These few examples demonstrate the many concerns regarding domestic violence.

One approach to addressing domestic violence is through the delivery of effective training programs. A thorough training system includes the use of training/learning effectiveness measurements to determine if the training had any impact. Kirkpatrick's (1987) four-step model is one approach available to determining training effectiveness. This paper explores the use of training/learning effectiveness measurements when addressing domestic violence.

Chapter one serves as the introduction and contains the overview, statement of the problem, research objective, need for the study, definition of terms and the limitations of the study. The upcoming chapters, two, three, four, and five, make up the balance of the research paper. Following is a brief overview and description of their position in this study.

Chapter two, A Review of Related Literature, focuses on previous research and writings on the subject of training effectiveness measurements and domestic violence. The discoveries provided the foundation, established the necessity to pursue the research, and serves as historical background and point of reference for the reader.

Chapter three, Methodology, describes the research methodology and design. It summarizes the planning and design, development of instruments, collection and processing of data, and the interpretation and reporting of results.

Chapter four, Findings & Analysis of Results, discusses and analyzes the details of the findings and interprets the results in relation to the Review of Literature.

Chapter five, Summary, Conclusions, and Recommendations, summarizes observations on chapters one through four, states conclusions on findings from the data analysis, and makes recommendations on further research.

Statement of Problem

The Violence Intervention Project (VIP) of Kewaunee County is trying to have an impact on the trends in domestic violence through the delivery of effective and impactful training and education programs. However, there does not appear to be a systematic

approach to determining the effectiveness of their training programs and its impact on domestic violence trends in Kewaunee County. Therefore, the research question raised is: "What are the trends by Domestic Violence agencies in using well known evaluation techniques for determining the effectiveness of their training and education programs?"

Research Objectives

The intent of this research project is to:

1. Understand what is currently known regarding determining the effectiveness of training and learning as they apply to domestic violence programs.
2. Identify the trends in use of training effectiveness determination approaches by domestic violence agencies in the state of Wisconsin.
3. Propose recommendations on what can be done to further the use of training effectiveness approaches in domestic violence programs.

Need for the Study

The benefits to VIP of understanding the effectiveness of their training are to be able to improve those programs and affect domestic violence. This study will provide VIP with information regarding how they can determine the effectiveness of their training programs. It will identify not only the aspects of the organization that are providing a satisfactory evaluation of training effectiveness, but also the aspects VIP needs to address. This would allow VIP to have an environment that is able to assess the effectiveness of their training programs and have a greater impact on domestic violence.

Definitions

The following definitions are provided to better understand the context of domestic violence:

1. Domestic violence -- Violence against women is the threatened or actual use of physical force against a woman that either results in or has the potential to result in injury or death. This type of violence includes the physical, sexual, or psychological assault of women by partners, intimates, family members and acquaintances. (Centers for Disease Control Definition in use 1995)
2. Sexual assault – an act of sexual aggression and violence expressed through force, anger and/or intimidation in which a person is made to engage in sexual activity without consent. Retrieved October 25, 2002 from the Sexual Assault Services website of George Mason University.(www.gmu.edu/facstaff /sexual/whatis.html)
3. Abuse – attack with words. (Webster's Compact Dictionary -1987)
4. Training evaluation – the process of gathering and analyzing information which supplies the trainer or evaluator with the basis for making decisions pertaining to different aspects of the training initiative. Retrieved October 25, 2002 from http://p2001.health.org/CMHC01/supp8tr.htm
5. Offenders – noun for offend, sin or act or violation, to hurt, annoy, or insult. (Webster's Compact Dictionary -1987)

Limitations of the Study

The researcher purposely limited this study to a review of use by domestic violence agencies of Kirkpatrick's evaluation model. Other training evaluation models available that were not evaluated included the CIPP (context, input, process, and product) model described by Galvin (1987) and the IPTEM (interrelationships of planning, training, evaluation, and modification) model of Hawes, Hutchens, and Crittenden (1987).

The study was limited in population size in the data collection phase to domestic violence agencies in the State of Wisconsin. This allowed for a sufficient number of potential participant's (113) while limiting them to a manageable number.

Chapter II

A Review of Related Literature

Introduction

The review of literature for this study intended to look at previous research and published literature focused on the linkage between domestic violence and training. Literature was obtained through the search and review of publications such as books, periodicals, magazines, and other literature.

This chapter is divided into three sections. First is a review of the literature surrounding training evaluation. Next, a general review is done on domestic violence, especially in Kewaunee County, the geographic area that VIP covers. A third section is dedicated to the review of published literature on the use of training evaluation techniques in relationship to domestic violence organizations including how domestic violence agencies and those who study domestic violence recommend the use of training evaluation techniques. Finally, a summary provides an overall perspective of the findings from the review of literature.

Training Evaluation

The amount of literature on training evaluation in general is extensive with many books, research, and articles written on the subject. The levels of Kirkpatrick's training evaluation model segment this section of literature review.

Any literature review on training evaluation would be incomplete without citing Kirkpatrick's work. Conveniently, a collection of articles by Kirkpatrick regarding all four levels of training evaluation along with others were compiled by Kirkpatrick and published by the American Society for Training and Development (1987). It is in this first set of articles that Kirkpatrick characterizes level one evaluation as determining the satisfaction of attendees with training.

Another source for understanding training evaluation techniques is a series of Info-line's published by the American Society for Training and Development and authored by Phillips (1999). In this series, Phillips describes the approach to utilizing Kirkpatrick's four-level evaluation model. Phillips describes level one as important because it determines customer satisfaction and reaction. Phillips states that participants must see the program as useful, managers want a measurable benefit to the business, and that reaction evaluation provides the first step in the measurement journey.

Kirkpatrick (1987) defined level two as what principles, facts, and techniques were understood and absorbed by attendees and points out that learning is much more difficult to measure than reaction. Phillips (1999) describes level two evaluation as having the participant evaluated in the instructional setting prior to completing a training module. Phillips believes that training programs and training materials are usually designed to encourage and enable participants to comprehend, apply and even synthesize information, not just recall facts. As a result, there is value in checking learning at

several levels or dimensions within a test. It is also crucial for course objectives and te to be aligned.

Kirkpatrick (1987) defined level three as behavior, the actual performance on the job of what is learned in the classroom and describes yet another increase in the degree of difficulty in evaluation of training programs. According to Phillips (1999), level three evaluations allow the trainer to determine if the knowledge and skills taught are being used on the job. What, if anything has changed as a result of attending training? Phillips provides a statistic that claims that as much as 90% of training and learning is not used. More importantly, if done correctly, level three evaluations allow for the determination of inhibitors and barriers to transfer of training and knowledge. When identified, these inhibitors and barriers can be removed. Another reason cited by Phillips to conduct level three evaluations is the ability to measure how training impacts performance which leads to improved results. Follow up evaluations typically used at level three are able to determine if new skills and behaviors are used consistently as well as the development of critical competencies necessary for business success. Finally, Phillips cites an increasing demand by senior management for payback on investment in training to show that job performance has changed as a result of attending training programs.

Kirkpatrick (1987) viewed level four as the most difficult of all of the levels of training evaluation to measure, even to the point of stating that it may be difficult if not nearly impossible to measure level four for some training efforts. Phillips (1999) views about level four evaluation stresses the importance of evaluating the impact training has

on results. Much of this importance is based on the criticalness of being able to demonstrate contribution to the performance of the organization. Phillips bases this on six factors:

1. The importance for departments to be lean and efficient, customer focused, and time responsive.
2. The training organization must be client focused.
3. The ability to set priorities and how the benefits from training programs can help in that effort are critical.
4. Seeing impact of training on the job is best measured by improved performance determined by measuring impact on business results.
5. Change initiatives such as total quality management or reengineering drive the importance of measuring the benefit derived from training programs.
6. Today's managers of training departments expect impact on business results by their programs.

According to McCoy (1993), level four requires the definition of critical indicators of success, such as increased sales or productivity, reduced errors or customer complaints in the business world or the number of incidents in a domestic violence environment. Before conducting a program, these critical success indicators should be identified during a needs assessment phase of training program development, not during post program evaluation.

Phillips (1998) discusses a fifth evaluation level, mastering return on investment (ROI), as critical to successful training evaluation in six ways:

1. For many organizations, training budgets continue to grow and grow and as leaders see the financial investment being made in training, they expect and even demand to know what their return on that investment is.
2. Many organizations have learned that "what's measured, gets done" and this type of philosophy is being applied to training as well.
3. Organizations, under the pressure to spend available funds wisely and to produce results with that investment, must be able to show that training has benefited the expected results for the organization.
4. The requirement to deliver a return on investment has changed the mindset of training managers to be much more business focused with the financial dollars they are entrusted to spend wisely.
5. There has been a heightened accountability of training departments to contribute to the improved performance of the organization.
6. Leaders of organizations are requiring a return on investment analysis.

The increase in measurement of training programs has shown many senior managers that in fact training benefits can be measured and therefore are demanding it be done.

Phillips (1996) covered at length the best practices in determining the return on investment on training. Phillips references a study completed by the American Society for Training & Development regarding the best practices in training evaluation. The

study recommended approaches that could be considered best practices including setting targets for each evaluation level such as 100% for level one, 75% for level two etc., evaluate at the micro level, use a variety of methods, isolate the effects of training, use sampling wisely, and convert program results to monetary values. Phillips also showed how determining return on investment is very difficult due to inconsistent cost standards, evaluation design, applying a standard methodology, the appropriate use of statistics, and the conversion of data to monetary values. Finally, Phillips cited how many approaches can be used for evaluation including follow-up assignments, surveys and questionnaires, one-on-one interviews, focus groups, observation, action planning, performance contracts, special follow-ups, and performance tracking.

The review of literature however, shows that while evaluating training effectiveness is the right thing to do, it has proven to be very difficult to make happen. Brandenburg (1987) reviewed the current status of training evaluation to determine what techniques were being used to gather data. He found that techniques to evaluate attendee satisfaction such as open ended questions and surveys/questionnaires were the most common techniques used, while the collection of cost analysis information was the next to least frequently used technique, indicating that the gathering of results type data is very difficult. Brown (1987) found that over half of companies surveyed were not evaluating the results of general education training and even fewer (12 percent) were evaluating the effectiveness of managerial training. Del Gaizo (1987) found that one-third of survey participants said evaluation and validation of training results was the toughest part of

their jobs. Brinkerhoff (1987) emphasized that evaluation should not be done for evaluation's sake, but instead should be driven to evaluate the right things and be as closely aligned to the overall training objectives as possible. Others with similar views include Hickerson and Litchfield (1987). Newstrom (1987) developed a tabular summary of the four levels of training and the corresponding value of information, frequency of use, and difficulty of evaluation as show in Table 1. Newstrom provided quantitative evidence of this by sharing that 77 percent of training directors said they used reaction as a criterion but only 46 percent used results.

Review on domestic violence

Adams and Willett (2002) provide insight into the history of domestic violence by

Table 1

Characteristics of the Four Evaluation Criteria

Criteria	Value of Information	Frequency of Use	Difficulty of Assessment
Reaction	Lowest	Relatively Frequently	Relatively Easy
Learning	↓	↑	↓
Behavior	↓	↑	↓
Results	Highest	Relatively Infrequently	Relatively Difficult

stating that until recently, wife beating was an accepted part of marriage in many cultures. British common law allowed a man to "chastise" his wife with "any reasonable instrument." It was eventually modified to state that the weapon used to beat her must be no thicker than his thumb. This led to the commonly used saying "the rule of thumb." In 1895, the Married Women's Poverty Act gave the woman the right to use conviction for assault as sufficient grounds for divorce. The battered women's movement, which spearheaded the development and proliferation of shelters for battered women, had its roots in the women's movement of the late 1960s and early 1970s. Today there are over twelve hundred shelters in this country.

Table 2 shows the trends in domestic violence in Kewaunee County measured by VIP (2001). As the table indicates, the trends in various categories of incidents at VIP and in Kewaunee County are on the rise.

The vast majority of programs used by VIP to assist them in achieving their training and education objectives are developed in house. Materials from articles, conferences, and other sources are combined to build training and education programs for VIP. Only one formal program is utilized by VIP called Protective Behaviors. Protective Behaviors (Goron, 1996) was first introduced in Australia in 1985 as an educational program for the prevention of child abuse. Its adoption and success led to the development of a training program first published in 1995. Protective Behaviors was presented as a web of ideas and strategies that feed and support each other;

Table 2

Trends in Domestic Violence in Kewaunee County

	1997	1998	1999	2000	2001
# of incidents	20	29	63	82	115
Helpline	750	733	522	809	886
Advocacy [a]	171	165	118	127	178
Perpetrator [b]	17	20	15	10	19
Community Education [c]	1845	2344	2720	3476	6064

Note.

a – includes: crisis counseling, information and referral, support, court accompaniment, assistance with restraining orders, securing safe shelter and safety planning.

b – a grouping for individuals who have been arrested for domestic violence or have a problem with abusive behaviors. It is designed to change abusive behaviors and challenge beliefs and attitudes that support and allow for abusive and controlling behaviors.

c – community education data includes the total audience size at presentations made by VIP.

a process as much as a program with lists and formulas, a process that stays within the individuals own control. When it is understood and internalized in this way, it has the greatest positive effect and provides a metaphor for the process an individual faces in acting to stop abuse and violation. While Goron does a commendable job of describing the Protective Behaviors program and how it should be implemented, the topic of

evaluating the effectiveness of the program is left to seven short lines on the last page of the text.

Use of training evaluation methods in domestic violence

Databases, websites, and other sources were researched to assess the use of evaluation approaches in domestic violence training programs. Many of the papers, articles, and books reviewed discussed the importance of training and education in a systematic approach to addressing domestic violence. Examples such as Campbell and Raja (1999), and Wingfield and Blocker (1998) stated that while training and education is an important tool in addressing domestic violence, they cited no approach to achieving this. Others such as Valdez and Schulberg (2000) cited approaches to evaluating the effectiveness of their programs through anecdotal evidence such as the opinion and feelings of participants and the authors own personal feelings. Iliffe (2000) explored the counselor's experience of working with perpetrators and survivors of domestic violence and found that while participants of their study received an average of 3.5 days of training, none was received on the impact of domestic violence. Iliffe admits that further research would be valuable in exploring the quantity and quality of training that domestic violence counselors receive regarding the impact of their counseling.

Hines (1996) conducted one of the more thorough examinations in his evaluation of degree-granting marriage and family therapy graduate programs. In summary, Hines concluded that several training approaches and model programs were deemed successful by professional opinion only and had little or no data to support the opinion with very

few extending their discussion to the actual evaluation of their training programs or even how to accomplish that goal. But, examples of the use of evaluation approaches in the area of domestic violence can be found as well as related fields.

Wielichowski, Knuteson, Ambuel, and Lahti (1999) used level one evaluation in the review of family violence education for nursing and medical students. Rucinski (1998) showed use of level one evaluation in her work on reviewing domestic violence training for police departments where a local domestic abuse shelter was involved in the delivery of training.

Baker (1995) discussed the results from a survey conducted pre and post delivery, indicating use of level two evaluations. Ducharme, Atkinson and Poulton (2000) demonstrated the use of both level one and two evaluation in their work understanding the treatment of child behavior in violent homes, especially those where domestic violence is prevalent. Magen and Conroy (1998) discussed how they used training evaluation techniques to analyze the effectiveness of their program which trained public child welfare workers to understand and intervene appropriately with families where there is concurrent child abuse or neglect and woman abuse. Approaches using level one and level two evaluations were used including surveys, tests, questionnaires, and interviews. By statistically comparing results from pre-test and post-test scores, Magen and Conroy were able to show the effect of the training on worker attitudes. Knight and Remington (2000) demonstrated the use of pre-test and post-test (level two) evaluation in their study of training internal medicine residents to screen for domestic violence.

Jones, Stevenson, Leung, and Cheung (1995) cite many approaches to using level two evaluation in training programs targeted toward child protective services and through their work have found that paper and pencil tests are the most commonly used technique to evaluate the trainees' mastery of content. In their view, there is considerably less evaluation of training occurring in this field. Inhibitors to training evaluation included attitudinal biases toward testing by trainee's and a lack of resources by training providers to develop appropriate evaluation methods.

Kramer and Black (1998) discuss the effect that the DVERT (Domestic Violence Enhanced Response Team) program has had in reducing repeat offenders, an indication of level four evaluation. Bennett and Williams (2001) identified "victim safety" as the gold standard for evaluating the effectiveness of batterer intervention programs (level four thinking) as well as questioning whether behaviors and attitudes have changed (level two and three thinking). Techniques discussed in gathering data included asking victims and reviewing official police or court records.

Jones, Stevenson, Leung, and Cheung (1995) cited the use of evaluation techniques by states delivering child protective service training in nine conceptual areas. The conceptual area with the most states evaluating their training was "investigation and assessment", but only 13 of the 37 states were actually evaluating effectiveness of the training. The conceptual area with the least amount of evaluation of training effectiveness occurring was "professional issues" and "substance abuse", each with only five of 37 states evaluating, or a meager 13 percent.

Alexy and Sullivan (2001) have published a guide titled "Outcome Evaluation Strategies for Domestic Violence Programs: A Practical Guide". This guide provides helpful suggestions for domestic violence agencies on how to evaluate their programs using techniques such as face to face interviews, telephone interviews, written surveys, focus groups, and staff records and opinions.

Summary

The Review of Literature indicates that many studies and papers did utilize one of Kirkpatrick's methodologies while many others did not attempt to understand the impact of training including those previously cited as well as Chanley and Chanley (1999). Very few of the articles researched discussed the results of training evaluation or even how training evaluation should be used as part of an integrated approach to ensuring that the training was effective. It appears that level one and two evaluations are used more than the advanced levels three and four. This follows the similar but equally disturbing trend in business and industry.

Chapter III

Methodology

Introduction

This chapter will describe the method used to collect data regarding the trends in the use of training evaluation techniques by the Violence Intervention Project and other agencies throughout the state of Wisconsin. The approach for collection of data for this study was via a survey following guidelines and strategies recommended by Alreck and Settle (1995).

Planning and Designing the Survey

The motivation for this study came from the researcher's desire to better understand the use of training evaluation techniques by domestic violence agencies. This has come after years of volunteering for agencies and seeing closely how they operate and attempt to achieve their organizational objectives. Literature research on domestic violence and training discovered several articles, books, and research on how training evaluation should be conducted and, to a lesser degree, on how training evaluation techniques were used in a domestic violence context. However, personal observation led to the hypothesis that there were no examples of domestic violence agencies utilizing the entire Kirkpatrick model to assess the effectiveness of their training programs. Objectives for this portion of the research include:

1. understanding what is currently known regarding determining the effectiveness of training and learning as they apply to domestic violence programs

2. identifying the trends in use of training effectiveness evaluation approaches by domestic violence agencies in the state of Wisconsin, and
3. proposing recommendations on what can be done to further the use of training evaluation approaches in domestic violence programs.

In order to identify the trends in use of training effectiveness evaluation approaches by domestic violence agencies in the state of Wisconsin, a survey was chosen as a data collection tool.

Three areas of data collected included:

1. determining which, if any, of Kirkpatrick's four evaluation levels are used to assess training program effectiveness,
2. determining if domestic violence agency staff have been educated on how to use training evaluation effectiveness techniques, and
3. collecting sufficient demographic data to determine any correlation between use of training evaluation techniques and the demographic data.

Key aspects considered when planning the survey included choosing the sample of participants, determining how data would be collected, designing the instrument used to gather data, and processing the data. While many options are available to collect data such as personal interviewing, telephone interviewing and others, a direct mail service was chosen due to the low costs to collect data, the ability to contact a high sample size with that method, and they way it eliminated any geographic limitations of the population. Consideration was given on how to reduce survey nonresponse bias inherent

in mail surveys. To facilitate participation, each agency that responded will receive a copy of the final research paper.

The survey was conducted by identifying the targeted population via a listing of all domestic violence agencies in the State of Wisconsin currently known by the Wisconsin Coalition Against Domestic Violence. Domestic violence agencies are the deliverers of training programs to their constituency making them relevant as the targeted audience of the survey. This listing was used to identify a large group as a potential population (113 agencies) to be contacted, while at the same time limiting the size of the population to only agencies in the State of Wisconsin. The contacts listed held titles such as Director, Board President, Executive Director, Domestic Abuse Advocate, and others. These were appropriate contacts due to their assumed leadership position within the agency.

Developing Survey Instruments

The survey was designed to be easy to be complete, short and to the point, but yet asked the key questions necessary to achieve the research objectives. The survey consisted of 21 questions, 11 regarding training evaluation techniques and 10 demographic questions. The demographic questions asked for data about organizational characteristics of the agency. Agencies were also asked to provide examples of tools, techniques, and data as appropriate for any question with a "strongly agree", "agree", "very frequently" or "frequently" response. Requesting examples was included to facilitate the sharing of potential best practices across the agencies.

Once drafted, questions were reviewed to ensure focus (directly on a single issue or topic), brevity (the shorter the better), and simplicity (meaning of question is clear). Questions were reviewed to maximize comprehension by all participants, including a review by staff of VIP.

Data were collected using a Likert scale ranging from strongly agree to strongly disagree or very frequently to not at all. Likert scales were used to obtain the respondents degree of agreement or disagreement with the issue or opinion. According to Alreck and Settle (1995), the principle advantage of the Likert scale is its flexibility, economy, and ease of composition.

The survey was built around an opening section that introduced the participants to the survey. The next section of the survey contained the items that participants were asked to respond to. The final section of the survey contained demographic questions participants were asked to complete that facilitated comparison and relationship testing. Instructions were provided to participants to ensure that they understood how they should use the rating scale and how to record their responses.

To ensure the survey was easily understood and able to be completed efficiently, the survey was piloted with members of the staff of the Violence Intervention Project. Individual members of the staff were asked to complete the survey and then were interviewed by the researcher to ensure that questions were not misunderstood and that the survey was easy to complete. Appropriate alterations were made to the survey based upon the feedback received by the staff of the Violence Intervention Project. Overall

survey design was reviewed by the Research Adviser and a Research & Statistical Consultant from the University of Wisconsin - Stout.

Collecting and Processing Data

Mail surveys have an inherently high risk of nonresponse. To prevent this risk as much as possible, several actions were taken. To create the best impression possible, the cover letter answered questions such as what is the survey about, who is gathering the information, why is the information being gathered, why was the participant picked, how important is their participation, how difficult is participating going to be, how long will it take to participate in the survey, will the participant be identified, how will the information collected be used, and what is in it for the participant. To encourage participation in the survey, participants were offered a copy of the final research report sharing the results of the survey and the recommendations provided.

As surveys were returned and received by the researcher, a tracking process was utilized to monitor the number of surveys received and not returned. The surveys were reviewed for completeness and if any questions were not answered, the researcher contacted the agency to attempt to gain the answers to the questions.

A spreadsheet was developed to collect the results from completed surveys. A column was labeled for each question in the survey.

Attempts were made to contact all 113 agencies in the total population prior to the survey being sent to discuss and solicit their participation. Agency contacts were asked about the best way for them to receive the survey, via either the world wide web email,

U.S. Postal Service or a fax machine. The designated contact for the agency was contacted one week after the survey mailing to confirm receipt and to request completion of the survey.

Interpreting and Reporting the Results

Tables were determined to be a viable approach based on their practicality and meaningfulness, along with the calculation of mean, median, mode and standard deviations. Comparisons of demographic data to training evaluation techniques were conducted to determine if any relationships existed between two variables. In order to perform the relationship analysis, an correlation test using Excel's CORREL spreadsheet function was conducted. CORREL returns the correlation coefficient between the data in two arrays.

Chapter IV

Findings & Analysis of Results

Introduction

After completion of the data collection, following the methodology described in Chapter III, the results will now be presented in four sections. Section one will present information on the number of surveys returned from the target group. Section two will summarize the statistics for questions one through eleven. Section three shows the summary of results for questions one through ten of the demographic question of the survey. Section four concludes this chapter by reporting the detailed analysis of results provided for training evaluation, demographics, and the correlation between the demographic data and the responses to training evaluation techniques asked for in questions one through eleven.

Section One

Of the 113 agencies targeted to participate in the survey, 76.9% (87) were successfully contacted and 30 agencies returned the survey, yielding a response rate of 34.5%. Seventeen (17) contacted agencies did not participate due to either the scope of the survey being outside of their agency mission or that the data they would provide would be included in a parent organization response. The remainder did not provide their responses to the survey by the data collection completion date deadline.

The average responding agency is 19 years old, with the oldest agency created in 1975 and the most recent agency started in 1999, just three years ago. Twelve agencies

started in the 1970's, thirteen started in the 1980's, and five agencies started in the 1990's.

Section Two

The responses for questions one through eleven focusing on training evaluation were input into an Excel spreadsheet for data collection and analysis purposes. The response for each agency was recorded into the spreadsheet and a mean, median, mode and standard deviation calculated for all responses recorded. Finally, the results were evaluated and analyzed, which are provided later in this chapter and in chapter 5. Shown in table 3 are the training evaluation results received from the agencies that responded to the survey. Note that Phillips' target for evaluating 100% of programs for level 1, 75% for level 2, etc., has been included for comparison purposes.

Section Three

The responses for questions one through ten of the demographics section of the survey were input into an Excel spreadsheet for data collection and analysis purposes. The response for each agency was recorded into the spreadsheet and a mean calculated for all responses recorded if appropriate, along with median, mode, and standard deviation. Finally, the results were analyzed, which are provided later in this chapter and in chapter V. Shown in table 4 is a summary of the demographic results received from the agencies that responded to the survey.

Table 3

Training Evaluation Results

	N	O	F	A	No Response	Mean	F/A %	Phillips Target
1. Our agency determines the satisfaction level of people who attend training programs we deliver.	1	10	12	7	0	2.83	63.3%	100%
2. Our agency hands out evaluation forms at the end of training programs to determine attendee satisfaction.	0	7	12	11	0	3.13	76.7%	100%
3. Our agency determines if the skills or knowledge of attendees has changed as a result of going to our training programs.	1	11	13	5	0	2.73	60%	75%
4. Our agency uses written and oral tests or behavioral simulations to determine the effectiveness of the training programs we deliver.	12	9	6	3	0	2	30%	75%
5. Our agency gives pre-tests and post-tests to attendees of our training programs to determine if skill or knowledge has increased	17	10	3	0	0	1.53	10%	75%
6. Our agency has determined if the behavior of attendees has changed as a result of attending our training programs.	8	14	6	1	1	2	24.1%	50%
7. Our agency determines if any other factors besides training needs to be addressed in order to change the behavior of attendees.	8	10	10	2	0	2.2	40%	50%
8. Our agency has determined if training programs have had a direct effect on domestic violence in our community.	15	8	4	3	0	1.83	24.1%	25%
9. Our agency has compared the incidents of domestic violence by attendees of our training programs to those who have not attended.	23	4	3	0	0	1.33	10%	25%

	SD	D	N	A	SA	Mean
10. Our agency has improved training programs as a result of receiving feedback that people were dissatisfied with what we had delivered.	2	1	2	18	7	3.9
11. Our staff receives training on how to determine the effectiveness of training programs we deliver.	5	5	6	12	2	3.03

Table 3 (Cont'd)

Note:	
N = Never	SD = Strongly Disagree
O = Occasionally, less than half of the time	D = Disagree
F = Frequently, more than half of the time	N = Neutral
A = All the time	A = Agree
	SA = Strongly Agree

F/A% = the percentage of responses to questions one through nine that were answered either frequently or all the time divided by the number of total valid responses received.

Section Four

This section begins with discussion on the results for questions one through eleven, which focused on the use of evaluation techniques. Questions one and two explored the first of Kirkpatrick's four levels. Sixty-three percent (63%) of valid responses indicated that they frequently or always determine the satisfaction level of attendees at their programs, well short of Phillips target of 100% assessment of all programs for level of attendee satisfaction. One of the thirty agencies said they never determine the satisfaction level of attendees at their training programs, ten said they determine the satisfaction level of people who attend training programs they deliver on an occasional basis (less than half the time), twelve said they determine the satisfaction level on a frequent basis (more than half the time) and was the mode or most frequent response, and seven said

Table 4

Demographic Results

	# of valid responses	Mean
What is the annual budget for your agency?	29	$544,355
How many		
full-time	29	10
and part-time staff are employed at your agency?	30	7
How many volunteers contributed time to your agency in 2001?	29	80
and how many hours of time did they contribute?	26	3,789
How many training programs did your agency conduct in 2001?		
Formal classroom-type programs	24	31
"Outreach" type awareness/education programs	24	64
Are there any programs conducted by your agency that are not included in the above statistics?	15	N/A
Please indicate below the number of domestic violence incidents that occurred in your county (which you support) for the calendar years 1997 through 2001:	18	N/A
During what year was your agency created?	30	1983
How large is the population of the county in which your agency resides?	25	77,867
The current head of your agency has completed what level of education:	30	
high school diploma		4
undergraduate degree (Bachelor's)		14
graduate degree (Master's)		11
doctoral degree		0
other (please specify)		1

they determine the satisfaction level all the time. The mean (average) was 2.83,

while the median (the number in the middle with an equal number of responses above and below) and the mode (the response occurring most often) for this question was frequently (3.00 on a 1.00 to 4.00 scale) and the standard deviation for the responses was 0.57.

In order to achieve those results, agencies would have to hand out some instrument at the end of training sessions to determine satisfaction with their programs. Slightly higher results were received for this question (question two) when compared to question one. Nearly seventy seven percent (76.7%) of valid responses indicated that they frequently or always hand out some instrument at the end of programs to determine satisfaction but well below Phillips target of 100%. Seven of thirty agencies hand out evaluation forms at the end of training programs to determine attendee satisfaction on an occasional basis, twelve hand out evaluation forms at the end of training programs to determine attendee satisfaction on a frequent basis (more than half the time), and eleven agencies hand evaluation forms out all of the time. Just as many agencies said they hand out forms for determining satisfaction level on a frequent basis as those who said they hand them out all of the time (the mode response), the median was 3.00, the mean was 3.10 and the standard deviation was 0.77.

Questions three through five assessed the second of Kirkpatrick's levels. The third question regarding training evaluation assessment asked agencies if they determine if the skills or knowledge of attendees change as a result of going to their training programs. Sixty percent (60%) of valid responses indicated that they determine if skills or

knowledge changed in attendees of their programs, well below Phillips' target of 75%. Of the thirty responses received, only one agency said never. Eleven said occasionally, thirteen said frequently, and five said they always assess if attendee's skill or knowledge had changed. The mean response for this question was 2.73, the median and mode was 3.00, and the standard deviation was 0.78.

However, when asked if their agency use written and oral tests or behavioral simulations to determine the effectiveness of the training programs they deliver, the results indicated that some other method of skill or knowledge assessment must be used. Thirty percent (30%) of agencies indicated that they either frequently or always use written or oral tests or behavioral simulations to determine the effectiveness of their training programs, well below Phillips target of 75%. A significant number (twelve and the mode for this question) indicated they never use written or oral test or behavioral simulations for determining the effectiveness of their training programs. Nine agencies said they occasionally use these tools (the median), six said frequently and three said always. The mean response was 2.00 and the standard deviation was 1.02. Since 60% of respondents said they do determine if skills or knowledge change but only 30% use written or oral tests or behavioral simulations, additional research is necessary to determine what other approaches are being used by agencies to determine skill or knowledge change.

Question five looked to understand if pre and posttests are used by agencies to determine if the knowledge and skill level of attendees increased as a result of the

training they delivered. Only 10% of reporting agencies indicated that they frequently or always used pre and posttests to determine knowledge or skill level change. A majority (seventeen) said they never use pre and post tests to assess if attendees increased their knowledge and skill while ten said the only occasionally used pre and post tests. Three agencies said they frequently use pre and posttests and no agency said they always use pre and post testing. This was one of only two questions where none of the thirty reporting agencies responded "always". With an average score of 1.53, this question received the next to lowest rating score of the 11 training assessment questions asked. The median and mode for this question was 1.00 and the standard deviation was 0.68. With no agencies saying they always use pre and post tests for assessing training effectiveness, there appears to be a significant opportunity to educate domestic violence agencies on the use of approaches to test or assess skill and / or knowledge improvement from training programs.

Questions six and seven investigated if behavior change was assessed, level three of Kirkpatrick's model. Only 24% of valid responses said they investigate if behavior has changed on a frequent or always basis, well below the 50% target Phillips proposed. Eight agencies said they never determine if the behavior of attendees changed as a result of attending agency training programs, many agencies (fourteen) said they do it on an occasional basis, six said frequently and one said always (one agency did not provide a valid response to this question). The average response for this question was 2.00, the median and mode was 2.00 and the standard deviation was 0.80.

To ensure that other factors besides training did not affect behavior change, agencies were asked if they determine if any other factors besides training changed attendee behavior. Forty percent (40%) of responding agencies stated that they do determine if any other factors besides training have an effect on changing attendee behavior frequently or all the time. Eight agencies said they never do this, ten said occasionally, ten said frequently, and two said always. The mode response was a tie between occasionally and frequently while the mean score for this question was 2.20. The median response was 2.00 and the standard deviation was 0.92.

Questions eight and nine determined the usage of level four assessment techniques in Kirkpatrick's model, results analysis. When asked if their agency determines if training programs have had a direct effect on domestic violence in their community, nearly 80% said either never (fifteen) or occasionally (eight) with seven agencies either saying frequently (four) or always (three). The average response was 1.83, the third lowest for all training assessment questions. The median was 1.50 and the mode for question eight was 1.00 and the standard deviation was 1.02. Only 10% of valid agency responses indicated that they always determine if there is a direct linkage between training program effectiveness and reduced levels of domestic violence, below Phillips target of 25%.

When asked if their agency compares the incidents of domestic violence by attendees of their training programs to those who have not to determine if their training programs have an impact of reduced incidents of domestic violence, nearly 80% of the

reporting agencies said they have never done that with four agencies saying they do it occasionally and three saying frequently. This question had the lowest mean response of 1.33, with a median and mode of 1.00 and a standard deviation of 0.66. Again, only 10% of valid agency responses indicated that they compare the rate of incidents of domestic violence by attendees of training programs with those that do not, well below Phillips target of 25%.

Questions ten and eleven looked to see if agencies have improved their training programs as a result of feedback received and if their staff received training on how to determine the effectiveness of training programs. These two questions used a different scale for their responses, ranging from strongly disagree to strongly agree. When asked to what extent they agreed that their agency improved training programs as a result of feedback received, more than half (18) of the responses indicated they agreed and seven more said they strongly agreed. Two agencies indicated neither, one disagreed and two agencies strongly disagreed. The mean response was 3.90, with the median and mode of 4.00 and a standard deviation of 1.03.

When asked to what extent they agreed that their agency staff had been trained on how to determine the effectiveness of their training programs, five agencies strongly disagreed, five agencies disagreed, six said neither, twelve agreed, and two strongly agreed. The mean response was 3.03, the median was 3.00, the mode was 4.00, and the standard deviation was 1.24. Therefore, less than half of reporting agencies felt that their

staff had been adequately trained on how to determine the effectiveness of their training programs.

Table 5 summarizes the mean score for questions one through nine of the training assessment portion of the survey. It's purpose is to allow a quick review of the mean score by each of Kirkpatrick's' levels. Based on the mean scores in table 5, it is not a surprise that level one type assessment received the highest survey scores and that level four received the lowest score. It is somewhat a surprise to see that level three assessments (assessing behavior change) scored equal or higher than two of the three questions regarding testing (level 2). As mentioned earlier, additional research should be done to determine what types of behavior assessment and testing of knowledge acquisition techniques beyond those asked about in the survey are being used by agencies.

Table 5

Training Evaluation Question Mean Score Summary by Kirkpatrick Level

	Level 1		Level 2		Level 3			Level 4	
Questions	1	2	3	4	5	6	7	8	9
Mean Score	2.83	3.13	2.73	2	1.53	2	2.2	1.83	1.33

Note. Mean meaning 1 = never, 2 = occasionally, 3 = frequently, 4 = always

A correlation analysis was conducted on the eleven questions in the training assessment section of the survey for all responses. Table 6 shows for each question the corresponding question with the most positive correlation and the question with the least positive or most negative correlation. Further research would be needed to clearly understand these most positive and least positive/most negative correlations.

It would have been expected that questions within a "Kirkpatrick" level had the most positive correlation with other questions within the same Kirkpatrick level. Results indicated that to be true. Of the nine questions asked regarding Kirkpatrick's levels , a majority (five) had their most positive correlation with questions in the same Kirkpatrick level. And reassuringly, the opposite held as well. Not one of the nine questions regarding Kirkpatrick's levels had their least positive / most negative correlated question from the same level.

The next part of this section discusses the analysis of demographic data received from the survey. While thirty agencies provided responses in the survey, agencies were not able to provide responses to all demographic data due to the varying degrees of record keeping and data availability of the agency.

The first demographic data requested was the budget for the agency. The average budget was slightly over $544,000 with a range from a low of $3,000 to a high of $2,000,000. The average number of full time staff (question 2) was slightly over 10, with a range of 0 to 37. The number of part time staff averaged slightly over 7, with a range of 0 to 42.

Question three reviewed the extent to which volunteer staff was used by domestic violence agencies. The average number of volunteers at an agency was 80 with a range of 0 to 902. The number of hours put in by those volunteers averaged nearly 3,800 with a range of 0 to 15,217.

Question four of the demographic section asked the agency to provide how many formal and outreach training programs were conducted in 2001. Domestic violence agencies in Wisconsin conducted on average 31 formal and just over 64 outreach type programs in 2001. For formal programs, the range was from 0 to 195 and for outreach programs the range was from 0 to 367.

Question five asked the agency to include any commentary regarding programs that were not included in the quantities mentioned in question four. Unfortunately, very few of the agencies responded to this question.

Question six asked for trends in domestic violence reported to the agency and reported to local police and sheriff departments in the county in which they operate. Surprisingly, and a bit of a concern, 40% of the reporting agencies did not have any statistics for the number of new domestic violence incidents reported to their agency and more than a majority (60%) did not have any statistics for the number of new domestic violence incidents reported to the police or sheriff departments in their county. Not only does this provide the inability for those agencies to not be able to assess Kirkpatrick's level four for training assessment, it raises a question about how the agency would assess

all of their programs, training and non-training related. To fully implement a training evaluation system such as Kirkpatrick's, collection of results-based data is critical

Table 6

Training Evaluation Question Correlation Analysis

Question	Most Positive Correlation	Least Positive or Most Negative Correlation
1	11	3
2	3	11
3	7	1
4	5	6
5	4	6
6	7	4
7	2	5
8	9	11
9	8	6
10	11	4
11	10	6

Note: Reference Appendix B to see question details.

and is an area for improvement by domestic violence agencies within Wisconsin.

To assist in data analysis, the percentage of increase in the trends in domestic violence was calculated for those agencies that reported statistics for the number of new domestic violence incidents reported to their agency over the number of years they reported data. Three of the seventeen agencies reporting data actually cited a decrease in the rates of incidents of domestic violence over the number of years they provided data. The total range was from a decrease of 50 percent to an increase of nearly 122 percent (more than a doubling of the number of incidents over the last five years).

Question seven asked the agency to provide the year that their agency was created. On average, the average agency in the survey started in 1983, with a range of 1975 to 1999. This indicates that domestic violence agencies in our communities is a relative recent trend of the last generation, though it appears that with no new agencies started in the last three years, all counties may have some available resource at this time.

Question eight asked how large the population is in the county that the agency resides. On average, over 77,000 residents live in the communities where the respondents are located. This ranged from a low of 2,000 to a high of nearly 323,000.

Question nine asked what level of education the current head of the agency had. One agency head did not have a high school diploma, four had a high school diploma, fourteen had a college bachelor's degree, eleven had a master's degree, and no one had a doctorate degree. The mean was 2.17 with a median and mode of 2.00 and a standard deviation of 0.79. Most agencies are led by someone with a bachelor's degree.

The final part of this section looks for correlation and comparisons between the demographic and training assessment portions of the survey. Correlation's were calculated for each training assessment question to each of the demographic questions. The correlation's are summarized in table 7.

Question one regarding whether or not the agency determined the satisfaction level of people who attended their training programs had the most positive correlation with the number of new domestic violence incidents reported to their agency. However, with a correlation factor of only +0.025, this is not a strong correlation. This question had the most negative correlation with the number of outreach training type programs the agency provides. This may indicate that agencies do not put the time and effort in to assessing the effectiveness of their outreach type programs that they conduct due to the more informal nature that outreach type programs may have. Question two focused on if agencies handed out evaluation forms at the end of their programs and had the most positive correlation with the same demographic as question one, the number of new domestic violence incidents reported to their agency. But again, with a correlation factor of only +0.237, a strong correlation does not exist between the data collected. The demographic with the most negative correlation to question two was the same as question one, the number of outreach training type programs the agency provides.

Question three, regarding if the agency determined if the skills or knowledge of attendees changed as a result of attending their training programs, had the most positive correlation with question nine – the level of education of the current head of the agency.

This may show that agency leaders with higher levels of education may better understa the importance of changing skills and especially behaviors in the area of domestic violence and the benefit of using an approach to assessing if skill or behavior change is occurring. However, with a factor of only +0.024, this correlation is not particular strong. Question three had the most negative correlation with the demographic question regarding the number of hours worked by volunteers. This may reflect an indication that a high dependence upon volunteers may impact an agency's ability to assess increase in skills or knowledge of attendees at their training programs.

Question four, regarding the use of written and oral test or behavioral simulations, had the most positive correlation with the trends in domestic violence. But caution is appropriate, as the factor was only a +0.286. The most negative correlation for this question was to the date the agency was created.

Question five, regarding the use of pre and posttests, is most positively correlated with the number of new domestic violence incidents reported to the agency in their county. This question was most negatively correlated with the population in which the agency resides.

Question six, regarding if the agency determines if the behavior of attendees changed as a result of attending their training programs, had the most positive correlation with the number of new domestic violence incidents reported to your agency in their county. The most negative correlation occurred with the number of formal training programs.

Table 7

Correlation Analysis Between Training Evaluation Questions and Demographics

Question	Most Positive Correlation	Least Positive / Most Negative Correlation
1. Our agency determines the satisfaction level of people who attend training programs we deliver.	# of new domestic violence incidents reported to your agency in your county	The number of outreach training type programs the agency provides.
2. Our agency hands out evaluation forms at the end of training programs to determine attendee satisfaction.	# of new domestic violence incidents reported to your agency in your county	The number of outreach training type programs the agency provides.
3. Our agency determines if the skills or knowledge of attendees has changed as a result of going to our training programs.	The level of education of the current head of the agency.	The number of volunteers hours worked in 2001
4. Our agency uses written and oral tests or behavioral simulations to determine the effectiveness of the training programs we deliver.	# of new domestic violence incidents reported to your agency in your county	The date the agency was created
5. Our agency gives pre-tests and post-tests to attendees of our training programs to determine if skill or knowledge has increased.	# of new domestic violence incidents reported to your agency in your county	The population of the county in which the agency resides
6. Our agency has determined if the behavior of attendees has changed as a result of attending our training programs.	# of new domestic violence incidents reported to your agency in your county	The number of formal training programs the agency runs.
7. Our agency determines if any other factors besides training needs to be addressed in order to change the behavior of attendees.	# of new domestic violence incidents reported to your agency in your county	The number of outreach training type programs the agency provides.
8. Our agency has determined if training programs have had a direct effect on domestic violence in our community.	# of new domestic violence incidents reported to your agency in your county	The population of the county in which the agency resides
9. Our agency has compared the incidents of domestic violence by attendees of our training programs to those who have not attended.	# of new domestic violence incidents reported to your agency in your county	The population of the county in which the agency resides

Table 7 (Cont.)

Correlation Analysis Between Training Evaluation Questions and Demographics

Question	Most Positive Correlation	Least Positive / Most Negative Correlation
10. Our agency has improved training programs as a result of receiving feedback that people were dissatisfied with what we had delivered.	# of new domestic violence incidents reported to your agency in your county	The number of part time staff the agency has.
11. Our staff receives training on how to determine the effectiveness of training programs we deliver.	# of new domestic violence incidents reported to your agency in your county	The number of part time staff the agency has.

Question seven, regarding if the agency determines if any other factor besides training has to be addressed in order to change the behavior of attendees, had the most positive correlation with the number of new domestic violence incidents reported to the agency in their county. This question had the most negative correlation with the number of outreach training type programs the agency provides.

Question eight, regarding if the training programs conducted by the agency have a direct effect on domestic violence in their community, had the most positive correlation with the number of new domestic violence incidents reported to your agency in their county. The most negative correlation occurred with the population in which the agency resides.

Question nine, regarding if agencies compared the incidents of domestic violence by abusers who attended their programs versus those who did not, had the most positive

correlation with the number of new domestic violence incidents reported to your agency in their county. The most negative correlation was with the population in which the agency resides.

Question ten, regarding if agencies have improved their training programs as a result of receiving feedback that people were dissatisfied with what they had delivered, had the most positive correlation with the number of new domestic violence incidents reported to your agency in their county. The most negative correlation was with the number of part time staff the agency has.

Question eleven, regarding if agency staff receives training on how to determine the effectiveness of training programs, was most positively correlated with the number of new domestic violence incidents reported to your agency in their county. The most negative correlation occurred with the number of part time staff the agency has.

The demographic question that was most frequently identified as the most positive correlation was the number of new domestic violence incidents reported to your agency in their county. However, the highest correlation coefficient was 0.470, indicating not a particularly strong correlation exists between any of the training assessment and demographic data. The demographic questions that were most frequently identified as the least positive / most negative correlation were the number of outreach type training programs the agency conducts.

A specific analysis was completed to review the correlation between agencies determining if training programs have had a direct effect on domestic violence in their

community and the trend in domestic violence reported by the agency. In doing this analysis, the hoped for result was that the more frequently an agency determined if their training programs were having an effect on domestic violence, the lower the rate of increase (or hopefully even a decrease!) i.e. a low positive or even a negative correlation. The first step taken was to determine the rate of change in the rate of domestic violence incidents reported by the agency over the time period that reported. Then the responses by the agency's on if they determine if their training programs are having an impact on the rate of incidents were correlated to the rate of actual incidents over the period of time reported using Excel's CORREL function. Interestingly, and surprisingly, not only was there a positive correlation, but the correlation was the second highest for this question (number 8) for all of the training evaluation questions when they were correlated to the rate of incidents. At a minimum, the results hoped for would have indicated at least a negative correlation, rather than the second strongest. Clearly it does not appear that the agencies that say they determine if their training programs affect incidents are having a positive effect on the rate of domestic violence incidents.

Chapter V

Summary, Conclusions, and Recommendations

Introduction

Determining the effectiveness of training programs is a principle that is hard to argue with. The research conducted in this paper supports that idea. The results of the literature reviewed and data gathered indicates, however, that domestic violence agencies in Wisconsin have significant opportunities to better understand the effectiveness of their training programs.

Chapters one through four provided information to support this finding beginning in chapter one with the overview of study and why this study was important. Chapter two provided the background of literature regarding three areas - training evaluation as an approach, an introduction to domestic violence, and the use of training evaluation techniques by domestic violence agencies. Chapter three described the research methodology, based on data collection via a mail survey. Chapter four showed the findings and analysis of results and in this chapter, the overall summary conclusions, and recommendations are provided.

Summary of Chapters One through Four

Chapter one began with an overview of the study, highlighting the criticalness and the continued problem of domestic violence. Training and learning programs are one way that domestic violence agencies attempt to address this issue among others and that through the use of training evaluation models such as Kirkpatrick's, agencies can

continually improve their programs as well as determine the impact training is having on skills, behaviors and ultimately, the trends in domestic violence.

Chapter two provided a review of the literature relevant to this study in three areas: training evaluation, domestic violence, and how training evaluation is used by organizations addressing domestic violence. A significant amount of literature has been written and continues to be written on training evaluation. While this research focused on the well known Kirkpatrick's model, other models for further research are available that could determine if they would be a better match to evaluate and improve domestic violence training. The amount of literature on domestic violence is rich and this paper focused on the history of research and the current trends for the partner agency of this paper, the Violence Intervention Project of Algoma, Kewaunee County, Wisconsin. The third area of literature review focused on how organizations have applied training evaluations to domestic violence studies.

Chapter three focused on the research methodology to achieve the data collection objectives of the study. A mail survey was chosen to be the most effective approach to collect the data due to both cost and geographic coverage reasons. The chapter addressed the planning and designing of the survey, the development of the questionnaire survey instrument, the collection and processing of data and the interpretation and reporting of results. Data collection was done to gather the current practices by domestic violence agencies in the state of Wisconsin. The target population was limited to the state of Wisconsin to limit the size while providing a significant sample (113 agencies) to draw

from. The data collection asked participants to share their practices in training evaluatio by responding to a series of questions modeled after Kirkpatrick's methodology via a Likert scale. To ensure a high response rate, participants were contacted prior to receipt of the survey, shortly after receipt, and then a third time after confirmed receipt of the survey. Each participant will receive a copy of the final research report as well. When available, e-mail and faxes were used to send and receive the survey, otherwise the U.S. Postal Service was used.

Chapter four provided the analysis of the findings. Thirty agencies returned the surveys.

Conclusions

In Chapter One, the following objectives for this study were stated:

1. Understand what is currently known regarding determining the effectiveness of training and learning as they apply to domestic violence programs.
2. Identify the trends in use of training effectiveness determination approaches by domestic violence agencies in the state of Wisconsin.
3. Propose recommendations on what can be done to further the use of training effectiveness approaches in domestic violence programs.

The following reviews conclusions regarding the first two objectives. The recommendation section of this chapter will review the third objective.

What is currently known

It was quite easy to find studies and papers addressing one of Kirkpatrick's levels. However, there were many studies and papers that only addressed one of the levels or cited the fact that they did not even attempt to understand the impact of training. An integrated approach to training evaluation, utilizing approaches addressing all four of Kirkpatrick's levels was difficult to find.

Trends in use

As was found in Brandenburg's study (1987), the most common effectiveness techniques used were around evaluating attendee satisfaction while the collection of improved results were the least common technique collected. The fact that such a large percentage of respondents were not able to provide trends in domestic violence in their area was a disturbing finding. A surprising result was that there seems to be as good an understanding of assessing behavior change as testing skill or knowledge change among domestic violence agencies. However, knowing that domestic violence is a very behavioral based issue may make understanding this finding easier.

Recommendations

Based on the findings of the research conducted, the following recommendations are made:

1. Domestic violence agencies need to improve the assessment of the effectiveness of their training programs. Compared to expert recommendations, the use of training assessment techniques is well below objectives.

2. Data collection for the number of incidents of domestic violence can be improved. Not only can this validate the effectiveness of training programs; it is necessary for agencies to determine the impact of all programs, including non-training efforts, to reduce the rate of domestic violence in their communities.
3. The Wisconsin Coalition Against Domestic Violence should partner with available experts in the field of training evaluation to implement a system wide effort to improve the evaluation of domestic violence training in the state. Less than half of reporting agencies indicated that their staff had been adequately trained on evaluating the effectiveness of training programs.
4. With no agencies saying they always use pre and post tests for assessing training effectiveness, there appears to be a significant opportunity to educate domestic violence agencies on the use of approaches to test or assess skill and / or knowledge improvement from training programs.

Future research opportunities identified from this effort include:

1. Explore the quantity and quality of training that domestic violence counselors receive regarding the impact of their counseling and its training context. How do they learn to assess the effectiveness of their training and education programs? This would include undergraduate and graduate programs as well as conference and workshop type offerings.
2. Additional research is necessary to determine what other approaches are being used by agencies to determine skill or knowledge change. This will help explain what is

being used by agencies other than written or oral test or behavioral simulations to determine if skill or knowledge has been acquired, reflecting that the training was effective.

3. Further research would be needed to clarify understanding of the reasoning behind the correlation analyzed between the eleven questions regarding training assessment.

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APPENDIX A

Domestic Violence Agency Training Effectiveness Survey

NOTE: Questions or concerns about participation in the research, or subsequent complaints, should be addressed first to the researcher or research advisor, and second to Susan Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, UW-Stout, Menomonie, WI, 54751, phone (715) 232-2477. By returning this survey, you agree to have your responses included in the research being conducted.

Instructions for Completing the Survey

This survey relates to the activities used to assess the effectiveness of training programs conducted by domestic violence agencies. If your agency provides dual services (domestic violence and sexual assault), answers should be provided for your domestic violence services only.

Training programs are defined as those programs that are intended to improve the skills or abilities of the attendees, or are intended to change their behavior.

Please read each statement carefully and indicate by circling one response how frequently your agency performs that statement based upon the following scale:

N = Never
O = Occasionally, less than half of the time
F = Frequently, more than half of the time
A = All the time

1. Our agency determines the satisfaction level of people who attend training programs we deliver. N O F A

2. Our agency hands out evaluation forms at the end of training programs to determine attendee satisfaction. N O F A

3. Our agency determines if the skills or knowledge of attendees has changed as a result of going to our training programs. N O F A

4. Our agency uses written and oral tests or behavioral simulations to determine the effectiveness of the training programs we deliver. N O F A

5. Our agency gives pre-tests and post-tests to attendees of our training programs to determine if skill or knowledge has increased. N O F A

6. Our agency has determined if the behavior of attendees has changed as a result of attending our training programs. N O F A

7. Our agency determines if any other factors besides training needs to be addressed in order to change the behavior of attendees. N O F A

8. Our agency has determined if training programs have had a direct effect on domestic violence in our community. N O F A

9. Our agency has compared the incidents of domestic violence by attendees of our training programs to those who have not attended. N O F A

For the next two questions, please read each statement carefully and indicate your response by circling how much you agree or disagree based upon the following scale:

SD = Strongly Disagree D = Disagree N = Neutral A = Agree
SA = Strongly Agree

10. Our agency has improved training programs as a result of receiving feedback that people were dissatisfied with what we had delivered. SD D N A SA

11. Our staff receives training on how to determine the effectiveness of training programs we deliver. SD D N A SA

If you answered F (frequently) or A (always) to any of questions 1 to 9, **or** A (agree) or SA (strongly agree) to questions 10-11, please include any documents that would show how your agency addresses these issues.

DEMOGRAPHIC QUESTIONS REGARDING THE AGENCY

1. What is the annual budget for your agency? (please list dollar amount – do not use **K** or **M**) $ _____

2 How many full-time and part-time staff are employed at your agency?

Full-time staff: _____ Part-time staff: _____

3. How many volunteers contributed time to your agency in 2001?
_____ volunteers

and how many hours of time did they contribute?
_____ hours

4. How many training programs did your agency conduct in 2001?

Formal classroom-type programs
_____ programs

"Outreach" type awareness/education programs
_____ programs

5. Are there any programs conducted by your agency that are not included in the above statistics?

_____

_____

_____

6. Please indicate below the number of domestic violence incidents that occurred in your county (which you support) for the calendar years 1997 through 2001:

	1997	1998	1999	2000	2001
# of new domestic violence incidents reported to your agency in your county					
# of new domestic violence incidents reported to your police or sheriff departments in your county					

7. During what year was your agency created?

_____

8. How large is the population of the county in which your agency resides?

_____

9. The current head of your agency has completed what level of education (please check one):

_____ high school diploma
_____ undergraduate degree (Bachelor's)
_____ graduate degree (Master's)
_____ doctoral degree
_____ other (please specify)

_____

10. Are there any additional comments that you would like to make regarding domestic violence in your county, at your agency, etc?

_____

_____

_____

_____

_____

APPENDIX B

SURVEY INTRODUCTORY LETTER

To:

From: Jeff Allar

Date: January 10, 2003

Re: Domestic Violence Training Questionnaire

As a member of the Board of Directors for the Violence Intervention Project, Kewaunee County's domestic violence agency, I have a keen interest in the issues surrounding domestic violence. At the same time, I am currently a student in the Master's in Science in Training & Development program at the University of Wisconsin - Stout. In order to meet graduate requirements, I am completing a field research paper on "Trends In Measuring The Effectiveness Of Domestic Violence Training Programs". You were selected as a leader of a domestic violence agency within the State of Wisconsin. Obtaining the current practices on evaluating training effectiveness is key to the research currently being conducted.

The attached questionnaire has been designed so that you can complete it quickly and easily. It takes only a few minutes, and you only need to check off your answers and provide some demographic data. If your agency provides dual services (domestic violence and sexual assault), answers should be provided for your domestic violence services only. A postpaid return envelope has been included for your convenience.

You can be absolutely sure that all of the information you provide is strictly confidential and no individual domestic violence agencies will be identified in the finding's section of the research. Your answers will be combined with those of many others and used only for statistical analysis.

As an expression of gratitude for completing the survey, your agency will receive a copy of the published paper, which will report the findings from the survey and identify recommendations for action. I genuinely appreciate your assistance in this research by completing the survey. Your honest answers are very necessary to provide an accurate assessment on the use of training evaluation techniques by domestic violence agencies. I do appreciate your candid responses.

Please complete and return the questionnaire as soon as you can. If you have any questions regarding the research or the questionnaire, feel free to contact me during the day at (920) 496-2388 or in the evening and weekends at (920) 388-2609.

Again, thank you for your help.