

Program Evaluation Summary November 2009 though May 2011

To evaluate workshop effectiveness of the PREPaRE curriculum, collection of participant satisfaction and pre- and post- workshop data is a standard element of all workshop offerings. This document summarizes the program evaluation data collected from November 2009 though May 2011. These data provide continued insight into participant workshop satisfaction and provide guidance regarding the extent to which the PREPaRE curriculum influences participant school crisis prevention and intervention attitudes and knowledge. These data expand on past evaluations through the exploration of the influence of demographics on changes in knowledge and attitudes.

WORKSHOP 1

Workshop Satisfaction

From the available 515 Workshop Evaluation forms, it is concluded that participants had a high degree of satisfaction with their workshop experience ($M = 3.55$ out of 4; $SD = .60$). Specific questions and participant responses are summarized in Table 1.

Table 1. Participant Workshop Satisfaction. Ratings for the Workshop 1: Crisis Prevention and Preparedness.

<i>Question</i>	N	Mean	SD
1. The objectives were clearly stated.	514	3.65	.65
2. The content was clear and understandable.	513	3.60	.65
3. Workshop materials were well organized.	511	3.61	.66
4. The trainer(s) was/were well organized.	508	3.65	.66
5. Workshop materials facilitated participation among participants.	513	3.37	.76
6. The trainer(s) facilitated participation among participants.	512	3.47	.74
7. This workshop increased my knowledge.	510	3.55	.71
8. I will be able to apply the information/skills learned to my professional duties.	510	3.53	.66
9. I recommend this workshop.	509	3.53	.72
10. I recommend this/these trainer(s).	495	3.56	.75

* All items on a 1-4 scale, with 1 meaning strongly disagree and 4 meaning strongly agree.

Workshop Effect on Participants' Attitudes Toward School Crisis Work

Table 2 offers descriptive statistics for the pre- and post- workshop questions asked of participants to assess their attitudes toward crisis prevention and preparedness. The overall mean attitude toward crisis prevention and preparedness increased significantly ($t(742) = 20.45, p = .000$) from the pre-test ($M = 3.32$ out of 5; $SD = .57$) to the post-test ($M = 3.79$; $SD = .65$). An exploration of the association of demographic factors with changes in attitude found a significant difference between participants reporting different occupations ($F(4,729) = 4.97, p = .001$). Specifically, health professionals (nurses) reported significantly greater improvements in attitudes toward crisis prevention and preparedness than mental health professionals. Although there were no significant differences between the groups in attitude toward crisis intervention and prevention at the pre-test ($F(4,740) = 1.48, ns$), this could be because nurses reported lower pre-test attitudes than all other professionals. There were no significant differences between participants in attitude toward crisis prevention and preparedness as a function of years spent in their current profession ($F(3,735) = 1.34, ns$), number of previous school crisis training hours ($F(3,733) = 2.00, ns$), or between graduate students and other participants ($t(687) = 1.37, ns$).

Table 2. Workshop #1 Participants' Attitudes Toward Prevention and Preparedness.

Question	N	Pretest		Posttest	
		Mean*	SD	Mean*	SD
1. How knowledgeable are you about school crisis prevention and preparedness?	748	2.44	.81	3.37	.80
2. How confident are you in your ability to collaborate with others to develop a comprehensive school crisis response management plan?	748	2.84	1.01	3.49	.92
3. How enthusiastic are you to collaborate with others to develop a comprehensive school crisis response management plan?	748	3.44	.90	3.76	.87
4. How important do you feel school crisis prevention and preparedness knowledge and skills are in today's schools?	747	4.56	.67	4.52	.79

*All items on a 5-point scale, with higher scores indicating more positive attitudes.

Workshop Effect on School Crisis Prevention and Preparedness Knowledge

Workshop 1 participant responses across pre-tests and post-tests indicated significant increases in knowledge ($t(759) = -33.10, p = .000$; Pre-test $M = 5.32$ out of 10; $SD = 1.69$; Post-test $M = 8.26$ out of 10; $SD = 2.09$). There were no significant differences found between participants in knowledge gained of crisis intervention and prevention as a function of years spent in their current profession ($F(3,749) = 1.54, ns$), or amount of previous school crisis training ($F(3, 747) = 1.60, ns$). Furthermore, there were no significant effects found for the amount of knowledge gained based on the participants reported professions ($F(4,742) = .826, ns$). Interestingly, there were significant differences found in the amount of knowledge gained between graduate students and working professionals

($t(704)=-2.94, p=.003$), with working professionals gaining significantly more knowledge than students.

WORKSHOP 2

Workshop Satisfaction

From the available 761 complete Workshop Evaluation forms, it is concluded that overall participant satisfaction for workshop 2 was high ($M = 3.63$ out of 4; $SD = .65$). Specific questions and participant responses are summarized in Table 3.

Table 3. Participant Satisfaction. Workshop 2: Crisis Intervention and Recovery.

Question	Workshop #2		
	N	Mean*	SD
1. The objectives were clearly stated.	794	3.66	.71
2. The content was clear and understandable.	793	3.61	.70
3. Workshop materials were well organized.	793	3.62	.72
4. The trainer(s) was/were well organized.	793	3.63	.73
5. Workshop materials facilitated participation among participants.	794	3.58	.75
6. The trainer(s) facilitated participation among participants.	792	3.64	.72
7. This workshop increased my knowledge.	791	3.67	.70
8. I will be able to apply the information/skills learned to my professional duties.	790	3.63	.72
9. I recommend this workshop.	787	3.61	.75
10. I recommend this/these trainer(s).	770	3.59	.77

* All items on a 1-4 scale, with 1 meaning strongly disagree and 4 meaning strongly agree.

Workshop Effect on Participants' Attitudes Toward School Crisis Work

Table 4 offers descriptive statistics for the pre- and post- workshop questions asked of participants to assess their attitudes toward crisis prevention and preparedness. The overall mean attitude toward crisis intervention and prevention work increased significantly (became more favorable, $t(1017) = 34.68, p < .000$ from the pre-test ($M = 2.99$ out of 4, $SD = .77$) to the post-test ($M = 3.70$ out of 4; $SD = .49$). An exploration of the association of demographic factors with changes in attitude found a significant relationship between the amount of time spent in the current profession and gains in attitude

($F(3,1004)=37.73, p=.000$), with those reporting fewer years in the profession making significantly larger gains in attitude toward crisis prevention and intervention than those with more years. Similarly, graduate students reported significantly larger positive changes than other participants ($t(925)=7.44, p=.000$). Furthermore, there were significant differences found for gains in attitudes ($F(3,994)=24.06, p=.000$) according to their previous experience with school crisis training. On average, those with 11 or more prior hours were significantly less likely to experience gains in attitudes than other participants. There were no significant effects found in difference of attitude change based on the participant's reported occupation ($F(4,997)=1.64, ns$).

Table 4. Workshop #2 Participants' Attitudes Toward Crisis Intervention on a 1–5 Scale, With Higher Scores Indicating More Positive Attitudes

Question	N	Pretest		Posttest	
		Mean	SD	Mean	SD
1. How anxious would you feel if you were required to conduct a school crisis intervention?	1052	3.13	.94	3.80	.56
2. How confident are you in your ability to know what to do if you were required to respond as part of a school crisis response team?	1040	3.24	.91	3.88	.52
3. How fearful are you that you might make a mistake during a school crisis intervention?	1054	2.65	.86	3.45	.70

*All items on a 5-point scale, with higher scores indicating more positive attitudes.

Workshop Effect on Participant School Crisis Work Knowledge

Workshop 2 participant responses indicated significant increases in knowledge ($t(1087)=42.88, p=.000$) from pre-test ($M = 7.29$ out of 13; $SD = 1.99$) to post-test ($M = 10.53$ out of 13; $SD = 2.03$). Results indicated that the relationship between the amount of time spent in the current profession and gains in knowledge ($F(3,1072)=4.01, p=.007$) was significant. One significant difference was found between groups in change in knowledge; those with 0 years in their current profession were more likely to experience a smaller gain in knowledge than those with 1-5 years (Mean difference= .77, $p=.013$). There were no significant differences between participants based on occupation [$F(4,1064)=1.93, ns$], amount of previous school crisis training ($F(3,1062)=1.54, ns$), or student status ($t(987)=1.39, ns$) in knowledge gains in crisis intervention.

Summary of Findings

In summary, both workshop 1 and workshop 2 were associated with a significant improvement in attitudes and knowledge toward crisis prevention, preparedness, and intervention. Similarly, both workshop 1 and 2 participants reported a high level of satisfaction with workshop content, achievement of objectives, trainer preparedness, materials, knowledge gained, and application of the information.