# Evaluation Summary

## **Evaluation Design**

* Mixed Method Design
	+ Quantitative:
		- Review of enrollment, completion, TA offerings with comparison to target indicators.
		- Self-report baseline pre-assessment survey is given to each student in which they rate their knowledge of 40 TVR competencies. Upon completion of the certificate, a post assessment will be given to see how the students rate their knowledge on each of the competencies. This analysis will be done when a large enough group has graduated to allow for a non-parametric related sample statistical test (SPSS).
		- Course satisfaction surveys including overall satisfaction, contribution to improved effectiveness in work, course organization, materials, and instruction. Ratings for effectiveness of documents in relation to work, educational interest, ease of understanding. Clarity of course requirements, materials, Go to Training, and discussion sessions. Open-ended descriptions of use of content in work settings. Suggestions for improvements and challenges. Frequency analysis (SPSS)
		- Retrospective assessment of knowledge of specific course learning objectives prior to and after completing the course. Analysis uses a non-parametric-related sample statistical test (SPSS).
		- Follow-up surveys of Institute graduates at 60 and 180 days of completion
	+ Qualitative:
		- Telephone interviews with Institute graduates and directors of Institute students completing five to seven courses. Analysis includes coding in Dedoose software and grouping responses into categories related to the interview guide items.
		- Annual interviews with Institute staff
		- Document review of Advisory Committee minutes

**Major Evaluation Questions**

1. Who was served by the Institute, and how well did the Institute meet its targets for enrollment, completion, graduation, technical assistance?
2. What evidence is there that the courses/curriculum met the needs and expectations of the TVR Directors and graduates as well as the Institute staff?
3. How do TVR Directors and participants describe their experiences and what improvements were recommended and/or made based on these experiences?
4. What evidence is there that the TVRI is positively influencing delivery of services to AIAN with disabilities?
5. How has feedback from AIAN with disabilities incorporated in the evaluation and used to improve services?

## **Evidence of Course/Curriculum Meeting Expectations**

* The online evaluations collected at the end of the seven courses offered during the 2016-17 academic year were summarized. The number of students who completed course evaluations is illustrated in the following table:

|  |  |
| --- | --- |
| 301– History of TVR | 17 |
| 302 – Communications | 12 |
| 303 – Access/Eligibility | 9 |
| 304 IEP Development | 15 |
| 305 Case Record and Management | 3 |
| 305 Case Record and Management | 9 |
| 307 Resource Management | 4 |

* Overall, the students in all the courses gave high ratings (7-point scale ranging from extremely dissatisfied to extremely satisfied).

|  |  |  |
| --- | --- | --- |
| **Course** | **Moderately satisfied** | **Extremely** **satisfied** |
| 301 | 11% | 74% |
| 302 | 8% | 50% |
| 303 | 31% | 46% |
| 304 | 13% | 60% |
| 305 |  | 100% |
| 306 | 17% | 67% |
| 307 | 25% | 50% |

* The two highest ratings for aspects of the course are averaged across all courses in the following table.

|  |  |  |
| --- | --- | --- |
| Item | % in two highest rating categories | Rating description |
| Improved Effectiveness as a TVR Employee | 86% | Very to extremely well |
| Met expectations for course organization | 86% | Exceeds to far exceeds |
| Met expectations for course materials | 86% | Exceeds to far exceeds |
| Met expectations for course instructor | 85% | Exceeds to far exceeds |
| Content of documents related to my work | 95% | Most of time to always |
| Ease of understanding documents | 96% | Most of time to always |
| Clarity of course requirements, materials discussion  | 96% | Somewhat to extremely clear |

* Eight suggestions were listed for ways to improve the courses. Students could mark any that they believed would be useful. The following table illustrates the frequency of choices.

|  |  |
| --- | --- |
| **Improvement Suggestions** | **Total times chosen** |
| More training on how to use Canvas before the start of the course. | 15 |
| More training on how to use GoToTraining before the start of the course. | 3 |
| More visual material like videos or pictures. | 20 |
| Simplified materials presented during class time (e.g., a PowerPoint presentation). | 12 |
| More case studies or examples. | 40 |
| Getting to know my classmates better. | 12 |
| Better organization of course materials. | 7 |

* Eight challenges were listed, and students could mark any that they believed they faced. The following table illustrates the frequency of choices.

|  |  |
| --- | --- |
| **Challenges** | **Total times chosen** |
| Making sure I was on track with all my assignments. | 23 |
| Communicating during GoToTraining sessions (chat box, phone, mic). | 9 |
| Accessing course materials. | 4 |
| Understanding the instructor's lectures. | 9 |
| Understanding course materials. | 2 |
| Posting on the discussion board in Canvas. | 7 |
| Using the Canvas email. | 2 |
| Knowing how to get technical support. | 14 |

* Students report significant knowledge gains for each of the course learning objectives in all but two courses. The non-parametric Wilcoxon test was used to test the changes in the rankings of their knowledge of each course objective before and after the course. The changes in knowledge were viewed as statistically significant if the Wilcoxon test was *p*≤.05 or less (two-tailed test).
* 306 and 307 did not show statistically significate gains for all learning objectives using a two-tailed test. However, most would be significant using a one-tailed test. It could be that some of the material in these last two courses reviews information taught in early courses. Whatever the reason, it may be useful to visit the curriculum of these courses.
* The interviews with the four graduates confirmed the course evaluation survey ratings. They praised the content of the courses and professionalism and expertise of the instructors. They respected the support provided by instructors and the Institute staff.
* Two of the graduates have been promoted to TVR Program Director

## **Evidence of improved services to TVR consumers**

* In open-ended course evaluation questions students described the ways in which the course influenced their work. The following were listed as examples:
	+ *It gave reasons why we do some of the things we do, not just do saying do this and go that.*
	+ *Message boards allowed our program staff to ask questions and learn from other TVR programs.*
	+ *The final project helped my work by introducing and orientation to our TVR program.*
	+ *Given me the knowledge of comparable benefits, a comprehensive list of VR services, and a list of do’s and don’ts of client services.*
	+ *Helped with documenting my case notes in detail and how to keep case management on track and up to date.*
	+ *Opened my eyes to the importance of working directly with employers and the benefits that could have for our clients.*
	+ *I know that customer service has gotten better. I see now what I was lacking in that area.*
* According to their survey responses, most of the students shared course information with their supervisor and colleagues either informally or at staff meetings.
* In the survey, students listed ways the course of study contributed to their programs. Examples included developing client orientation information, improving IPE processes and policies and procedures, creating a TVR presentation, creating a tool to identify wrap-around services.
* Graduate contributions to TVR programs and services to clients
	+ Improved office environment to ensure confidential discussions
	+ Improved IPE and other forms used by the program
	+ Materials/presentation about TVR presented to tribal leaders
	+ Tool to describe wrap-around services that was shared within her program and with county and state employees
	+ Improved eligibility reviews and IPEs
	+ Referrals to tribal healing ceremonies
* Directors also noted changes in graduates’ and workers’ performance. They noted the following in interviews:
	+ Increased level of professionalism with clients
	+ More efficient job placement techniques
	+ Increased understanding of roles and responsibilities
	+ Up to date information on regulations
	+ Ability to manage more complex cases
	+ Increased appreciation for coworkers’ responsibilities and understanding of their roles
* Directors believe it is too early to see any significant changes in closure rates but anticipate that these will increase.
* One program t is seeing improvement in client satisfaction for the worker currently taking classes. One has not tallied the satisfaction cards yet.

## **Recommendations for further course development or follow-up:**

* Graduates:
	+ Writing – case records and grant writing.
	+ Program administration -- Allowable expenses, writing the TVR application, writing the annual report
	+ Develop a bridge to bachelor’s degree
* Directors
	+ Ethics and tribal communities
	+ Information on specific disabilities like alcohol and substance abuse, mental health disorders
	+ Bridging to a bachelor’s degree

## **Summary of Findings – Pre-Assessment**

* Preliminary analysis of pre-assessments based on the initial 40 enrollees indicate that the half of the students had little to no knowledge of the following 7 competencies:

|  |  |
| --- | --- |
| **Competencies** | **Little to None** |
| Job search skills and job development strategies | 60% |
| Providing traditional healing services | 55% |
| Conducting a vocational assessment | 53% |
| Job placement strategies | 53% |
| Supported employment | 53% |
|  History of VR and tribal VR | 53% |
|  Accessing and using labor market information | 50% |

* Between 30% to 49% had little to no knowledge of the following 20 competencies

| **Competencies** | **Little to None** |
| --- | --- |
| Types of case closure and documentation | 48% |
| Exploring comparable services and benefits | 48% |
| Post-employment services | 48% |
| Vocational implications of various disabilities | 45% |
| Determining consumer job readiness | 45% |
| On-the-job training | 45% |
| Assistive technology | 45% |
| Providing VR services under the IPE using appropriate cultural protocols | 40% |
| Advocating for VR with other departments, programs, and tribal council | 40% |
| Communicating with employers | 40% |
| VR laws and regulations | 38% |
| Types of diagnostic tools to document disability | 38% |
| Identifying required services to obtain the vocational goal | 38% |
| Caseload data gathering | 35% |
| Medical aspects of various disabilities | 35% |
| Using disability documentation to prepare an eligibility statement | 35% |
| Partnering with the consumer to create the IPE | 33% |
| Psychosocial impacts of disability | 32% |
| Cultural perception of disability | 30% |
| Helping the consumer to identify a vocational goal | 30% |

* The following 13 competencies received the lowest ratings for no to little knowledge with 28% to only 5% reporting no to little knowledge.

|  |  |
| --- | --- |
| **Competencies** | **Little to None** |
| Managing multiple cases | 28% |
| Collaboration with other counselors and programs | 28% |
| Required case documentation | 25% |
| Monitoring consumer progress in the IPE | 25% |
|  Basic VR terms | 23% |
| Organization and time management | 20% |
|  How "functional limitations" affect employment | 18% |
| TVR program policies and procedures | 18% |
| Rehabilitation counseling practices and active listening | 15% |
| Concept of "barriers to employment" | 13% |
| Establishing rapport with consumers | 13% |
| Required elements for TVR eligibility | 10% |
| Ethics and confidentiality | 5% |