

### PART A. PRESENTATION INFORMATION

1. COURSE TITLE	2. COURSE CONTROL #	3. COURSE DATES (MM/DD/YY)
4. INSTRUCTOR	5. EVALUATOR	
6. AGENCY / PRESENTER	7. LOCATION	
	CA Zip CA,	

Please respond to ALL items in this evaluation. Use the space provided in Part D for additional comments as needed.

### PART B. COURSE DOCUMENTATION

<b>POST-Required Documentation includes:</b> 1) Expanded Course Outline, 2) Hourly Distribution, 3) Instructor Resumes, 4) Budget, and when applicable (for Psychomotor Skills Courses), a Safety Plan which includes 5) Safety Briefing, 6) Safety Policy/Procedures, and 7) Instructor/Student Ratios. <b>NOTE:</b> Utilization of Lesson Plans is NOT required, but is considered a "best practice."	Maximum Enrollment: 25
	Number of Students: 22
Does approved course documentation accurately reflect course presentation?	
REQUIRED DOCUMENTS	YES NO N/A INCLUDED FOR PSYCHOMOTOR SKILLS COURSES YES NO N/A
1) Expanded Course Outline	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5) Safety Briefing Performed <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
2) Hourly Distribution	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6) Safety Policy/Procedures <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
3) Instructor Resumes	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7) Instructor/Student Ratios <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4) Budget (if applicable)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### PART C. COURSE INSTRUCTION

COMPONENT	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARDS	ABOVE STANDARD	N/A
<b>1. RISK MANAGEMENT</b> <b>Safety Policy Implementation</b> A system that includes various policies, procedures and practices that work in unison to identify, analyze, evaluate, address and monitor risk.	<input type="checkbox"/> Safety policy is not followed, and/or the staff does not demonstrate awareness of the safety policy.	<input type="checkbox"/> Safety policy is minimally followed, but certain aspects may be ignored for expediency such as violating the student to instructor ratios.	<input type="checkbox"/> All aspects of the safety policy are followed, and staff demonstrates awareness of each aspect of the policy.	<input type="checkbox"/> Safety policy is followed and each staff member demonstrates awareness of the policy. Students are given a copy of the policy or safety rules that apply to them and the staff reviews the policy before each class.	<input checked="" type="checkbox"/>
<b>2. RISK MANAGEMENT</b> <b>Environment / Facilities</b> Refers to the physical environment, in which the class is presented (e.g., classroom, driving track, firing range, or other such environment or facility).	<input type="checkbox"/> Physical environment and/or facilities do not accommodate the needs of the course, or they present a safety hazard.	<input type="checkbox"/> Physical environment and/or facilities generally allow the instructor to deliver the class, but shortcuts or adaptations are made that are not conducive to an optimum learning environment.	<input type="checkbox"/> Physical environment and facilities allow the instructor to meet the learning objectives in a safe manner.	<input checked="" type="checkbox"/> Physical environment and facilities allow the instructor to deliver the course in a manner that promotes optimum learning and adds to the training experience.	<input type="checkbox"/>
<b>3. LEARNING VALIDATION</b> <b>Validation through Practical Application and/or Demonstration</b> Process which measures whether students have learned the material presented. May include written tests, scenario testing, or other types of learning activities. Validation need not be formal testing; it may be confirmation of learning through various formal or informal means.	<input type="checkbox"/> Course has no application or demonstration component where students can be evaluated on whether they have met the learning objectives.	<input type="checkbox"/> Course has application or demonstration components; however it is disorganized to the point where student learning cannot be properly determined.	<input checked="" type="checkbox"/> Course has an application or demonstration component through written testing or demonstration of skills learned (e.g., scenario tests, student demonstration and application of knowledge, or group activity participation).	<input type="checkbox"/> Course has multiple opportunities through various means for students to individually demonstrate their knowledge of the course material.	<input type="checkbox"/>



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<b>PART C. COURSE INSTRUCTION</b> <i>continued</i>					
<b>INSTRUCTION</b>	<b>UNACCEPTABLE</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS STANDARDS</b>	<b>ABOVE STANDARD</b>	<b>N/A</b>
<b>4. SUBJECT MATTER RELEVANCE</b> <i>Information Is Current</i>  The extent to which the topic relates to student learning needs.	<input type="checkbox"/> Course content is outdated; thus the course contains incomplete or incorrect information.	<input type="checkbox"/> Course is generally accurate, but missing the latest legal rulings, changes in POST-developed and/or required curriculum, or the latest trends in the area of instruction.	<input checked="" type="checkbox"/> Course is current, contains the latest legal rulings, reflects the latest POST-developed and/or required curriculum, and covers the latest trends in the area of instruction.	<input type="checkbox"/> Course is current, contains the latest legal rulings and where future rulings may be headed. It reflects the latest POST-developed and/or required curriculum and covers the latest trends in the area of instruction, and how these trends may evolve over time.	<input type="checkbox"/>
<b>5. SUBJECT MATTER RELEVANCE</b> <i>Course Material Is Applicable to Subject Matter</i>  The extent to which the topic relates to student learning needs.	<input type="checkbox"/> Course material falls short of meeting learning objectives. It fails to meet student needs or covers theoretical matters to the exclusion of practical application. Handouts and other training materials contain inappropriate or irrelevant information.	<input type="checkbox"/> Course material generally meets learning objectives; however materials are incomplete or contain information not relevant to the subject. Although the materials contain relevant information, they are lacking information on practical application.	<input checked="" type="checkbox"/> Course material meets learning objectives. It meets student needs and covers theoretical matters as well as information on practical application. Handouts and other training materials contain useful information.	<input type="checkbox"/> Course material meets and exceeds learning objectives. It goes beyond merely meeting the students' immediate needs. Theoretical matters as well as practical application are covered. Handouts and other training materials contain useful references and resources for further study.	<input type="checkbox"/>

**PART D. ADDITIONAL COMMENTS (Please reference specific sections if applicable (e.g., Part C-1, C3, etc.))****Training Evaluation - Course Assessment****POST Executive Development Course (EDC) - Session One****Part B. Course Documentation**

This assessment of this Executive Development Course session is for part 1 of 2. I received all course documents for session one. The course Coordinator was [REDACTED]. The course materials and student handouts were available to be accessed via an EDC dedicated (Post Pass) website and students were given a link and access to view their digital materials. I was able to get access to the EDC website and review the handouts and materials provided for each topic. The POST EDI course documents I received included:

**Management Course Administrative Information****Course Hourly Distribution Schedule****The EDC Expanded Course Outline (ECO)****Course Budget**

**Instructor Resumes** - I received resumes for three of the five instructors. [REDACTED] and [REDACTED] are no longer with the EDC program.

**NOTE:** The EDC Coordinators should collaborate with POST at least one or more times annually to ensure that all EDI paperwork is updated and best reflects the curriculum being presented and the most current instructors presenting it.

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**PART D. ADDITIONAL COMMENTS** *continued*

The instructor line-up for Day 1:

**██████████ - Leadership**

The POST EDI information listed 2 titles for this topic.

Leadership

Executive Leadership - Real World Leadership

This is common, as different instructors, over time, create updated curriculum and revised titles. I would suggest a quick audit to standardize a single standing title for clarity.

The instructor line-up for Day 2:

**██████████ - Contemporary Issues**

The POST EDI information listed 2 titles for this topic.

Contemporary Issues

Contemporary Organizational Issues

This is common, as different instructors, over time, create updated curriculum and revised titles. I would suggest a quick audit to standardize a single standing title for clarity.

The instructor line-up for Day 3:

**██████████ - Media Relations: Strategies & Planning**

The instructor line-up for Day 4:

**██████████ - Legal Issues for the Executive**

The instructor line-up for Day 5:

**██████████ - Understanding Local Government**

The POST EDI information listed 2 titles for this topic.

Understanding Local Government

Understanding & Surviving Local Government

This is common, as different instructors, over time, create updated curriculum and revised titles. I would suggest a quick audit to standardize a single standing title for clarity.



**PART D. ADDITIONAL COMMENTS** *continued***Part C. Course Instruction****C.1. Risk Management; Safety Policy Implementation - Not Applicable**

A safety briefing was not conducted and there was no safety plan. Because this training was curriculum-based in a standard instructional classroom setting and did not involve the handling of weapons, dangerous materials, or physical activity, such plans were unnecessary. The exits were marked with standard emergency exit signs and the room had an abundant amount of ceiling sprinklers. The student's tables were spaced to accommodate COVID concerns, the students wore masks in class when moving, and there was a hand sanitizer station at the entrance of the room and available masks for the students. The Course Coordinator, [REDACTED], welcomed the group and ensured all the students were organized and ready.

**C.2. Risk Management Environment/Facilities - Above Standard**

This course (1 of 2 sessions) was a 5-day (40-hour) training session held at the [REDACTED]. The facility (hotel) was a quality location with parking, nearby restaurants with takeout, and all other amenities afforded by a contemporary full-service hotel, notwithstanding COVID facility closures and precautions. The training room/classroom had lengthwise tables that were approx. 12 feet long with only 2 students at each table affording them abundant distancing for COVID considerations. [REDACTED] left a door open leading outdoors in close proximity to the ocean/arbor water to ensure an abundance of fresh air and ventilation.

The room was well lit with adjustable lighting to enhance the PowerPoint presentation. The room was carpeted, had comfortable chairs, and had bathrooms in close proximity. The coordinator had an effective work station in the back of the room. As students walked in the room, they were greeted and there was coffee, water, and Danish available with cookies and sodas available in the afternoon. The room was equipped with an LCD projector, laptop, quality speakers, flip charts, and a projection screen. There were 22 students out of a maximum of 25 in the class. [REDACTED] arranged for a working lunch to be delivered on Friday to accommodate the student's travel. Student surveys/evaluations of the instructors were emailed daily to the students by [REDACTED] through Survey Monkey.

**C.3. Learning Validation - Meets Standards**

There was no formal validation (i.e. formal testing); however, a general measure of learning/growth was done through active participation, answering questions, and various teach-back of findings during exercises.

**C.4. Subject Matter Relevance; Information is Current - Meets Standard**

The first point of relevance is that this course is a mandatory course/prerequisite for Chiefs/Department Heads to receive their P.O.S.T. Professional Executive Certificate. The course is also open to law enforcement personnel at the rank of Lieutenants and above.

This course (session one) covered a comprehensive assortment of primary topics (listed above) for middle managers, command, and executive staff. The topics presented were applicable and relevant to the role and responsibilities of the attending students. The curriculum was contemporary, beneficial, and included subject matter that has a tangible nexus to the daily duties of police executives. That said, the EDC curriculum, especially for this course, should continually be assessed and revised to best reflect the



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**PART D. ADDITIONAL COMMENTS** *continued*

changes in policing, particularly considering the unprecedented dynamics and significant challenges of the past 15 months. This course should not duplicate or repeat training provided in the Management Course or Command College. Additionally, the curriculum in the EDC should be custom fit to meet the needs of those it serves; police executives who lead and manage policing in California.

**Example:** In reviewing the Expanded Course Outline, it appears the curriculum was revised in August of 2019. If the curriculum presented adheres to the subject matter in the ECO, the events of 2020, perhaps one of the most challenging and significantly historic years in policing during our lifetimes, may not be specifically reflected in the EDC presentations. Leadership in law enforcement has never faced such substantial sweeping changes, challenges, or such an impactful and uncertain future that it's facing today...right now. Therefore, the curriculum, in terms of modification/revision to present the most current issues possible to our police leaders, should be of the utmost importance.

**Suggestion:** Considering the above example; the opportunities to use and reflect our current state of affairs and the extraordinary need for direction in leadership is without measure. Using the EDC **leadership** curriculum as an example, I suggest carefully reading each line of the ECO curriculum under this topic.

This is a sample of the curriculum under the leadership section from the expanded course outline:

"Assess various leadership styles i.e. servant leader, autocratic, situational..."

"Define the words "leader" and "manager"

"Understand the importance of accountability up and down the chain of command"

"Explain and evaluate virtue as it pertains to leadership"

"Budget challenges"

"City/county council relationships"

This information is valuable, well developed/time-tested, and relevant; however, it might be considered a bit elementary, is often covered in other lesser training courses, and most importantly, it does not reflect the current incredible impact to the leadership in police organizations during a pandemic, nation-wide violence against police, facing a crime reform bill, new and emerging hate groups/domestic terrorism, unparalleled political upheaval, decriminalization and mass prisoner release, unequalled national rioting, civil unrest, hyper-racial division/conflict, de-policing, soaring officer suicides, mass retirements and stagnant recruitment, the assault on police through defunding, the push to end qualified immunity, and the issue of police legitimacy. These are just a few of the issues that exploded in the last year and are at the center of concern for embattled law enforcement leaders. So, the question is; does the EDC leadership curriculum reflect what is most important (priority) or critically needed right now? If the answer is no, then the EDC, which should be the gold standard, considering its audience, simply needs to be modified. This is simply a training opportunity to catch up with the rapidly evolving leadership issues of the day.



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**PART D. ADDITIONAL COMMENTS** *continued*

My recommendation, at the discretion of POST, would be to assemble a small carefully selected group of experienced executive-level subject matter experts to develop **cutting edge** curriculum that best defines the **most current** leadership needs of EDC attendees. I would suggest an experienced Master Instructor effectively facilitate the SME group and create an updated and detailed EDC leadership section for the expanded course outline. Lastly, I would suggest that the EDC leadership instructor(s) [REDACTED] and the EDC Coordinator [REDACTED] attend such a curriculum development meeting, as their input, based on their EDC experience, would be invaluable.

**Note:** I had an in-depth discussion with [REDACTED] regarding my thoughts on the revision suggestions and he advised me the plans are already being made through POST for an upcoming EDC revision/update meeting. [REDACTED] needs assessment was identical to mine in terms of the updates and as the course coordinator, I found his observations wholly accurate and enlightened.

Lastly, with regard to **Legal Issues for Executives**, the presentation and subject matter content by [REDACTED] focused primarily on disciplinary and major use of force cases (shootings). While this subject matter was relevant/important, beneficial, and well delivered by a consummate expert, I would suggest, if scheduling allows, adding an additional 4 hours to cover a wide variety of other current and critical legal issues to assist police executives protect themselves and their organizations. Subjects and the most recent legal developments might include:

Negligent hiring, negligent assignment, negligent retention, negligent training, negligent entrustment, failure to train (aka: deliberate indifference), failure to supervise, and failure to direct.

Further subjects might minimally include: Trends in officer vs. agency litigation, risk and exposure regarding jail facilities, juvenile issues, officer mental health, dealing with workers comp or sick leave abuse, problems/inequities with promotional processes, fitness for duty, probation/termination, developing gender issues, off-duty issues, abuses in departmental communications and social media, legal restrictions in use of body-cams, drones, and take-home equipment. Adding other or additional needed legal training/updates that are outside force and discipline issues might help to round-out and balance this critical subject matter for police/sheriff leaders.

**C.5. Subject Matter Relevance; Course Material Is Applicable - Meets Standard**

There are no learning objectives or a course goal listed in the expanded course outline. Perhaps when the EDC is revised next, these could be developed and added. With consideration of the aforementioned suggestions, the content of this course was well suited and relevant for the students. Another suggestion that might be considered is conduct a simple survey of California Police Chiefs prior to the next EDC revision and ask them what are the most current and important training issues needed that might be included in the EDC and what are the specific contemporary problems or knowledge gaps facing police executives that training might help to resolve.

**Suggestion:** All the student handout materials for the EDC have been made digital and are offered via a student-accessed POST/EDC Pass Account website. This eliminates the need for a huge student binder and the cost and laborious and time-consuming assembly of one binder for every student.



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**PART D. ADDITIONAL COMMENTS** *continued*

During the course, I noticed that less than half of the students utilized a laptop computer and those who did were not accessing the instructional materials from the website. As such, a simple pre-printed single notes sheet for each student would prompt note taking and engagement. The form (example at end of narrative) would have a space to write in the topic, the main take-aways, identified resources, notes, and a to-do (action) section. This simple form would also work well, as after each instructor completes their presentation, [REDACTED] fittingly engages the group to inquire about what the main take-aways and benefits were that they gained from the instruction/subject matter. The instructors might also specifically provide and urge the documentation of important resources (websites, books, articles, associations, experts, other training, and research sources). Lastly, only a single form per student per topic/day would be needed.

**Summary**

The overall course (Session 1 of 2) and its sub-presentations were professionally presented by very experienced and talented instructors and well coordinated/managed by [REDACTED]. [REDACTED] was well organized, attentive to the students; always conveying high energy, and genuinely cared about the training. The content, as it relates to law enforcement managers is ready for revision in some portions; however, overall it was timely, valuable, and well received by the students.

Note: The form depicted on the last page, as described above, would be more aesthetically prepared and professional looking/developed. The form that was prepared could not convert between formats, thus the following form is only an unfinished example for illustrative purposes.

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**PART D. ADDITIONAL COMMENTS** *continued*

**Executive Development Course Topic:** *Legal Updates for the Police Executive*

**Main Take-Aways:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

**Identified Resources:**

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**Notes:**

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**To Do (Action):**

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