



# **SOUTH DAKOTA ALLIED HEALTH TRAINING CONSORTIUM**

**FINAL EVALUATION REPORT – SEPTEMBER 2017**

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## **Executive Summary**

### **TAACCCT Program/Intervention Description and Activities**

- An oversight committee comprised of representatives from each member of the consortium met quarterly to share progress and inform efforts with the grant. Commitment to the consortium is evident by strong attendance at quarterly calls and meetings.
- SDAHTC included 25 allied health programs in six partner colleges. A sample of one program at each partner college was examined to inform the implementation analysis. As of September 30, 2017, 22 of the 25 programs were implemented.
- The consortium gained additional support in reaching its goals in the form of the Build Dakota Scholarship program. Build Dakota is a scholarship program for students entering high-need workforce programs at South Dakota's technical institutes.

### **Evaluation Design**

- The project evaluation is a descriptive study designed to reflect a formative assessment of the implementation of specific interventions. A summative assessment identified outcome measures for the project was also conducted.
- Site visits to each partner school took place in the fall of 2014, the spring of 2015, and the spring of 2016. In consultation with project leaders, evaluators identified one sample program from each partner college to be examined.
- Seven of the project's 19 interventions were targeted for data collection to inform the implementation analysis. These interventions were prioritized based on the number of partner colleges involved in the activity and the amount of project funds dedicated to them.

### **Implementation Findings**

- The implementation of grant interventions was well documented and reported through quarterly reports. Simulators and other equipment were acquired, deployed, and used within a number of grant programs. Sustainability plans for simulation labs were developed.

- Partner colleges researched, developed, and refined online, hybrid, and competency based models of instruction in their grant programs. Institutional capacity increased by using high-tech simulations in allied health programs.
- Existing partnerships between partner colleges and medical providers were strengthened during the grant period and new partnerships were established. Opportunities created to connect employers and students were well received and continue after the grant period.

### **Participant Impacts and Outcomes**

- SDAHTC exceeded expectations with participant outcomes, including the number of participants served, the number earning certifications, and the number realizing improved employment outcomes.
- Over 1,000 participants earned either a degree, diploma, or a certificate in various Allied Health programs during the grant period. Forty-four percent of the credentials earned were for Certified Nursing Assistants.
- Forty-three percent of Incumbent Workers realized a wage increase following graduation from a grant program.

### **Conclusions**

- Grant interventions that are new to the institution are easier to implement than those that work to modify established programs and practices.
- An improved perception of technical education emerged during the grant period which helped students and others to better understand its value for a quickly changing workforce.
- The consortium was successful in meeting all three goals of the TAACCCT grant program.

## **TAACCCT Program/Intervention Description and Activities**

### **Introduction**

In 2013, the South Dakota Allied Health Training Consortium (SDAHTC) was awarded a grant from the third round of funding from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. The grant period ran from October 1, 2013 to September 30, 2017. The consortium included the following partner colleges.

1. Lake Area Technical Institute in Watertown, SD
2. Mitchell Technical Institute in Mitchell, SD
3. Oglala Lakota College in Kyle, SD
4. Sinte Gleska University in Mission, SD
5. Southeast Technical Institute in Sioux Falls, SD
6. Western Dakota Technical Institute in Rapid City, SD

SDAHTC worked together to provide multiple, innovative pathways for South Dakota workers to enter into high-demand, high-skill occupations in health care. The three main goals for the TAACCCT grant program are as follows.

1. Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years.
2. Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults.
3. Improve employment outcomes of participants.

### **Project Leadership**

Southeast Technical Institute (STI) served as the lead partner in the South Dakota Allied Health Training Consortium. It was responsible for the overall program management of the grant. STI also ensured the fiscal requirements were completed individually by each consortium member.

Jim Jacobsen, Vice President of Academics at Southeast Technical Institute, served as chief administrator for the grant. TAACCCT Grant Manager Kari Scofield provided general management,

coordination, communication, and reporting for the grant through May 2017. STI's Director of Academic Support, Dr. Craig Peters, represented STI on the consortium's oversight committee from the beginning of the project through July 2016. Additional project staff employed at Southeast Tech included a Degree and Certification Coordinator, a Recruitment/Retention Liaison, and an Allied Health Support Technician.

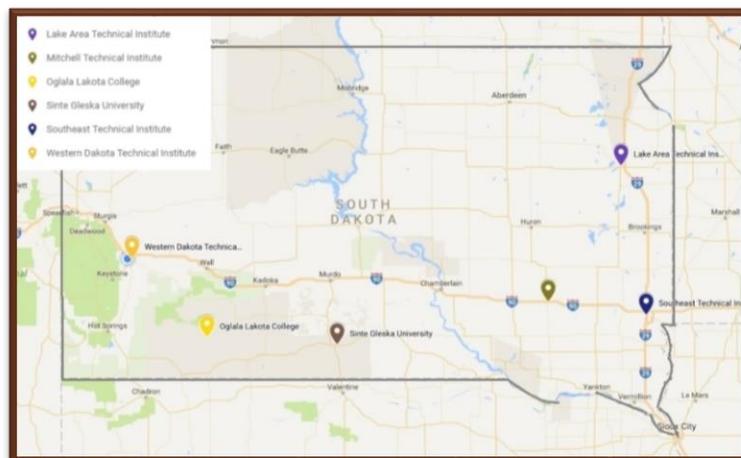
Leadership within the consortium remained largely consistent through the four years of the project. All but one of the grant managers at the partner schools remained the same through the duration of the project.

An oversight committee comprised of representatives from each member of the consortium met quarterly to share progress and inform efforts with the grant. They also shared information about similar programs and collaborated to solve common problems. Commitment to the consortium was evident by strong attendance at quarterly calls and meetings. (See Appendix A)

Meetings followed a consistent agenda including federal and project-level updates and members were always invited to suggest additional agenda topics. Beginning in the spring of 2016, the consortium focused the majority of its meetings and calls on the federal onsite review, which took place in October 2016. Two meetings were held in 2017 and both focused on the completion and review of project Deliverables as well as other grant close-out activities.

### **Partner Colleges and Grant Programs**

The six partner colleges stretch across the state of South Dakota, an expanse of 78,000 square miles. The location of each college is shown on the map below.



SDAHTC involved 25 allied health programs in the six partner colleges as listed below. Three of the 25 programs were not implemented during the grant period. The Registered Nursing program at Lake Area Technical Institute was not implemented as it did not receive approval as a new program from the South Dakota Board of Regents. The Electronic Health program at Oglala Lakota College was not implemented because it was determined that the skills needed could be obtained from just one course and no certification was possible. The Medical Assistant program at Sinte Gleska University was implemented but deemed to be even more academically challenging than the LPN program and was subsequently discontinued.

<b>Program</b>	<b>Institution</b>
Dental Assistant	Lake Area Technical Institute (LATI)
Licensed Practical Nursing	Lake Area Technical Institute (LATI)
Medical Assistant	Lake Area Technical Institute (LATI)
Medical Laboratory Technician	Lake Area Technical Institute (LATI)
Medical Fire Rescue	Lake Area Technical Institute (LATI)
<del>Registered Nursing</del>	<del>Lake Area Technical Institute</del>
CT Scan	Mitchell Technical Institute (MTI)
MRI	Mitchell Technical Institute (MTI)
Advanced Medical Imaging (CT + MRI)	Mitchell Technical Institute (MTI)
Medical Assistant	Mitchell Technical Institute (MTI)
Medical Office	Mitchell Technical Institute (MTI)
Certified Nursing Assistant	Oglala Lakota College (OLC)
<del>Electronic Health</del>	<del>Oglala Lakota College (OLC)</del>
Medical Coding	Oglala Lakota College (OLC)
Licensed Practical Nursing	Sinte Gleska University (SGU)
<del>Medical Assistant</del>	<del>Sinte Gleska University (SGU)</del>
Certified Nursing Assistant	Sinte Gleska University (SGU)
Emergency Medical Technician	Sinte Gleska University (SGU)
Certified Nursing Assistant	Southeast Technical Institute (STI)
Licensed Practical Nursing	Southeast Technical Institute (STI)
Health Information Services	Southeast Technical Institute (STI)
Medical Coding	Southeast Technical Institute (STI)
Certified Nursing Assistant	Western Dakota Technical Institute (WDT)
Emergency Medical Technician	Western Dakota Technical Institute (WDT)
Licensed Practical Nursing	Western Dakota Technical Institute (WDT)
Paramedic	Western Dakota Technical Institute (WDT)

## Sample Programs

Due to the large number of programs involved in SDAHTC, project leaders and the external evaluator decided to identify one program at each partner college as “sample programs” to be explored in greater detail for the implementation analysis. The sample programs are listed below followed by brief descriptions of each partner college, including snapshots of the sample programs.

<b>Program</b>	<b>Partner College</b>
Licensed Practical Nursing	Lake Area Technical Institute (LATI)
Advanced Medical Imaging	Mitchell Technical Institute (MTI)
Certified Nursing Assistant	Oglala Lakota College (OLC)
Emergency Medical Technician	Sinte Gleska University (SGU)
Certified Nursing Assistant	Southeast Technical Institute (STI)
Paramedic	Western Dakota Technical Institute (WDT)

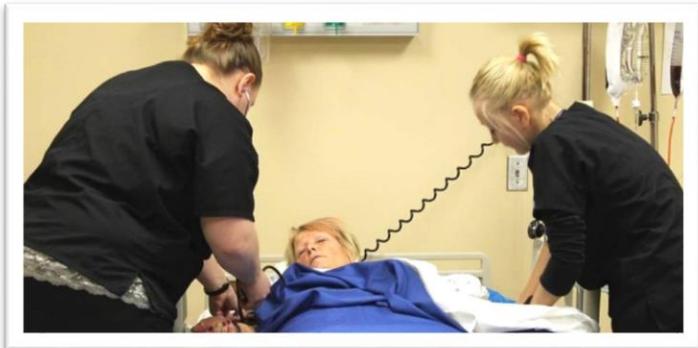
### **Lake Area Technical Institute (LATI) in Watertown, SD**

A main focus for LATI in the grant is the development and implementation of a simulation lab to be used in providing a significant share of training in a variety of programs. The simulation lab continues to be operational and is managed by two lab coordinators.

LATI has developed a strong partnership with Prairie Lakes Health Care System and has expanded its LPN program to include a cohort in the areas around Aberdeen, Huron, and Sisseton, SD. It has also developed articulated pathways which value students’ prior learning and work experiences. An example of career pathways for Licensed Practical Nursing can be seen at <https://www.lakeareatech.edu/wp-content/uploads/2016/06/PNCareerLadderv3.pdf> Having a system in place which simplifies transitions between courses and allows for greater flexibility for students to make changes to their career pathways is a long term goal for LATI.

There are two applicants for every one available slot in the **Licensed Practical Nursing program at Lake Area Technical Institute**, which has been in existence since 1968. The program is delivered in a variety of formats including full-time on campus and full-time online as well as part-time models. Grant funds proved beneficial for the program in order to acquire for equipment and additional adjunct faculty. Simulations have been a part of the curriculum for almost 10 years and are now supported by two sim lab coordinators and the latest technology.

LATI conducted a “mega sim” in April of 2016 and again in the spring of 2017. These school-wide simulations involved an accident scenario and an active shooter scenario, which engaged students from the Law Enforcement program as well as students in the Med Fire Rescue, LPN, Med Lab Tech, Dental Assistant, Medical Assistant and Physical Therapy Assistant programs. A local physician, shown in the lower left photo, participated in the 2017 mega sim. He is also an advisory board member for LATI.



**Mitchell Technical Institute (MTI) in Mitchell, SD**

MTI strived to provide more pathways for health care certifications by connecting programs, sharing ideas and resources, and serving TAA populations throughout the grant. Grant programs included Advanced Medical Imaging, CT Scan, Magnetic Resonance Imaging (MRI), Medical Assistant, and Medical Office.

Grant funds were used to develop a new simulation lab to support MTI’s allied health programs and to specifically enhance the Medical Assistant and Medical Office programs. The lab continues to utilize a

simulation coordinator on staff to help faculty with effective integration of various simulations into program curricula. MTI's simulation lab also serves as a "demonstration lab" for *Gaumard*, a leading vendor in medical simulation equipment.



The **Advanced Medical Imaging program at Mitchell Technical Institute** is a completely online program which is asynchronous and self-paced. Students access webinars and use interactive games and learning tools to complete segments of the program by due dates which are agreed upon with the instructor. A variety of options for certificates and degrees is available. Students are responsible for securing their own clinical experiences. The program markets nationally and utilizes social media to support and attract students.

### **Oglala Lakota College (OLC) in Kyle, SD on the Pine Ridge Indian Reservation**

A primary focus for OLC during the grant was to implement a CNA program to help supply staff for a 200-bed nursing home in Pine Ridge, SD. A foundational part of their work is to engage students with the process of creating career readiness and life plan portfolios. OLC continues to build additional partnerships across the reservation and beyond to create more opportunities for their students.

OLC's grant programs at the beginning of the grant included Certified Nursing Assistant (CNA), Electronic Health, and Medical Coding. The Electronic Health program was not implemented as it was determined that just one course was sufficient for gaining the necessary skills and no certification was possible. Since OLC also has a nursing program, a "stackable option" encouraged CNA completers to continue their education by enrolling in OLC's nursing degree program.

OLC's Allied Health program continues to address challenges of geographic distance. It operates out of at least four locations, with more than 200 miles in between. Those locations include the Kyle campus,

the Pine Ridge site, the Cheyenne River site, and the Rapid City site. Staff turnover remains a challenge for OLC and slowed its progress with grant activities.

Students in the **Certified Nursing Assistant program at Oglala Lakota College** program need a total of 75 hours to complete the program. A format of face-to-face instruction for eight hours per day on three weekends, periodic classes conducted using videoconferencing, and 11 hours of clinical experience make up the structure of the program. Classes are held in Pine Ridge, Rapid City, Kyle, and Eagle Butte. Home Health Aides are in high demand to provide help to people in their own homes and successful completion of the CNA program is a requirement for those positions.

### **Sinte Gleska University (SGU) in Mission, SD on the Rosebud Indian Reservation**

During the grant period, SGU strived to recruit and retain more persons on the Rosebud Indian Reservation into Allied Health careers. They observed a shift in thinking as the value placed on vocational and technical education increased. Helping students develop their confidence with vocational and technical programs so they can continue their education remains a key focus for SGU. Grant programs at SGU included Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Licensed Practical Nursing (LPN), and Medical Assistant.

**The Emergency Medical Technician program at Sinte Gleska University** was a semester-long program which was promoted on the Rosebud reservation and surrounding areas to meet the high demand for EMTs. Students with work experience were successful in the program with additional support provided from SGU's Life Coach, Denise One Star. Simulations were an important component of the curriculum and grant-funded simulators were a valuable resource. Enrollment in the program was capped at 20 per semester. Unfortunately, the EMT program was discontinued after the 2015-16 school year when the instructor left SGU. No qualified replacement has yet been found.

Grant funds helped to equip a "new" Nursing building at Sinte Gleska University. The new building is actually a remodeled building that was formerly used for Business programs at SGU. The new Nursing building has more space for SGU's simulation lab as well as classroom, office, and storage areas.

### Old Nursing Building



### New Nursing Building



### Southeast Technical Institute (STI) in Sioux Falls, SD

At Southeast Tech, the ultimate goal of the grant was to promote rural health care by meeting the needs of the industry for health care workers. Targeted programs included Certified Nursing Assistant (CNA), Health Information Services (HIS), Licensed Practical Nursing (LPN), and Medical Coding.

The **Certified Nursing Assistant program at Southeast Technical Institute** was promoted as a first step into health care. CNAs continue to be in high demand in rural hospitals and long-term care facilities. STI expanded its high-demand CNA program with the utilization of mobile labs, which were developed with grant funds. For most of the duration of the grant, one mobile lab was deployed at the Avera hospital in Pierre, SD to serve a cohort of LPN students. Those students' tuition and wages were paid by Avera Health to encourage participation in the program. The other mobile lab was dedicated to STI's CNA program and was deployed to several small towns in South Dakota during the grant period.



## Western Dakota Technical Institute (WDT) in Rapid City, SD

As a primary goal of the grant, WDT worked to increase the number of people earning credentials in their targeted programs - Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Licensed Practical Nursing (LPN), and Paramedic. Through grant activities and resources, they utilized technology to enhance those programs and assist students with enrollment, career preparation, and job searching.

A simulation lab is currently in place to serve a variety of programs. WDT focused on developing its CNA program with help from Avera Health and expanding its Paramedic program by collaborating with local ambulance services. WDT employed a Simulation Lab Director to guide current efforts and future development of simulators as part of its health care programs.

The **Paramedic program at Western Dakota Technical Institute** continues to benefit from equipment purchased with grant funds. The simulation lab at WDT, which includes an ambulance simulator shown below, is a great asset to the program. The majority of the instruction in the program is delivered face-to-face with simulations utilized to challenge students to apply their knowledge.

WDT recently opened a Medical Simulation Lab building outfitted with the most high-tech equipment in healthcare education. Students trained in this 8,780-square-foot facility use high-fidelity, responsive, lifelike patient simulators to log clinical hours and practice real-life scenarios. WDT's long-term vision is to make the Simulation Center a training location for healthcare professionals from across the region. The sim center's emergency room is shown below.



## **Build Dakota Scholarships**

SDAHTC gained additional support in reaching its goals in the form of the Build Dakota Scholarship program. Build Dakota is a scholarship program funded by T. Denny Sanford and the state of South Dakota for students entering high-need workforce programs at in-state technical institutes. The \$50 million program, started in the fall of 2015, is expected to provide 300 full scholarships annually in each of the first five years.

Build Dakota scholarships are available to in-state and out-of-state students. Those who are awarded must commit to stay in South Dakota to work in their field of study for three years. Four of the consortium's grant programs, Licensed Practical Nursing, Medical Laboratory Technician, Med/Fire Rescue, and Paramedic are eligible programs for Build Dakota Scholarships. During the three-year duration of the grant, 74 grant participants received Build Dakota Scholarships to support their enrollment in LPN and Paramedic programs at LATI, STI, and WDT.

## **Evaluation Design**

The main goal of this program evaluation is to collect information from a variety of sources to inform adjustments to the program and to estimate its overall effectiveness. This goal was addressed by conducting an implementation analysis as well as an analysis of program results in the form of participant outcomes each year.

Technology and Innovation in Education (TIE) was contracted to be the external evaluator for the SDAHTC and began work with the project in March 2014. An evaluation plan was developed and submitted to the TAACCCT program in May 2014 (**see Appendix B**). The project evaluation is a descriptive study including process and analysis associated with empirical methodology. The evaluation was designed to reflect a formative assessment of the implementation of specific interventions and a summative assessment of the possible correlation of specific interventions to the identified outcome measures for the project.

The evaluation questions used to focus the implementation analysis are listed below, as required by the TAACCCT Round 3 Solicitation of Grant Applications (SGA). An analysis of data collected in

response to these questions helped project leaders to document successes and challenges and consider the value and sustainability of their efforts.

1. How was the particular curriculum selected, used, and/or created?
2. How were programs and program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support services and other services were offered?
3. Was an in-depth assessment of participants' abilities, skills, and interests conducted to select participants into the grant funded programs? What assessment tools and processes were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided, and if so, through what methods?
4. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors contributed to partners' level of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had more varying degrees of impact?

Performance on the required outcome measures was tracked by each partner school and reported to STI. These outcome measures track the number of participants served in the grant, completion and retention rates, employment and wage information, and numbers of participants furthering their education. The South Dakota Department of Labor supplied partner schools with employment and wage data to assess performance on the outcome measures related to participant employment. These reliable data sources enabled STI to complete required quarterly and annual reports accurately and on time.

## **Data Collection**

A variety of methods was used to collect and analyze primarily qualitative data to assess the implementation of the program. Evaluators interviewed and/or surveyed a variety of stakeholders in the project including students, faculty, project leaders, and employer partners. Site visits to each partner college took place in the fall of 2014, the spring of 2015, and the spring of 2016. In consultation with project leaders, evaluators identified one sample program from each partner college to be explored.

Project leaders were interviewed during the Fall 2014 site visits regarding their understanding of project goals, their expectations for success, and any barriers they anticipated. During the spring 2015 site visits, instructors from the sample programs were interviewed and simulation labs were explored and documented. The spring 2016 site visits were used to administer student and instructor surveys in the sample programs as well as consortium surveys for grant managers at each partner college. A total of 139 students responded to the survey, which represents a 39% response rate among the six sample programs. The response rate for the instructor survey was 73% as 19 of the 26 instructors completed the survey. Site visit protocols, summaries, and data collection instruments can be found in **Appendix C**. Survey results can be found in **Appendix D**.

Additional data was collected in 2017 regarding the project's Deliverables. A "Deliverables Review Organizer" (see **Appendix E**) was developed to track progress and responsibility for the Deliverables. A folder was added to the SDAHTC Dropbox for storing completed Deliverables. The final meeting of the oversight committee was held in May 2017. Reflections from committee members were collected about key lessons, implications for future research and any unintended consequences they observed over the course of the grant.

## Implementation Findings

During the first year of the grant, evaluators were able to confirm that each of the project's 19 interventions, or activities, was being addressed. Each of the project's 19 interventions is listed below with its final status at the completion of grant activities on March 31, 2017. The final status of each Deliverable is also included.

<b>Goal 1: Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years.</b>	
<b>Intervention</b>	<b>Status</b>
Create a marketing campaign utilizing a variety of formats to promote employment opportunities in healthcare careers.	Completed. Marketing efforts on grant programs continue without grant funding.
Develop a Health Careers Exploration Courses (i.e. MOOC) and Camps to increase exposure to Health Career opportunities.	Completed. Both WDT and SGU held career fairs in the winter/spring of 2017.
Develop relationship and new methods of working rural health facilities and SD DLR for upskilling workers.	Completed. Relationships continue to support training for healthcare students and employees.
Develop and implement stackable and latticed programs including certificates, diplomas, and degrees.	Completed. A variety of certifications was earned during the project. More pathways being created.
Develop Career Ladders within the facilities supported by the grant.	Completed. More pathways are being created. Examples are uploaded to Skills Commons.
Research and develop new prior learning and employment to education strategies.	Completed. STI finalized a Prior Learning Guide. LATI developed a Prior Learning Handbook, available online.
Develop and implement mentoring process and support structure.	Completed, Improvements for student support systems continue to be developed.
Present prior TAACCCT resources including TED and Student Success Kit.	Completed. TED Model and Student Success Kit shared via webinars.
Provide all materials to US DOL for grant requirements per Grant Managers.	Completed. Reviewed curriculum and other materials uploaded to Skills Commons.
<b>Deliverable</b>	<b>Status</b>
Publication of marketing finding and examples of marketing materials and explanation of effectiveness	Completed and uploaded to Skills Commons.
Course materials from MOOC and documentation of Health Career camps	Completed and uploaded to Skills Commons.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (Medical Assistant, LPN,RN, Dental Assistant, Paramedic, and EMS)	Completed, reviewed by SME, and uploaded to Skills Commons. RN program not implemented.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (Medical Assistant, Medical Office, MRI, and CT Scan)	Completed, reviewed by SME, and uploaded to Skills Commons.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, Electronic Health, Medical Coding)	Completed, reviewed by SME, and uploaded to Skills Commons. Electronic Health and Medical Coding not implemented.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, Medical Assistant, LPN, Emergency Medical Technician)	Completed, reviewed by SME, and uploaded to Skills Commons. Medical Assistant not implemented.

Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, LPN, HIS, Medical Coding)	Completed, reviewed by SME, and uploaded to Skills Commons. Syllabi is complete.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant funded programs, (CNA, LPN, Paramedic, and EMT)	Completed, reviewed by SME, and uploaded to Skills Commons.
Publication of Career Ladder framework and results of utilization of career ladders	Completed and uploaded to Skills Commons.
Publication of Prior Learning and employment to education strategies and results of implementation of those strategies	Completed and uploaded to Skills Commons.
Publication of mentoring effectiveness with best practices	Completed and uploaded to Skills Commons.
<b>Goal 2: Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults.</b>	
<b>Intervention</b>	<b>Status</b>
Research and implement techniques of competency-based education.	Completed. Extensive research was done and continues. Early implementation efforts assessed. Complete implementation of CBE deemed unattainable at this time.
Research and implement techniques of online and hybrid instruction.	Completed. Extensive research collected. Hybrid and online coursework continues guided by researched best practices.
Research and determine implementation of technology based upon successful Round 2 NANSLO remote labs.	Completed. NANSLO labs used for Chemistry courses not practical due to lack of updates from vendor.
Improve information technology support structure for educational programs provided by the grant.	Completed. Focus going forward is sustainment and upgrades.
Research, develop, and utilize mobile and on-site training labs, including simulation labs.	Completed. Usage continues to grow. Focus is now on increasing capacity to meet demand.
<b>Deliverables</b>	<b>Status</b>
Publication of findings for instructional techniques	Completed, reviewed by SME, and uploaded to Skills Commons. Findings focused on CNA programs.
Publication of data comparing student outcome results across different methodologies	Completed, reviewed by SME, and uploaded to Skills Commons. Data focused on CNA programs.
Publication of findings from using NANSLO resources	Completed and uploaded to Skills Commons.
Publication of best practices for mobile and on-site training labs, including simulation labs	Completed, reviewed by SME, and uploaded to Skills Commons.
<b>Goal 3: Improved employment outcomes of participants.</b>	
<b>Intervention</b>	<b>Status</b>
Develop and utilize Employment Results Scorecard.	Completed. Technical Institutes submit to state for publishing each year. SGU and OLC developed data collection processes for reports consistent with Technical Institutes.
Develop an Online Job Clearinghouse to connect employers with employees.	Completed. Midwest Center for Information Technology presented progress to oversight committee.
Create opportunities for employer and student interaction.	Completed. Multiple opportunities continue.
Implement Career Success Seminars.	Completed. Several seminars conducted in Spring 2017.
Develop and implement an online assessment system for employers to provide feedback.	Not Completed. Intervention deemed duplicative by oversight committee. Employer surveys shared via Dropbox.
<b>Deliverables</b>	<b>Status</b>
Publication of the Employment Results Scorecard	Completed and uploaded to Skills Commons.
Publication of developmental checklists for different program areas	Completed and uploaded to Skills Commons.

Access to Online Job Clearinghouse database	Completed. White paper uploaded to Skills Commons.
Publication of employer satisfaction report	Completed and uploaded to Skills Commons.
Access to online assessment system	Not Completed. Intervention deemed duplicative by oversight committee. Employer surveys shared via Dropbox
Third Party Evaluation Results	Completed. Interim and Final report submitted to DOL.

## Targeted Interventions

During year two, project leaders assisted evaluators in prioritizing seven of the projects 19 interventions for data collection to inform the implementation analysis. These seven targeted interventions, show in the table below, were prioritized based on the number of partner colleges involved in the activity and the amount of project funds dedicated to them. Details about each of the seven interventions were described in the Interim Report and are included with this report in **Appendix F**.

Goal	Intervention
<b>Goal 1:</b> Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years.	<b>Intervention 1:</b> Create a <b>marketing campaign</b> utilizing a variety of formats to promote employment opportunities in healthcare careers.
<b>Goal 1:</b> Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years.	<b>Intervention 4:</b> Develop and <b>implement stackable and latticed programs</b> including certificates, diplomas, and degrees.
<b>Goal 2:</b> Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers other adults.	<b>Intervention 1:</b> Research and implement techniques of <b>competency based education</b> .
<b>Goal 2:</b> Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers other adults.	<b>Intervention 2:</b> Research and implement techniques of <b>online and hybrid instruction</b> .
<b>Goal 2:</b> Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers other adults.	<b>Intervention 5:</b> Research, develop, and utilize <b>mobile and on-site training labs, including simulation labs</b> .
<b>Goal 3:</b> Improved employment outcomes of participants.	<b>Intervention 1:</b> Develop and utilize <b>Employment Results Scorecard</b> .
<b>Goal 3:</b> Improved employment outcomes of participants	<b>Intervention 3:</b> Create opportunities for <b>employer and student interaction</b> .

## **Required Evaluation Questions**

### How was the particular curriculum selected, used, and/or created?

The majority of the 25 programs involved in the SDAHTC project were established prior to the grant. Of the six sample programs which were examined, the Advanced Medical Imaging program at MTI, the Certified Nursing Assistant programs at OLC and STI, and the Emergency Medical Technician program were all initiated during the grant period. The Paramedic program at WDT was in place prior to the grant period as was the Licensed Practical Nursing program at LATI, which has been in place since 1968.

Whether or not the program was established prior to the grant period, collaboration among consortium partners was instrumental in designing or redesigning programs. As well, all programs at the four technical institutes utilize an advisory board of industry representatives. The advisory boards generally meet twice per year and provide input and feedback to instructors about both general issues and about detailed knowledge and skills needed in today's workforce.

### How were programs and program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support services and other services were offered?

Programs were enhanced with simulation labs and related equipment acquired with grant funds. Most programs were designed or redesigned to include an online component, as well as hands-on skill development in a simulation lab. Ninety percent of instructors reported that SDAHTC grant funds were used to enhance their programs in a significant way. Sixty-three percent said they are confident their program will be able to sustain the equipment and materials acquired with grant funds.

Support systems for students are in place at all partner colleges. Most colleges utilize "Student Success Coaches" to assist students with study skills, test taking, time management, and other skills critical to success at the post-secondary level. LATI also keeps a "Student Support Database" to document and monitor student engagement with support services. In the majority of the partner schools, accreditation requirements include a "retention plan" be in place for assisting students who struggle academically or personally during their program of study. Much of the support within the consortium grew from the work of STI during a Round 1 TAACCCT grant in which a "Student

Success Toolkit” was developed. The toolkit can be accessed at the following website.  
[https://stinet.southeasttech.edu/ICS/Academics/SSS/Student\\_Retention/TrainingDevelopment-Student\\_Retention-2012/](https://stinet.southeasttech.edu/ICS/Academics/SSS/Student_Retention/TrainingDevelopment-Student_Retention-2012/)

Was an in-depth assessment of participants’ abilities, skills, and interests conducted to select participants into the grant funded programs? What assessment tools and processes were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided, and if so, through what methods?

Partner colleges in the consortium rely on their Admissions departments to assess students at the time of enrollment. Most schools are currently using the *Accuplacer* test. Students who enroll in nursing programs are required to take an additional test called *TEAS (Test of Essential Academic Skills)*. Some schools also use the *National Career Readiness Certificate (NCRC)* test to assess academic skills and student readiness for the demands of the current workplace.

Student success coaches provide guidance about career pathways and employment opportunities. Career pathways within health care provide the basis for stacked and latticed programs at the partner colleges. Many consortium members have added “career ladders” on their websites to help students find their way to a career which matches their skills and interests. A good example is provided by LATI’s Nursing program. <https://www.lakeareatech.edu/wp-content/uploads/2016/06/PNCareerLadderv3.pdf>

What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors contributed to partners’ level of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had more varying degrees of impact?

Many of the partner colleges have long-standing relationships with health care facilities in their respective regions of the state. The TAACCCT grant has provided new opportunities for these relationships to expand, especially in relation to the simulation labs. Health care providers view the

simulation labs as an asset for the entire health care community, not just the students enrolled at the partner schools.

Grant programs at the four technical institutes are guided by advisory councils, which usually meet twice per year. The advisory councils consult with instructors about current needs and applications within the health care industry. Advisory council members also help to recruit students and provide clinical experiences.

Health care providers support the efforts of SDAHTC by providing mentorships for LPN students in Chamberlain, hosting clinical experiences for LPN students enrolled at LATI, and creating video simulations for MTI's Advanced Medical Imaging students. Sanford Health in Sioux Falls and Avera Health in Pierre, SD have supported students in grant programs by providing tuition and flexible work schedules. Sanford's Center for Learning has invested close to \$100,000 in tuition support and scholarships for 20 nursing students at STI. Prairie Lakes Healthcare System in Watertown is an active partner with Lake Area Technical Institute in providing clinical experiences for students as well as utilizing the new simulation lab at LATI.

Health care employers cite the mutual respect which exists between them and the partner colleges as the key in working together to produce a technical trained health care workforce. Understanding each other's needs creates stronger and more beneficial partnerships so that health care facilities and allied health programs become less independent and more interdependent.

## Capacity Building

The TAACCCT grant program helped the South Dakota Allied Health Training Consortium to build its capacity in a variety of areas. Listed below are some examples of how efforts with the grant resulted in increased capacity in partner colleges.

- Each partner college was able to hire more instructors and student success coaches to support efforts in addressing the overall goals of the TAACCCT program.
- New cohorts of students, mainly in rural areas, were created and supported with distance education and mobile labs. Partner schools increased both their capacity to deliver technical education at a distance and the technology infrastructure to make it possible.
- Grant funding freed up enough local funds at Sinte Gleska University to support a newly remodeled Nursing building. Additionally, the new Nursing building and its equipment is helping SGU maintain its licensure from the South Dakota State Board of Nursing.
- Mitchell Technical Institute developed a new program to be delivered totally online. The Advanced Medical Imaging (AMI) program combines curriculum from both the CT Scan program and the MRI program. The AMI program serves students on a national basis and will help healthcare workers in South Dakota meet new certifications requirements scheduled to take effect in 2020.
- Simulation lab equipment purchased with grant funds helped equip a new Simulation Center at Western Dakota Technical Institute.
- The mobile labs at STI were developed, deployed, and maintained during the grant period. This increased STI's capacity to deliver allied health coursework to students in remote, rural areas of South Dakota.

## Participant Impacts and Outcomes

Outcome data for the consortium is shown on the table below. This data updates the data reported in the Interim Report and is current as of May 2017. **Yellow highlights** indicate that actual performance surpassed targeted goals on 100% of the outcomes. Collectively, the consortium was successful in meeting the first goal of the TAACCCT grant program -- increasing the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years. Over 1,000 individuals earned certification during the grant period.

For students who were not employed upon enrollment, many found employment within the first three months after earning certification and 98% were still employed in the following six-month period. According to the consortium's three annual reports, a total of 1,381 participants were Incumbent Workers, meaning they were employed when they enrolled in one of the partner colleges. For those participants, 597 (43%) received a wage increase after gaining certification.

<b>South Dakota Allied Health Training Consortium</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	829	928	892	2649	1076
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	231	448	406	1085	320
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	485	511	496	1492	923
Total Number of Students Completing Credit Hours	390	790	748	1928	1076
Total Number of Students Earning Credentials (degrees, diplomas, and certificates)	157	507	399	1063	320
Total Number Pursuing Further Education After Program of Study Completion	90	238	180	508	110
Total Number Employed After Program of Study Completion	53	104	148	305	193
Total Number Retained in Employment After Program of Study Completion	50	98	151	299	54
Total Number of Those Employed at Enrollment Who Received a Wage Increase Post-Enrollment	118	161	318	597	109

Outcome data for each partner college, as of May 2017, is included in **Appendix G**. A review of this data shows that each partner college surpassed their target goals on the majority of outcome measures. Of the total 54 target goals, (six partner schools X nine outcome measures) 44 were met or surpassed.

When examining the goals at each partner college which were not met, no clear pattern emerges. Performance on the outcome measures appears to be contextual and dependent on economic, academic, geographic, and other factors. For example, Oglala Lakota College reported that *no* students earned credits during the grant period. This is because OLC offers that program for certification only, with no credit attached.

## **Conclusions**

Grant managers from each partner college were asked to reflect on the impact of the project at the final oversight meeting held on May 18, 2017. (see **Appendix H**) They considered the lessons learned over the course of the grant, unintended consequences which were either positive or negative, and implications for future research.

### **Lessons Learned**

- Establish clear and frequent communication with business and industry partners to identify needs and agree on common objectives.
- Focus grant funds on one-time costs like curriculum and equipment so that sustainability is easier as opposed to ongoing expenses such as salaries.
- Grant interventions that are new to the institution are easier to implement than those that work to modify established programs and practices.
- Standard operating procedures are important to maintain effective grant management, especially during times of personnel changes.

### **Unintended Consequences**

- There was much more interest and usage of simulation labs than anticipated.
- The integration of various technologies into the curriculum helped to improve the quality of instruction and increased collaboration among technical programs.
- An improved perception of technical education emerged which helped students and others better understand its value for a quickly changing workforce.
- Student interest in stacked and latticed programs to advance their careers in healthcare was stronger than expected.

## Future Research

- There should be more investigation into the distribution of wages within the health care field, especially on entry-level positions like Certified Nursing Assistants, and the impact wages have on retained employment.
- More research should be done on effective ways to reimage technical education to inform students and stakeholders about the changing demands of the 21<sup>st</sup> century workforce.
- Investigate mechanisms beyond *Skills Commons* to disseminate and leverage the successes of the TAACCCT program.
- Research diverse applications of simulations in healthcare training and publish best practices for their use in a variety of technical programs.

## Meeting the Goals of TAACCCT

- **Goal 1:** The consortium's efforts to *increase the number of adults earning certification* in the health care field were successful. Over 1,000 individuals earned either a degree, a diploma, or a certificate in an allied health field during the grant period. A large segment, 44%, of those certifications were for Certified Nursing Assistants, a high-demand position for many health care facilities in South Dakota.
- **Goal 2:** Partner colleges *researched and developed online, hybrid, and competency based models of instruction* for their allied health programs during the grant period. Simulations and distance delivery systems were key components in ensuring that *instruction addressed industry standards and needs*. Student success coaches and other support systems developed with grant funds helped to *increase retention rates* throughout the consortium. White papers uploaded to Skills Commons *share the successes and challenges* of those efforts.
- **Goal 3:** The consortium was able *to surpass its target goals for employing grant program graduates, retaining them in employment, and having them realize an increase in wages after graduation*. An agreement with the South Dakota Department of Labor and Regulation was critical in helping partner colleges track the employment outcomes of their graduates. Concerns about low wages continue to exist for consortium members as they strive to address workforce needs in South Dakota, especially for entry-level positions. In 2015, the average wage for Certified Nursing Assistants in South Dakota was just \$11.68 per hour.

**APPENDIX A**  
**OVERSIGHT COMMITTEE ATTENDANCE**



<b>Partner School</b>	<b>Meeting 11/22/16</b>	<b>Meeting 2/1/17</b>	<b>Meeting 5/18/17</b>
WDT	X	X	X
LATI	X	X	X
STI	X	X	X
MTI	X	X	X
OLC	X	X	X
SGU	X	X	X
TIE (Evaluator)	X	X	X

**APPENDIX B**  
**SDAHTC EVALUATION PLAN**

**South Dakota Allied Health Training Consortium (SDAHTC)  
Trade Adjustment Assistance Community College and Career Training Grant  
Evaluation Plan**

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## II. Introduction

The goal of the program evaluation is to provide program personnel, partners, and funders with data-based observations for informing the implementation process and for making judgments about program progress and impact. The evaluation of this program is designed to reflect a formative assessment of the implementation of specific interventions and a summative assessment of the possible correlation to program outcomes/impacts. The formative assessment of the implementation of specific interventions will be guided by the following research questions:

1. How was the particular curriculum selected, used, and/or created?
2. How were programs and program designs improved or expanded using grant funds? What delivery methods were offered?  
What was the program administrative structure? What support services and other services were offered?
3. Was an in-depth assessment of participants' abilities, skills, and interests conducted to select participants into the grant funded programs? What assessment tools and processes were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided, and if so, through what methods?
4. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors contributed to partners' level of involvement in the program? Which contributions from

partners were most critical to the success of the grant program? Which contributions from partners had more varying degrees of impact?

The summative assessment will be guided by the following outcome measures:

1. Total Unique Participants Served: *Cumulative total number of individuals entering any of the grant-funded programs offered.*
2. Total Number of Participants Completing a TAACCCT-Funded Program of Study: *Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program.*
3. Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program: *Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study.*
4. Total Number of Participants Completing Credit Hours: *Total number of student enrolled that have completed any number of credit hours to date.*
5. Total Number of Participants Earning Credentials: *Total number of participants completing degrees and certificates in grant-funded programs of study.*
6. Total Number of Participants Enrolled in Further Education After TAACCCT-Funded Program of Study Completion: *Total number of students who complete a grant-funded program of study and enter another program of study.*

7. Total Number of Participants Employed After the TAACCCT-Funded Program of Student Completion: *Total number of students (non-incumbered workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit.*
8. Total Number of Participants Retained in Employment After Program of Study: *Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program exit.*
9. Total Number of Those Participants Employed at Enrollment Who Received A Wage Increase Post-Enrollment: *Total number of students who are incumbent workers and who are enrolled in a grant-funded program of study who received an increase in wages after enrollment.*

The evaluative assessment of the program implementation and program measures will be drawn from the following data sources: deliverables and other products produced by the program; notes and documents generated via program activities; interview and survey data from program personnel, partners, participants, and employers, as appropriate; and participant record information provided by program personnel. The evaluation methodology will include: examination of the content and the alignment of the deliverables and other products with identified purposes; design, administration, compilation, and analysis of interview and survey information for patterns and themes; and compilation and analysis of numbers of participants associated with the program outcome measures. Periodic reports of the information produced by the evaluation will be provided to program personnel and other officials to support ongoing decision-making, and making informed judgments regarding program progress and impact.

### **III. Intervention**

The South Dakota Allied Health Training Consortium (SDAHTC) is using a range of interventions which respond to the specific demographics of the target population and build on the learnings and evidence of prior work. SDAHTC partners are monitoring the results gleaned from the Massively Open On-line Course (MOOC) offered by MITx and are incorporating promising practices in their Student Success Toolkit. Also, to ensure effective methods for designing and delivering instruction, SDAHTC partners are focused on the competency-based models currently being implemented by Western Governor's University and the Kentucky Community and Technical College System. Paying close attention to these emerging models positions SDAHTC to build its capacity for meaningfully and effectively addressing the targeted participants.

It should be noted that the target population in the geographic region represented in the program varies greatly. Southeast Technical Institute, Western Dakota Technical Institute, Lake Area Technical Institute, and Mitchell Technical Institute are located in the state's largest, yet rural, population areas. On the other hand, Oglala Lakota College (OLC) and Sinte Gleska University (SGU) are located in remote rural areas where the state's population is the least. It is also notable that the OLC and SGU are located on two of the poorest Native American reservations in the nation. Based on prior experience from other work in these demographics, three goals supported by the following interventions/activities will be implemented:

**Goal 1: Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years.**

Intervention/Activity 1: Create a marketing campaign utilizing a variety of formats to promote employment opportunities in healthcare careers.

Intervention/Activity 2: Develop a Health Careers Exploration Courses (i.e. MOOC) and Camps to increase exposure to Health Career opportunities.

Intervention/Activity 3: Develop relationship and new methods of working rural health facilities and SD DLR for upskilling workers.

Intervention/Activity 4: Develop and implement stackable and latticed programs including certificates, diplomas, and degrees.

Intervention/Activity 5: Develop Career Ladders within the facilities supported by the grant.

Intervention/Activity 6: Research and develop new prior learning and employment to education strategies.

Intervention/Activity 7: Develop and implement mentoring process and support structure.

Intervention/Activity 8: Present prior TAACCCT resources including TED and Student Success Kit.

Intervention/Activity 9: Provide all materials to US DOL for grant requirements per Grant Managers.

**Goal 2: Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults.**

Intervention/Activity 1: Research and implement techniques of competency based education.

Intervention/Activity 2: Research and implement techniques of online and hybrid instruction.

Intervention/Activity 3: Research and determine implementation of technology based upon successful Round 2 NANSLO remote labs.

Intervention/Activity 4: Improve information technology support structure for educational programs provided by the grant.

Intervention/Activity 5: Research, develop, and utilize mobile and on-site training labs, including simulation labs.

**Goal 3: Improved employment outcomes of participants.**

Intervention/Activity 1: Develop and utilize Employment Results Scorecard.

Intervention/Activity 2: Develop an Online Job Clearinghouse to connect employers with employees.

Intervention/Activity 3: Create opportunities for employer and student interaction.

Intervention/Activity 4: Implement Career Success Seminars.

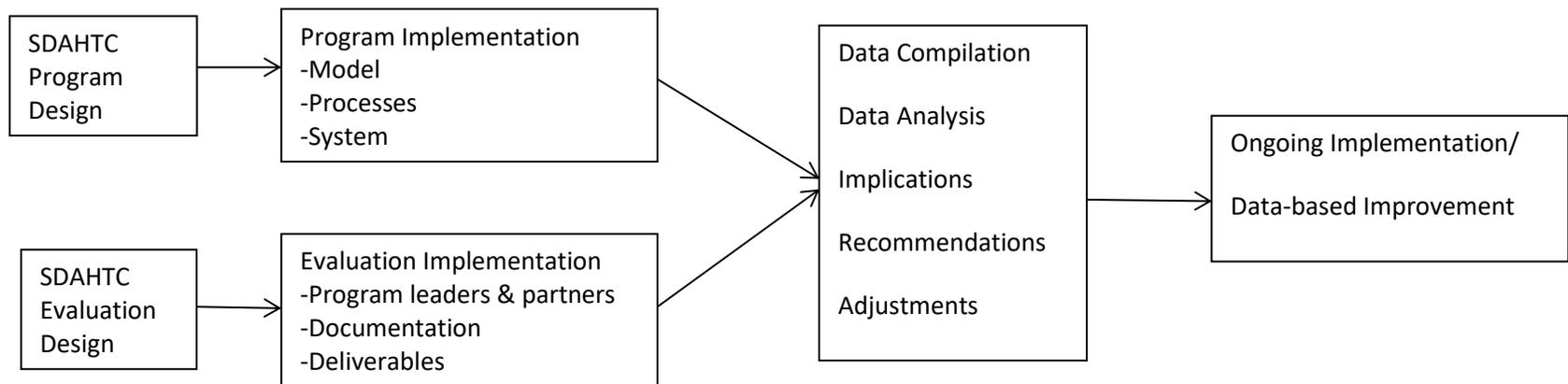
Intervention/Activity 5: Develop and implement an online assessment system for employers to provide feedback.

Based on program documentation and deliverables, the evaluator will confirm the implementation of each of the interventions associated with the three program goals. In addition, the evaluator will offer data-based observations, as appropriate, for the consideration of program leaders as they make decisions about the continuous improvement of the program.

#### IV. Implementation Analysis Design

To facilitate the implementation analysis, the evaluator will gather relevant data from three primary sources, that is, 1) program leaders and partners, 2) program documentation, and 3) program deliverables. Drawing from these data sources, the evaluator will identify the process that SDAHTC uses to create and run their program. Also, based on the data, the evaluator will note patterns and themes from the program operation which indicate strengths, weaknesses, and overall fidelity to the program model. This data analysis will become the basis for offering recommendations for adjustments to the program. The evaluator will be attentive to the timing of recommending program adjustments to SDAHTC leaders so as to minimize interference with the impact/outcomes analysis.

The following graphic reflects an overview of the conceptual framework associated with the evaluation of the SDAHTC program implementation:



**IV.A. & B. Implementation Analysis Research Questions and Implementation Analysis Data Strategies**

The following matrix reflects the research questions specified for the implementation analysis, the data sources to be considered in answering the questions, and the process proposed for the data collection and analysis.

<b>Research Questions</b>	<b>Data Sources</b>	<b>Collection and Analysis</b>
1.How was the particular curriculum selected, used, and/or created?	Program leaders, program partners, and program instructors, as appropriate Documentation Deliverables	Key program leaders, partner representatives, and selected instructors will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled. Observations including patterns and themes will be noted and reported to program leaders for their consideration about program adjustments as program implementation progresses.
2.How were programs and program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support services and other services were offered?	Program leaders, program partners, and program instructors, as appropriate Documentation Deliverables	Key program leaders, partner representatives, and selected instructors will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled. Observations including patterns and themes will be noted and reported to program leaders for their consideration about program adjustments as program implementation progresses.
3.Was an in-depth assessment of participants’ abilities, skills, and interests conducted to select participants into the grant program? What assessment tools and processes used? Who conducted the assessment? How were the assessment results used? Were the assessment results	Program leaders, program partners, and program instructors, as appropriate Documentation Deliverables	Key program leaders, partner representatives, and selected instructors will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled.

<p>useful in determining the appropriate program and course sequence for participants? Was career guidance provided, and if so, through what methods?</p>		<p>Observations including patterns and themes will be noted and reported to program leaders for their consideration about program adjustments as program implementation progresses.</p>
<p>4. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors contributed to partners' involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?</p>	<p>Program leaders, program partners, and program instructors, as appropriate Documentation Deliverables</p>	<p>Key program leaders, partner representatives, and selected instructors will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled. Observations including patterns and themes will be noted and reported to program leaders for their consideration about program adjustments as program implementation progresses.</p>

**V. Outcomes/Impact Analysis Design**

As required, the outcomes/impact analysis will be focused on the nine required outcomes. Those measures are quantitative in nature and should be complemented by a qualitative view. Thus, the evaluation will include three overarching, qualitative questions about the outcomes and impact of the program. Those questions are: 1) To what extent did the program interventions produce the desired result?, 2) Which of the program interventions would be judged as having the most influence on the desired results?, and 3) What, if any, were noted as unintended effects of the program and how did those effects influence the results? The

combination of focused quantitative and qualitative data analysis will provide a data-based assessment of the progress of the program in addressing the needs of the targeted population.

Given the small sample sizes in the programs and the unique remote, rural demographics, SDAHTC evaluators do not plan to incorporate a “comparison group” component to the outcomes/impact evaluation analysis. Nonetheless, as a plausible benchmark for making informed observations about the program outcomes/impact, the evaluator will review and consider participation in non-grant training programs in Allied Health offered at the six SDAHTC institutions. The participation and completion numbers from the non-grant programs will provide some basis for comparison, that is, a more objective lens for advancing summative observations about the program’s impact.

#### **V.A. Outcomes/Impact Analysis Research Questions**

As noted in Section V., three overarching qualitative research questions have been identified as a complement to the nine outcome measures specified in the SGA. Those questions include:

- 1) To what extent did the program interventions produce the desired result?
- 2) Which of the program interventions would be judged as having the most influence on the desired results?
- 3) What, if any, were noted as unintended effects of the program and how did those effects influence the results?

The data-based output in response to these questions is of significant value to SDAHTC and the funder in making informed judgments about the impact of the program as well as indicating implications for future training efforts in rural environments. The following matrix reflects the rigorous process for pursuing the research questions.

<b>Research Questions</b>	<b>Data Sources</b>	<b>Collection and Analysis</b>
<p>1. To what extent did the program interventions produce the desired result?</p>	<p>Key program leaders  Partner representatives  Selected instructors  Selected program completers  Selected program non-completers  Documentation  Deliverables  Data Management System for tracking TAACCCT Grant  Participants developed in Round 1.</p>	<p>Key program leaders, partner representatives, selected instructors, selected program completers, and selected program non-completers will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled. Observations including patterns and themes will be noted and reported to program leaders.</p> <p>Evaluators will rely on the grant manager to supply pertinent data on each of the nine outcome measures. The grant manager will utilize the Data Management Systems for tracking TAACCCT grant Participants which was development in Round 1 to provide updated information to the evaluators.</p>
<p>2. Which of the program interventions would be judged as having the most influence</p>	<p>Key program leaders  Partner representatives  Selected instructors</p>	<p>Key program leaders, partner representatives, selected instructors, selected program completers, and</p>

<p>on the desired results?</p>	<p>Selected program completers  Selected program non-completers  Documentation  Deliverables</p>	<p>selected program non-completers will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled. Observations including patterns and themes will be noted and reported to program leaders.</p>
<p>3. What, if any, were noted as unintended effects of the program and how did those effects influence the results?</p>	<p>Key program leaders  Partner representatives  Selected instructors  Selected program completers  Selected program non-completers  Documentation  Deliverables</p>	<p>Key program leaders, partner representatives, selected instructors, selected program completers, and selected program non-completers will be interviewed or surveyed using an instrument with the specified research questions. In addition, program documentation and deliverables, as appropriate, will be reviewed for relevant data. Interview/survey data as well as data from the documentation/deliverables will be compiled. Observations including patterns and themes will be noted and reported to program leaders.</p>

## V.B Outcomes Analysis

The following matrix reflects the outcome measures specified for the outcomes analysis, the data sources to be examined, and the process proposed for the data collection and analysis. Evaluators hypothesize that the interventions focused on recruitment, support, and distance delivery of programs will collectively result in attaining the targeted goal for each outcome measure.

Outcome Measures	Data Sources	Collection and Analysis
<p>1. <b>Total Unique Participants Served:</b> <i>Cumulative total number of individuals entering any of the grant-funded programs offered?</i></p> <p>2. <b>Total Number of Participants Completing a TAACCCT-Funded Program of Study:</b> <i>Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program.</i></p> <p>3. <b>Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program:</b> <i>Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study.</i></p> <p>4. <b>Total Number of Participants Completing Credit Hours:</b> <i>Total number of student enrolled that have completed any number of</i></p>	<p>Documents such as program registrations, student records during program participation, and program completion records will be reviewed.</p> <p>Documents and records to gather and reflect the employment status of program completers will be developed, implemented, and reviewed</p> <p>Data Management System for tracking TAACCCT Grant Participants developed in Round 1.</p> <p>Student questionnaire about pre-program employment.</p> <p>Wage information from the South Dakota Department of Labor and Regulation (DLR).</p>	<p>Evaluators will rely on the grant manager to supply pertinent data on each of the nine outcome measures. The grant manager will utilize the Data Management Systems for tracking TAACCCT Grant Participants which was developed in Round 1 to provide updated information to the evaluators.</p> <p>Evaluators will integrate the quantitative data about the nine outcome measures with the qualitative data derived from the three impact questions about desired results and unintended consequences to draw conclusions about the overall impact of the program.</p> <p>Pre and post program employment information will be analyzed to determine the degree to which program interventions resulted in stable employment and wages commensurate with educational background.</p>

<p><i>credit hours to date.</i></p> <p>5. <b>Total Number of Participants Earning Credentials:</b> <i>Total number of participants completing degrees and certificates in grant-funded programs of study.</i></p> <p>6. <b>Total Number of Participants Enrolled in Further Education After TAACCCT-Funded Program of Study Completion:</b> <i>Total number of students who complete a grant-funded program of study and enter another program of study.</i></p> <p>7. <b>Total Number of Participants Employed After the TAACCCT-Funded Program of Student Completion:</b> <i>Total number of students (non-incumbered workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit.</i></p> <p>8. <b>Total Number of Participants Retained in Employment After Program of Study:</b> <i>Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program exit.</i></p> <p>9. <b>Total Number of Those Participants Employed at</b></p>		
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<p><b>Enrollment Who Received A Wage Increase Post-Enrollment:</b>  <i>Total number of students who are incumbent workers and who are enrolled in a grant-funded program of study who received an increase in wages after enrollment.</i></p>		
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**V.C. Experimental Design**

Not applicable.

**V.D. Non-Experimental Design**

Considering the small sample size and the unique remote and rural demographics involved in this project, SDAHTC evaluators do not plan to incorporate a “comparison group” component to the outcomes/impact evaluation analysis. However, the evaluator will review and consider participation in non-grant training programs in the field of Allied Health offered at the six SDAHTC institutions as a benchmark to offer observations about the effectiveness of the project. Participation and completion numbers from the non-grant programs will provide some basis for comparison, creating a more objective lens for advancing summative data about the program’s impact.

**V.E. Outcomes/Impact Data Collection and Analysis**

The outcomes/impact data collection and analysis will incorporate three primary data sources. As one data collection source, key program leaders, partner representatives, selected instructors, selected program completers, and selected program non-completers will be interviewed or surveyed using an instrument with data items which align with the specified research questions for the

impact study. Also, program documentation and deliverables will be reviewed as another data collection source for addressing the specified research questions. The third source for addressing the specified research questions will be data gleaned from documents such as program registrations, student participation and completion records, and employment status records of program completers and non-completers.

In response to the specified research questions, data will be compiled and analyzed for purposes of making informed observations based on descriptive statistics. The observations will be documented and reported to program leaders and the funder, as appropriate.

## **VI. Limitations**

Making valid comparisons about the effect of the program on participants will be challenging. Due to the fact that the grant targets a diverse population who are non-traditional students, low income, and TAA eligible, comparisons made to more traditional students who are currently enrolled in Allied Health programs will be limited in informing causal inferences about the effect of the program.

South Dakota's expansive rural geography presents challenges to establishing personal connections to grant participants and partners. One round trip to make visits to all six institutions involved in the project would traverse over 1,000 miles and two time zones. Distance technologies will help alleviate the challenge of evaluating a statewide project in a rural state, but documenting the full human impact of the program may be problematic.

## **VII. Reports**

Data will be provided to the grant manager on a periodic basis for use with the oversight committee. An annual evaluation report will be completed and supplied to the funder. In addition, interim reports will be provided to the grant manager as appropriate. A final performance evaluation report will be submitted at the end of the grant period.

Evaluators will integrate the implementation analysis and the outcomes/impact analysis to determine findings. This synthesis will then be used as a lens to examine the degree to which each of the three goals of the program were attained. Conclusions about the overall effectiveness and impact of the grant program will be communicated in a final evaluation performance report to program leaders and the grant funder.

## **VIII. Reference List**

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**APPENDIX C**  
**DATA COLLECTION INSTRUMENTS AND**  
**SUMMARIES**

**South Dakota Allied Health Training Consortium**

**TAACCCT Grant**

**Evaluation Site Visits – Fall 2014**

**Purpose:**

The primary purpose of these site visits is to initiate working relationships between grant evaluators and grant partners. Secondly, data will be collected during the site visits to document the partners' levels of clarity about the purpose and goals of the grant program. Lastly, partners' perceptions about anticipated barriers to successful implementation of grant activities will be collected.

**Interview Questions:**

1. What are the goals of the TAACCCT grant as you see them?
  
2. What would be some indicators which would provide evidence that the grant achieved its goals?
  
3. Who are the key individuals working on the grant at your school?
  
4. What does your school hope to accomplish during the duration of the grant? Can you help us understand the specific efforts and programs which will be targeted?
  
5. What would be some indicators which provide evidence that your school accomplished those things?
  
6. What do you see as some of the biggest barriers the grant will need to overcome in order to be successful in achieving its goals?

### Site Visits to Member Schools

Site visits to each school were conducted in September 2014. A primary purpose of the site visits was to initiate working relationships between evaluators and key project leaders.

Interview questions were designed to document the levels of clarity about the goals of the grant and to record any anticipated barriers to successful implementation of the grant. Each site visit also involved a tour of the simulation labs which are being developed as part of the grant. The schedule of site visits is listed below.

<b>Date</b>	<b>School</b>	<b>Project Leaders</b>	<b>Evaluator</b>
September 9, 2014	LATI	Terri Cordrey	Jim Parry
September 18, 2014	Southeast Tech	Craig Peters Kari Scofield	John Swanson
September 18, 2014	SGU	Jim Poignee Annisa Bordeaux	Jim Parry
September 19, 2014	MTI	John Heemstra Darla Kortba Carol Grode-Hanks	John Swanson
September 24, 2014	WDT	Chandra Calvert Steve Buchholz Heidi Anderson	John Swanson
September 26, 2014	OLC	David White Bull Andy Thompson	Jim Parry

## South Dakota Allied Health Training Consortium

### TAACCCT Grant

#### Evaluation Site Visits – Spring 2015

**Purpose:** The primary purpose of these site visits is to continue to learn about the implementation of grant activities. Data will be collected through a series of interviews at each site, a review of related documentation, and a photo documentation of the simulation labs. Interview questions will be based on a prioritized set of grant activities and the required research questions concerning their implementation. A total of six programs will be explored, one from each site, as a representative sample of the 25 programs included in the project. The estimated duration of each site visit is between two and four hours.

#### **Sample Programs to be Explored** *(selected with assistance from Project Leadership)*

1. **Paramedic** program at **Western Dakota Tech**
2. **Emergency Medical Technician (EMT)** program at **Sinte Gleska University**
3. **Certified Nursing Assistant (CNA)** program at **Oglala Lakota College**
4. **Licensed Practical Nursing (LPN)** program at **Lake Area Tech**
5. **Certified Nursing Assistant (CAN)** program at **Southeast Tech**
6. **Advanced Medical Imaging (AMI)** program at **Mitchell Tech**

#### **Prioritized Project Interventions to be Explored** *(prioritized by the number of schools involved and cost)*

- **Goal 1: Intervention 1:** Create a marketing campaign utilizing a variety of formats to promote employment opportunities in healthcare careers.
- **Goal 1: Intervention 4:** Develop and implement stackable and latticed programs including certificates, diplomas, and degrees.
- **Goal 2: Intervention 1:** Research and implement techniques of competency based education.
- **Goal 2: Intervention 2:** Research and implement techniques of online and hybrid instruction.
- **Goal 2: Intervention 5:** Research, develop, and utilize mobile and on-site training labs, including simulation labs.
- **Goal 3: Intervention 1:** Develop and utilize Employment Results Scorecard.
- **Goal 3: Intervention 3:** Create opportunities for employer and student interaction.

**Interview Questions for Instructors in the Sample Programs** *(aligned with Goal 2, Interventions 1, 2, 5)*

1. How was the curriculum for this particular program selected, used, and/or created?
2. How is the program being improved or expanded using TAACCCT grant funds?
3. What delivery methods are utilized in the program?
4. In what ways, if any, is the program “competency based”?
5. In what ways, if any, does the program utilize the simulation lab(s) at your school?
6. What support services and other services are offered to students in the program?
7. How is the program being marketed to students?
8. How are students being selected for the program?
9. What kinds of partnerships, if any, help support the program?
10. What other information would you like to share about your program?
11. What other kinds of information would you like to see collected about the program?

**Interview Questions for Simulation Lab Personnel** *(aligned with Goal 2, Interventions 1, 2, 5)*

1. Please describe how the simulation lab was designed and created. In what ways, if any, were you involved in that process?
2. Describe your work with the Simulation Lab. What do you do? In what ways, if any, do you work with Instructors?
3. What are the biggest challenges you currently face with using the Simulation Lab?
4. In what ways, if any, does the Simulation Lab support “competency based education”?
5. In what ways, if any does the Simulation Lab support “online or hybrid instruction”?
6. What kinds of partnerships, if any, help support the Simulation Lab?
7. What other information would you like to share the Simulation Lab?

8. What other kinds of information would you like to see collected about the Simulation Labs?

**Interview Questions for Grant Contact Persons at each School** *(aligned with Goal 1, Interventions 1, 4 and Goal 3, Interventions 1, 3))*

1. At this point in the SDAHTC project, what is going well from your perspective? What are your accomplishments with the project? What are your current challenges?
2. Please describe the efforts to market and promote the project at your school. What kinds of progress have been made with that effort? What challenges remain?
3. Please describe what is meant by “stackable and latticed programs” at your school? What kinds of progress have been made with that effort? What challenges remain?
4. How would you describe the “Employment Results Scorecard” associated with the project? What does that look like at your school? What kinds of progress have been made with that effort? What challenges remain?
5. What kinds of partnerships, if any, are supporting your school’s work with SDAHTC?
6. What opportunities, if any, have been created for employer and student interaction so far? How successful are those efforts? What challenges remain?
7. What other information would you like to share about the SDAHTC project at your school?
8. What other kinds of information would you like to see collected about the SDAHTC project?

## **South Dakota Allied Health Training Consortium**

### **Spring 2015 Site Visits**

**Conducted by John Swanson, SDAHTC External Evaluator**

Site visits to each partner school in the South Dakota Allied Health Training Consortium (SDAHTC) were completed in April and May of 2015. This time period is roughly the half-way point in the grant cycle. The primary purpose of these site visits was to learn about the implementation of grant activities.

A total of six programs were explored, one from each partner school, as a representative sample of the 25 programs included in the project. They are listed below.

1. **Paramedic** program at **Western Dakota Tech**
2. **Emergency Medical Technician (EMT)** program at **Sinte Gleska University**
3. **Certified Nursing Assistant (CNA)** program at **Oglala Lakota College**
4. **Licensed Practical Nursing (LPN)** program at **Lake Area Tech**
5. **Certified Nursing Assistant (CNA)** program at **Southeast Tech**
6. **Advanced Medical Imaging (AMI)** program at **Mitchell Tech**

In addition, the following seven interventions were prioritized for examination from the 19 total interventions involved in the project.

- **Goal 1: Intervention 1:** Create a marketing campaign utilizing a variety of formats to promote employment opportunities in healthcare careers.
- **Goal 1: Intervention 4:** Develop and implement stackable and latticed programs including certificates, diplomas, and degrees.
- **Goal 2: Intervention 1:** Research and implement techniques of competency based education.
- **Goal 2: Intervention 2:** Research and implement techniques of online and hybrid instruction.
- **Goal 2: Intervention 5:** Research, develop, and utilize mobile and on-site training labs, including simulation labs.
- **Goal 3: Intervention 1:** Develop and utilize Employment Results Scorecard.
- **Goal 3: Intervention 3:** Create opportunities for employer and student interaction.

A variety of evidence was collected during the site visits to confirm that each of the seven prioritized interventions is in progress. Interviews with key personnel at each partner school revealed that these interventions are on-going.

Flyers, websites, brochures, and other materials were collected as evidence of the **marketing efforts** associated with the project. **Simulation labs** are being utilized in each partner school and photos of the labs and simulators were compiled into a PowerPoint slide show. Visual and written descriptions of the **“stacked and latticed”** nature of the allied health programs were collected from at least two of the partner schools.

Partner schools are developing diverse strategies to create opportunities for **employer-student interaction**. Some interviews expressed a desire for more data from employers about the skill level of students who have utilized the simulation labs created with project funds.

**Online and hybrid versions of coursework** are evident and continually being assessed and revised. Some of the **competency based techniques** being used involve checklists of skills involved in simulations. These skills address program standards and serve to inform future standard development.

Interview questions about the **employment results scorecard** resulted in somewhat vague responses. Many grant managers at the partner schools had their own idea of what that intervention looked like, but requested more clarity and consistency in the description of the employment results scorecard across the project.

“Smooth” was the most commonly used word that grant managers at the partner schools used to describe the implementation of the project in the spring of 2015. The vast majority of equipment purchased for the project is in place and being utilized. Efforts to recruit and retain students for the variety of programs in the project continue. The number of program participants and completers to date is encouraging. Interactions among partner schools appear to be collaborative and supportive.

A list of interviews conducted during these Spring 2015 site visits is included on the following page. A site visit to the mobile lab in Chamberlain, SD will not occur until August 2015. Evidence collected during that visit will be added to this summary at that time.

## South Dakota Allied Health Training Consortium

### Spring 2015 Site Visit Interviews

Date	Interviews	Partner School
April 2, 2015	Chandra Calvert, SDAHTC Grant Manager	WDT
April 9, 2015	Eric Martens, Paramedic Program Director	WDT
April 9, 2015	Lynn Birk, Instructional Support Lloyd McNett, Sim Lab Director	WDT
April 14, 2015	Brittney Brennan, Nursing Instructor Robyn Adler, Nursing Instructor Patty Foley, Nursing Instructor Robin York, Nursing Instructor	LATI
April 14, 2015	Mindy Sandau, Sim Lab Coordinator	LATI
April 14, 2015	Terri Cordrey, SDAHTC Grant Manager	LATI
April 15, 2015	Craig Peters, Director of Academic Support	STI
April 15, 2015	Afton Zedicker, Nursing Instructor Sarah Lang, Nursing Instructor	STI
April 15, 2015	Denise Fox, Degree Certification Coordinator Emily Brick, Retention Liason	STI
April 15, 2015	Kari Scofield, SDAHTC Project Director	STI
April 16, 2015	John Heemstra, SDAHTC Grant Manager Darla Kortba, Instructional Designer	MTI
April 16, 2015	Melissa Ettswold, Sim Lab Coordinator	MTI
April 16, 2015	Susan Pritchard, AMI Education Coordinator	MTI
April 22, 2015	Kristi Rayman, AMI Program Coordinator	MTI
April 23, 2015	Jim Poignee, SDAHTC Grant Manager Ralph Young, EMT Instructor Annise Bordeaux, Grants and Data Manager Teddie Herman, Marketing Coordinator	SGU
May 11, 2015	Laura Dunn, Nursing Instructor Gloria Eastman, SDAHTC Grant Manager	OLC

## South Dakota Allied Health Training Consortium

### TAACCCT Grant

#### Evaluation Data Collection – Fall 2015

**Purpose:** The primary purpose of data collection in the Fall of 2015 is to assess how partnerships and employer contributions are impacting the implementation of the project.

Data will be collected through a series of interviews and reviews of related documentation. Interview questions will be focused on the project's interventions which involve partnerships and employer contributions and aligned with relevant research questions regarding project implementation.

#### **Project Interventions to be Explored** *(related to partnerships and employer contributions)*

- **Goal 1: Intervention 3:** Develop relationships and new methods of working with rural health facilities and the SD DLR for upskilling workers.
- **Goal 3: Intervention 2:** Develop an Online Job Clearinghouse to connect employers with potential employees.
- **Goal 3: Intervention 5:** Develop and implement an online assessment system for employers to provide feedback.
- (Goal 3: Intervention 4: Implement Career Success Seminars. ??)

#### **Required Research Questions** *(related to partnerships and employer contributions)*

1. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability?
2. What factors contributed to partners' involvement or lack of involvement in the program?
3. Which contributions from partners were most critical to the success of the grant program?
4. Which contributions from partners had less of an impact?

**Goal 1: Intervention 3:** Develop relationships and new methods of working with rural health facilities and the SD DLR for upskilling workers.

- Research Questions from Project Leaders about Partnerships?
- Contact Information for Partners?
  
- Southeast Tech: Avera in Chamberlain and in Pierre, SD DLR?
- Lake Area Tech: Prairie Lakes Health Care Center?
- Mitchell Tech: Queen of Peace, Aberdeen Avera?
- Western Dakota Tech: Golden Living Center?
- Oglala Lakota College: Gordon Nursing Home, HIS?
- Sinte Gleska University: Rosebud Ambulance, Martin Nursing Home, Mission Horizon Health Care, White River Health Center

**Goal 3: Intervention 2:** Develop an Online Job Clearinghouse to connect employers with potential employees. STI, AIM?

**Goal 3: Intervention 3:** Develop and implement an online assessment system for employers to provide feedback. WDT, ?

## South Dakota Allied Health Training Consortium

### Fall 2015 Interviews

<b>Date</b>	<b>Interviews</b>	<b>Organization</b>
October 9, 2015	Chandra Calvert, Associate Dean of Advancement	WDT
October 12, 2015	Kari Scofield, SDAHTC Project Director	STI
October 28, 2015	Shelly Turbak, Chief Nursing Officer	Prairie Lakes Healthcare System, Watertown, SD
October 28, 2015	Craig Peters, Director of Academic Support	STI
October 28, 2015	Emily Brick, SDAHTC Recruitment and Retention Liaison	STI
October 28, 2015	Denise Fox, SDAHTC Degree Certification Coordinator	LATI
November 10, 2015	Diana VanderWoude, VP, Learning and Development	Sanford Center for Learning, Sioux Falls, SD
November 10, 2015	Julie Friesz, Clinic Manager	Dakota Family Medical Center, Chamberlain, SD

**SDAHTC – Spring Site Visits 2016**

Partner School	Date of Visit
Mitchell Technical Institute	March 17, 2016
Lake Area Technical Institute	March 22, 2016
Southeast Technical Institute	March 23, 2016
Western Dakota Technical Institute	April 14, 2016
Sinte Gleska University	April 27, 2016
Oglala Lakota College	May 2, 2016

Partner School	Sample Program
Mitchell Technical Institute	Advanced Medical Imaging
Lake Area Technical Institute	Licensed Practical Nursing
Southeast Technical Institute	Certified Nursing Assistant
Western Dakota Technical Institute	Paramedic
Sinte Gleska University	Emergency Medical Technician
Oglala Lakota College	Certified Nursing Assistant

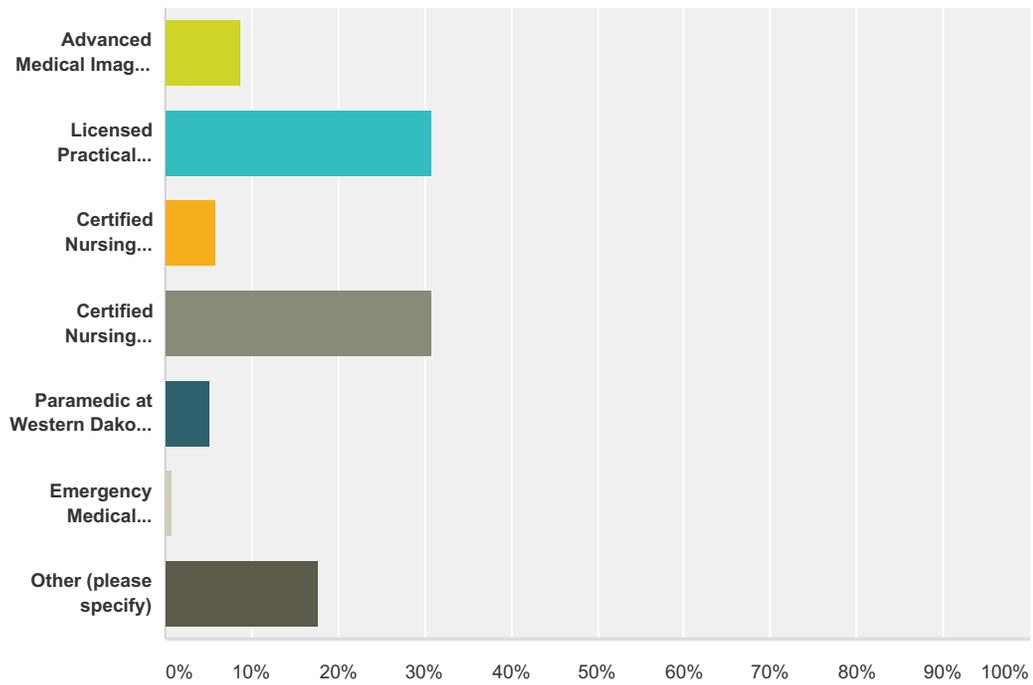
**Survey Responses**

Sample Program and School	Students	Instructors
AMI at MTI	12	1
LPN at LATI	42	9
CNA at STI	42	3
Paramedic at WDTI	7	0
EMT at SGU	1	0
CNA at OLC	8	2
Other <small>(CNA and LPN at SGU, LPN at WDTI)</small>	24	4
<b>Total</b>	<b>136</b>	<b>19</b>

**APPENDIX D**  
**SPRING 2016 SURVEY RESULTS**

### Q1 In which program are you currently enrolled?

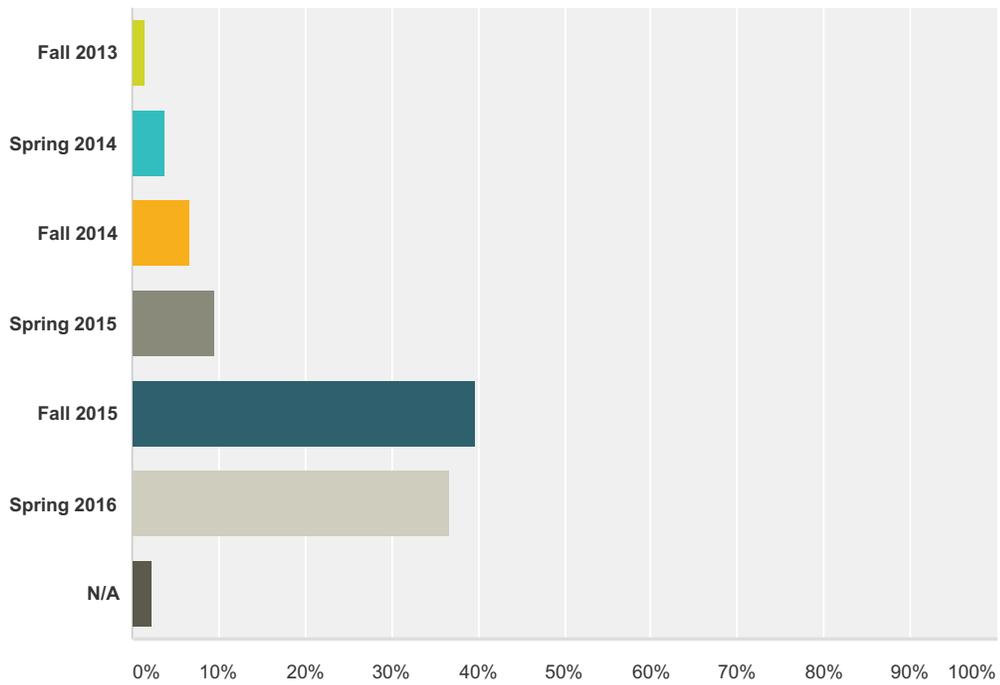
Answered: 136 Skipped: 0



Answer Choices	Responses
Advanced Medical Imaging (AMI) at Mitchell Technical Institute	8.82% 12
Licensed Practical Nursing (LPN) at Lake Area Technical Institute	30.88% 42
Certified Nursing Assistant (CNA) at Oglala Lakota College	5.88% 8
Certified Nursing Assistant (CNA) at Southeast Technical Institute (as a stand-alone program or as a pre-requisite for another allied health program)	30.88% 42
Paramedic at Western Dakota Technical Institute	5.15% 7
Emergency Medical Technician (EMT) at Sinte Gleska University	0.74% 1
Other (please specify)	17.65% 24
<b>Total</b>	<b>136</b>

## Q2 In which semester did you enroll in that program?

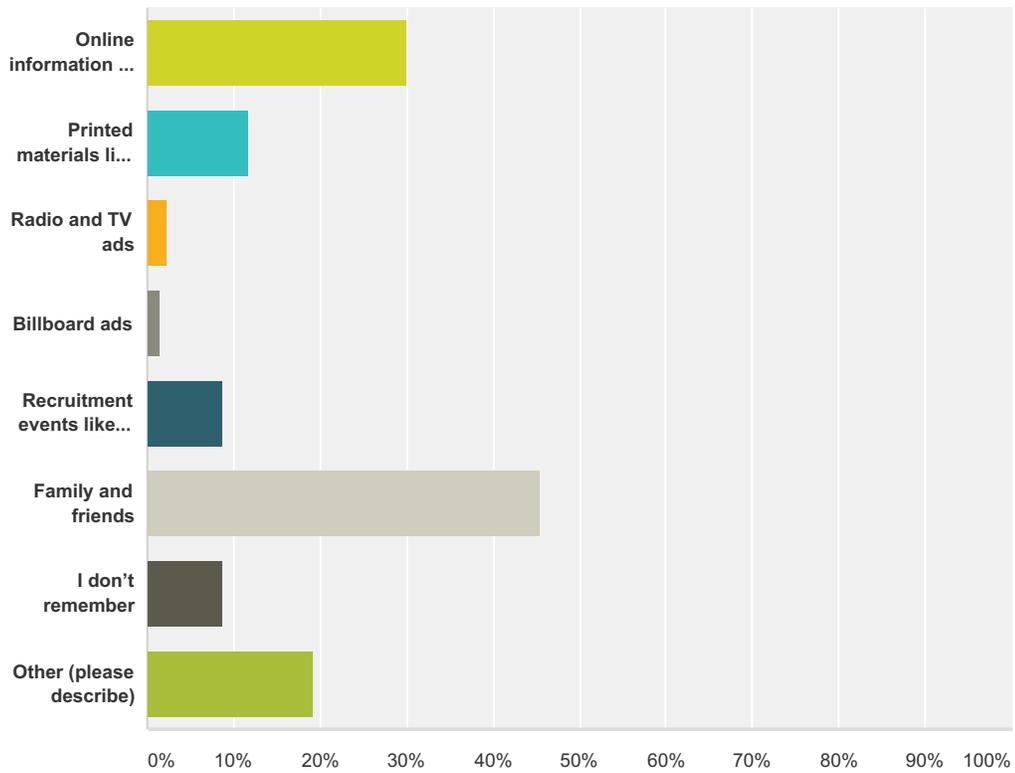
Answered: 136 Skipped: 0



Answer Choices	Responses
Fall 2013	1.47% 2
Spring 2014	3.68% 5
Fall 2014	6.62% 9
Spring 2015	9.56% 13
Fall 2015	39.71% 54
Spring 2016	36.76% 50
N/A	2.21% 3
<b>Total</b>	<b>136</b>

### Q3 How did you hear about the program? (check all that apply)

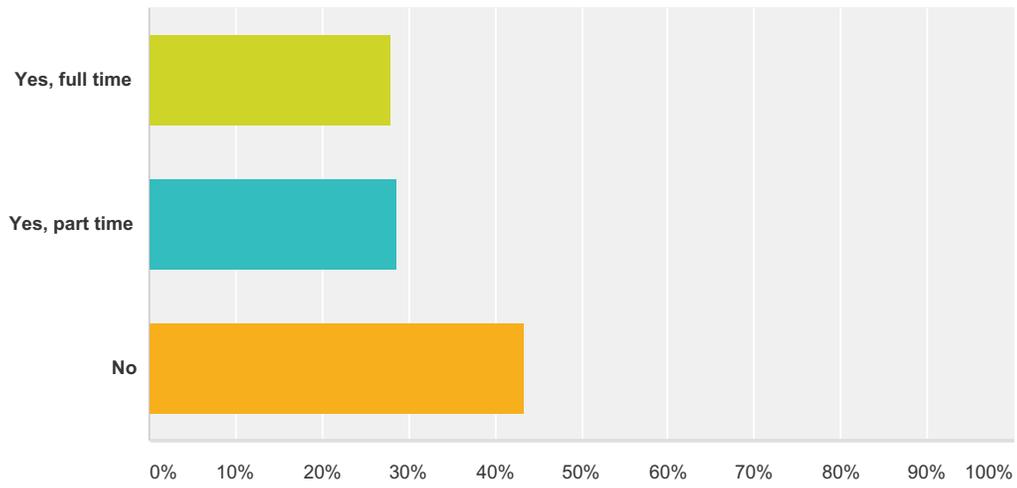
Answered: 136 Skipped: 0



Answer Choices	Responses
Online information and advertisements	30.15% 41
Printed materials like program flyers and advertisements	11.76% 16
Radio and TV ads	2.21% 3
Billboard ads	1.47% 2
Recruitment events like scrubs camps, school tours, etc.	8.82% 12
Family and friends	45.59% 62
I don't remember	8.82% 12
Other (please describe)	19.12% 26
<b>Total Respondents: 136</b>	

### Q4 Are you currently employed in the health care field?

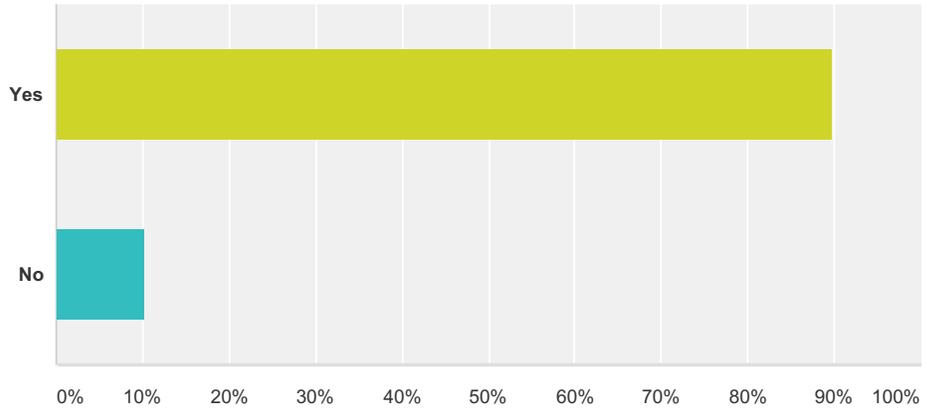
Answered: 136 Skipped: 0



Answer Choices	Responses	
Yes, full time	27.94%	38
Yes, part time	28.68%	39
No	43.38%	59
<b>Total</b>		<b>136</b>

### Q5 Do you currently live in South Dakota?

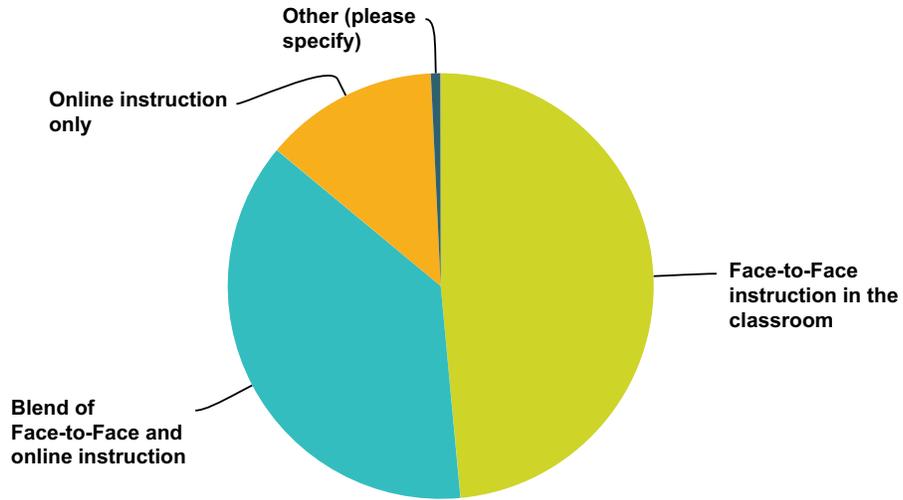
Answered: 136 Skipped: 0



Answer Choices	Responses
Yes	89.71% 122
No	10.29% 14
<b>Total</b>	<b>136</b>

**Q6 Please indicate how your program is delivered. (check just one)**

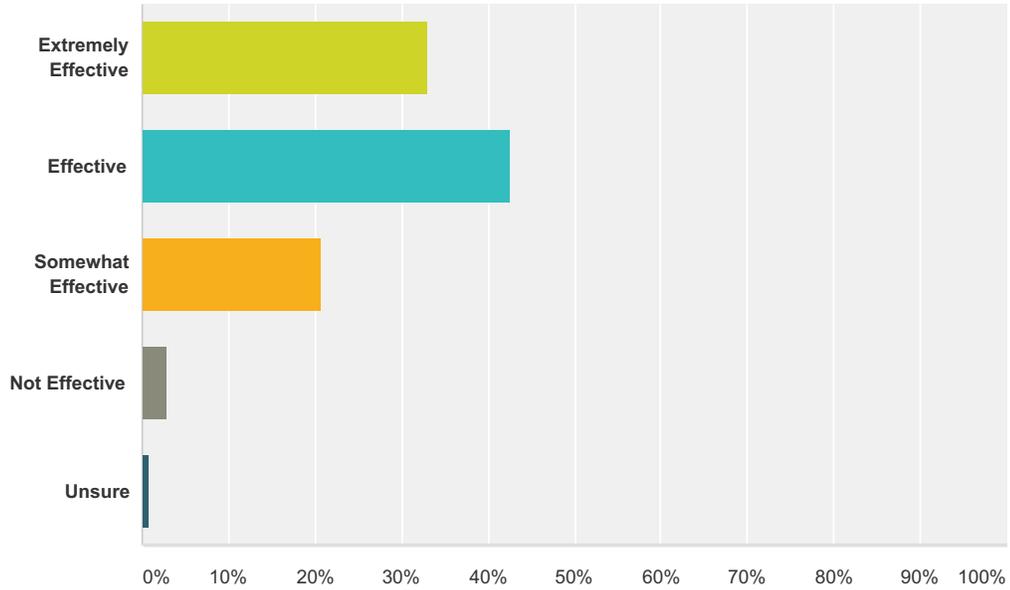
Answered: 136 Skipped: 0



Answer Choices	Responses	
Face-to-Face instruction in the classroom	48.53%	66
Blend of Face-to-Face and online instruction	37.50%	51
Online instruction only	13.24%	18
Unsure	0.00%	0
Other (please specify)	0.74%	1
<b>Total</b>		<b>136</b>

**Q7 Please rate the effectiveness of the how your program is organized (weekly readings, assignments, and discussions, etc.).**

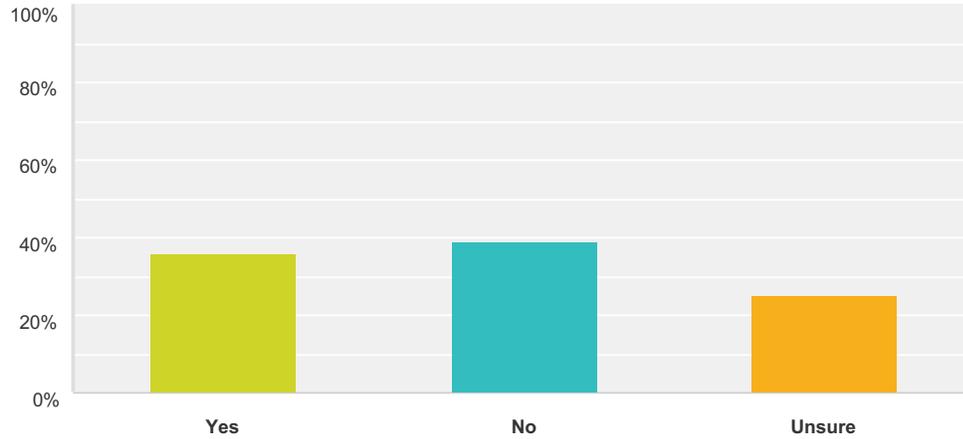
Answered: 136 Skipped: 0



Answer Choices	Responses
Extremely Effective	33.09% 45
Effective	42.65% 58
Somewhat Effective	20.59% 28
Not Effective	2.94% 4
Unsure	0.74% 1
<b>Total</b>	<b>136</b>

**Q8 Were you awarded any academic credit in your program for prior learning experiences such as previous courses, certifications, or work experiences?**

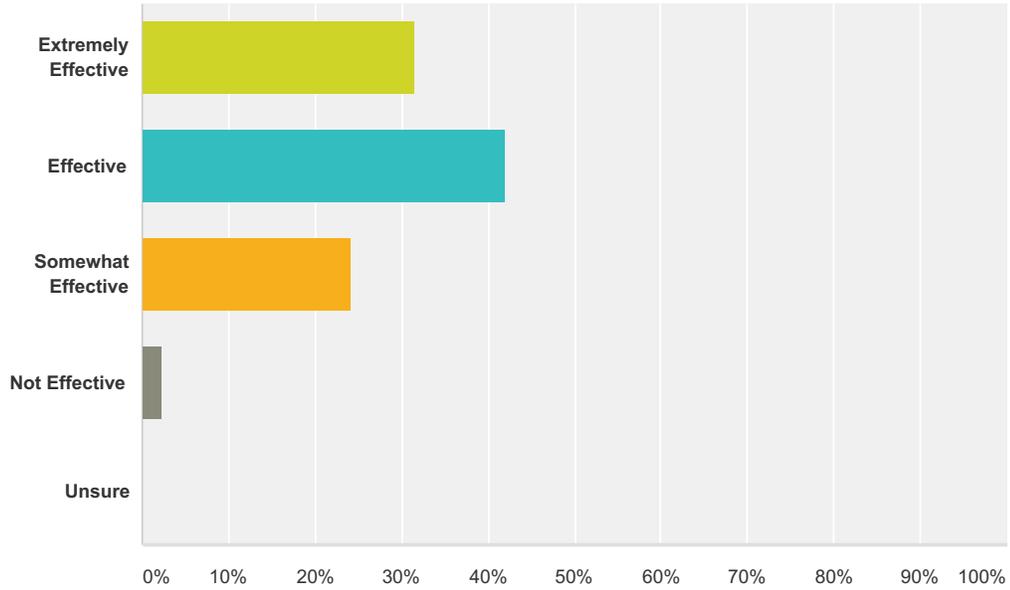
Answered: 136 Skipped: 0



Answer Choices	Responses
Yes	36.03% 49
No	38.97% 53
Unsure	25.00% 34
<b>Total</b>	<b>136</b>

**Q9 Please rate the effectiveness of the program instructors in managing the delivery of the content (lecture, demonstrations, projects, collaborative learning).**

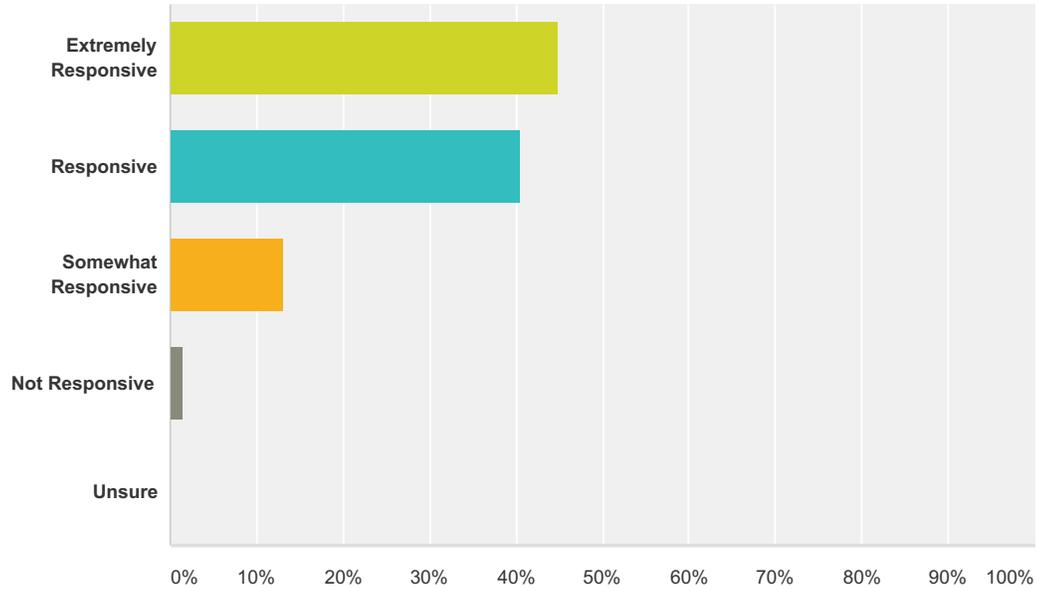
Answered: 136 Skipped: 0



Answer Choices	Responses	Count
Extremely Effective	31.62%	43
Effective	41.91%	57
Somewhat Effective	24.26%	33
Not Effective	2.21%	3
Unsure	0.00%	0
<b>Total</b>		<b>136</b>

### Q10 How responsive are the instructors to your questions and in addressing your needs?

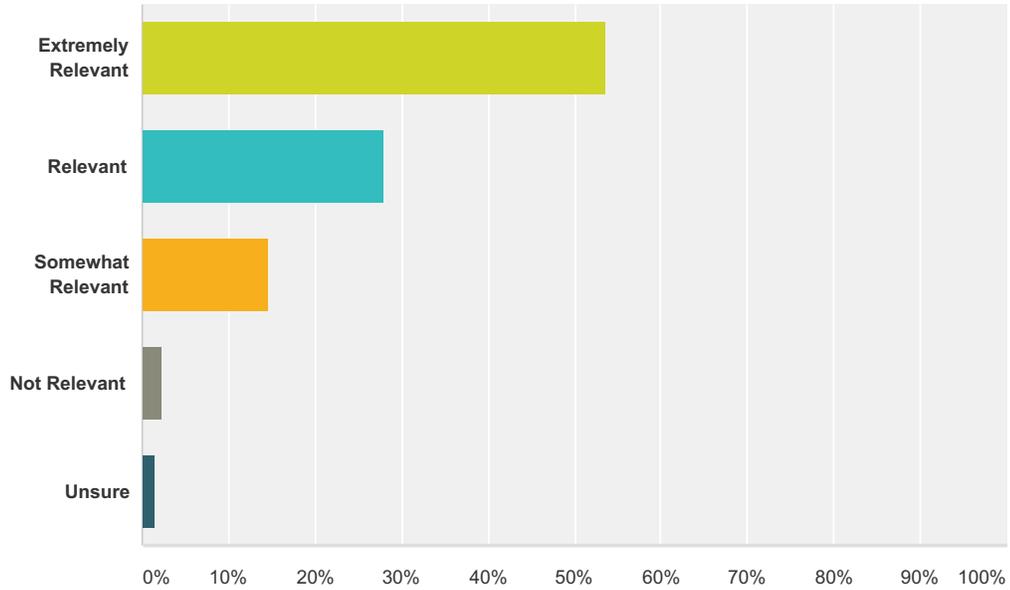
Answered: 136 Skipped: 0



Answer Choices	Responses	Count
Extremely Responsive	44.85%	61
Responsive	40.44%	55
Somewhat Responsive	13.24%	18
Not Responsive	1.47%	2
Unsure	0.00%	0
<b>Total</b>		<b>136</b>

**Q11 How relevant is the content of the program to your current and/or future work?**

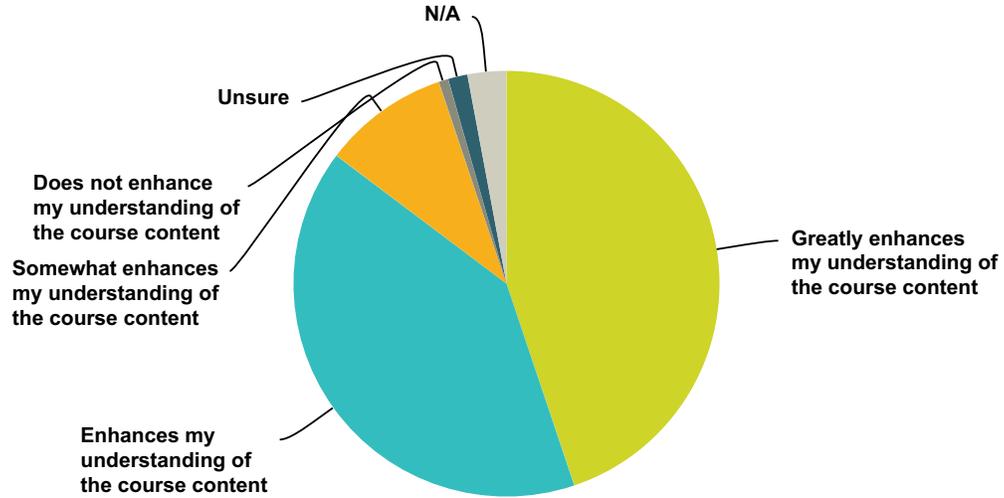
Answered: 136 Skipped: 0



Answer Choices	Responses	
Extremely Relevant	53.68%	73
Relevant	27.94%	38
Somewhat Relevant	14.71%	20
Not Relevant	2.21%	3
Unsure	1.47%	2
<b>Total</b>		<b>136</b>

### Q12 To what extent does the inclusion of technology (mobile lab, simulators, mannequins) enhance the program for you?

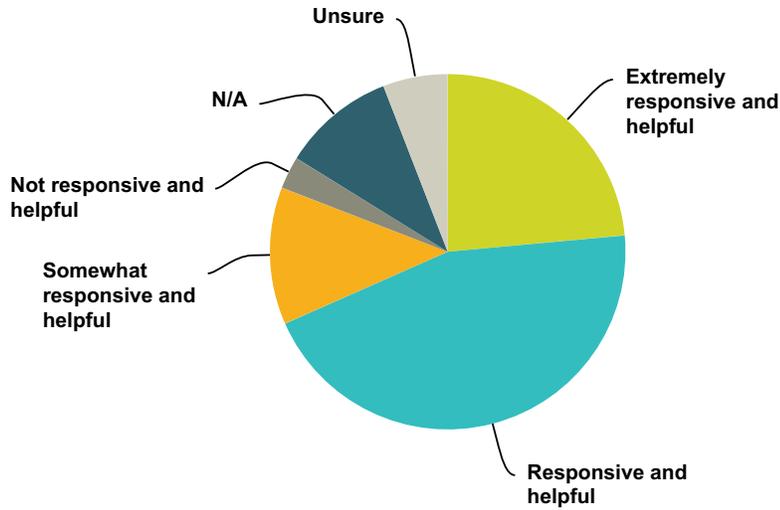
Answered: 136 Skipped: 0



Answer Choices	Responses	
Greatly enhances my understanding of the course content	44.85%	61
Enhances my understanding of the course content	40.44%	55
Somewhat enhances my understanding of the course content	9.56%	13
Does not enhance my understanding of the course content	0.74%	1
Unsure	1.47%	2
N/A	2.94%	4
<b>Total</b>		<b>136</b>

### Q13 To what extent is the tech support at your school responsive and helpful?

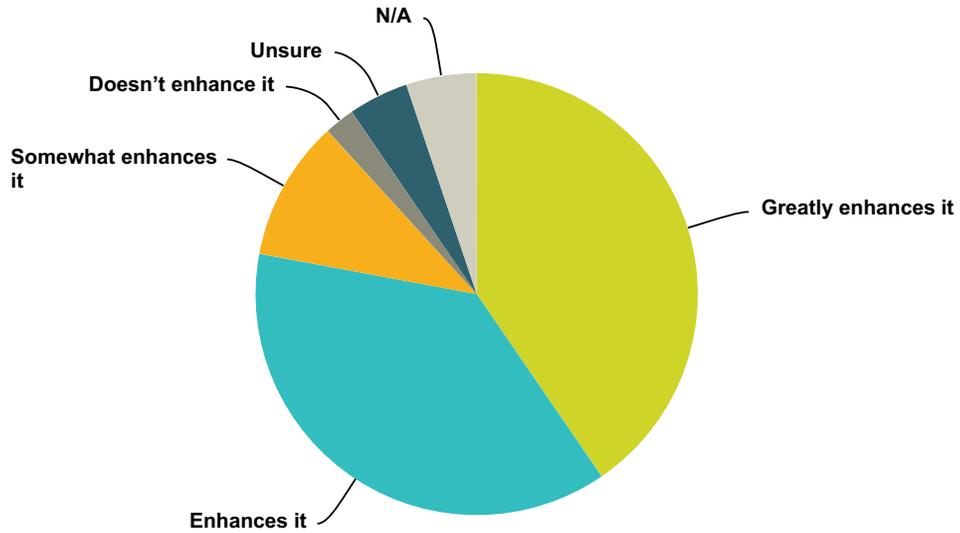
Answered: 136 Skipped: 0



Answer Choices	Responses	
Extremely responsive and helpful	23.53%	32
Responsive and helpful	44.85%	61
Somewhat responsive and helpful	12.50%	17
Not responsive and helpful	2.94%	4
N/A	10.29%	14
Unsure	5.88%	8
<b>Total</b>		<b>136</b>

**Q14 To what extent does the use of simulations (real-life scenarios in the curriculum) at your school enhance the program for you?**

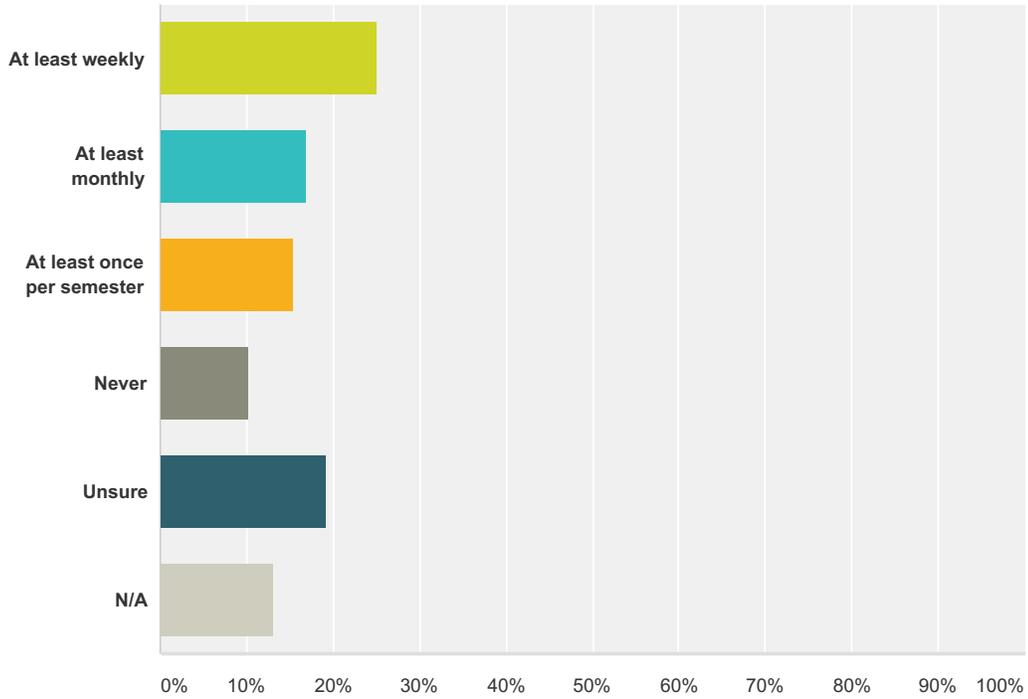
Answered: 136 Skipped: 0



Answer Choices	Responses	
Greatly enhances it	40.44%	55
Enhances it	37.50%	51
Somewhat enhances it	10.29%	14
Doesn't enhance it	2.21%	3
Unsure	4.41%	6
N/A	5.15%	7
<b>Total</b>		<b>136</b>

### Q15 How often during your program are you able to use the simulation lab at your school?

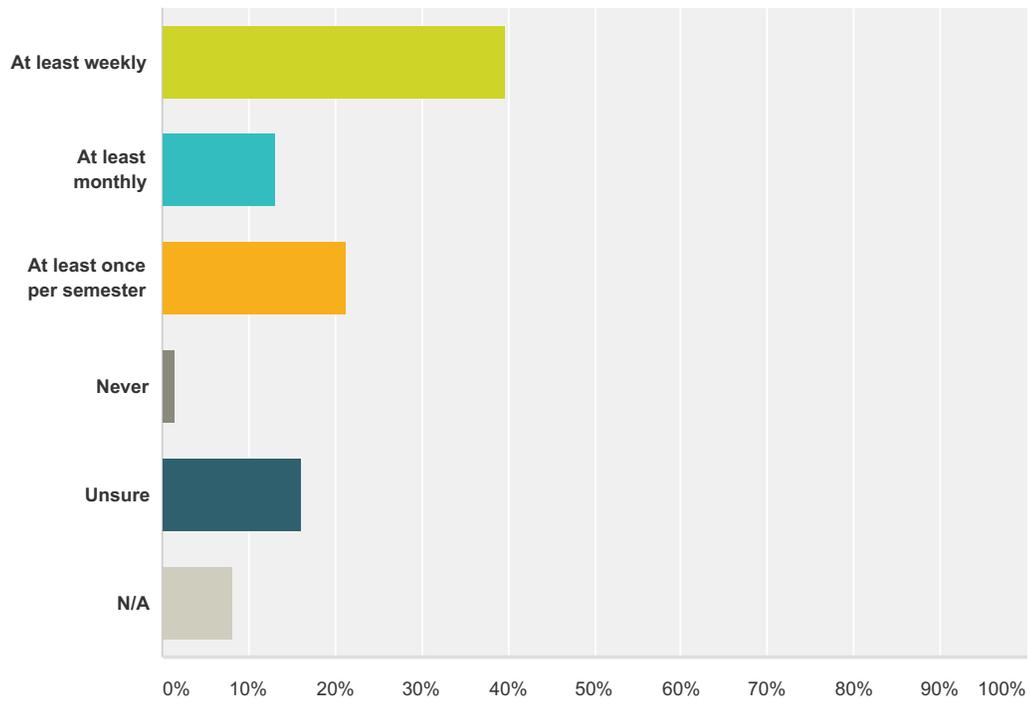
Answered: 136 Skipped: 0



Answer Choices	Responses	Count
At least weekly	25.00%	34
At least monthly	16.91%	23
At least once per semester	15.44%	21
Never	10.29%	14
Unsure	19.12%	26
N/A	13.24%	18
<b>Total</b>		<b>136</b>

### Q16 How often during your program are you able to interact with healthcare employers?

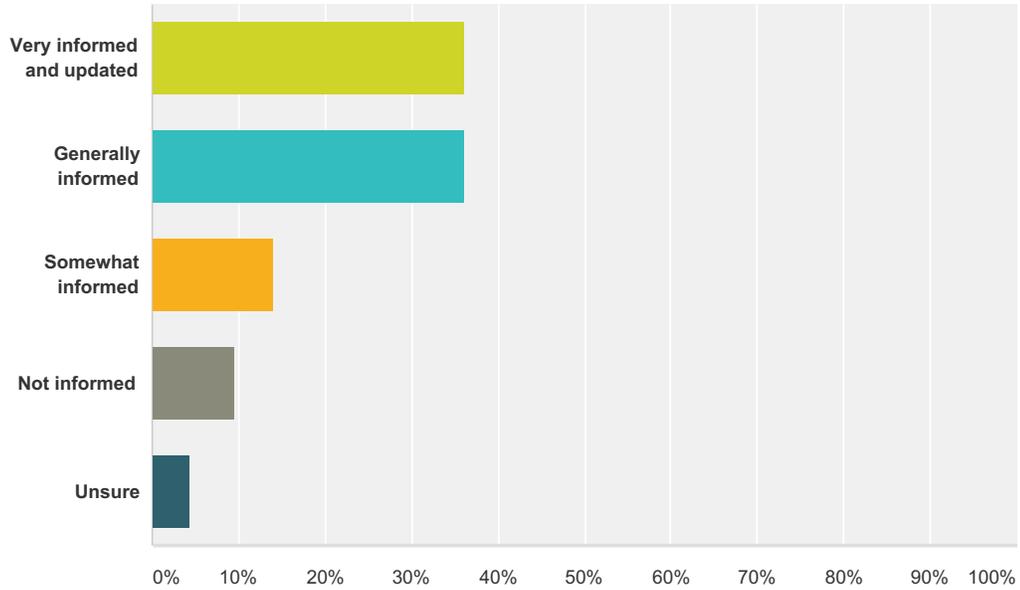
Answered: 136 Skipped: 0



Answer Choices	Responses	
At least weekly	39.71%	54
At least monthly	13.24%	18
At least once per semester	21.32%	29
Never	1.47%	2
Unsure	16.18%	22
N/A	8.09%	11
<b>Total</b>		<b>136</b>

### Q17 To what extent do you feel informed about the current employment outlook for your field?

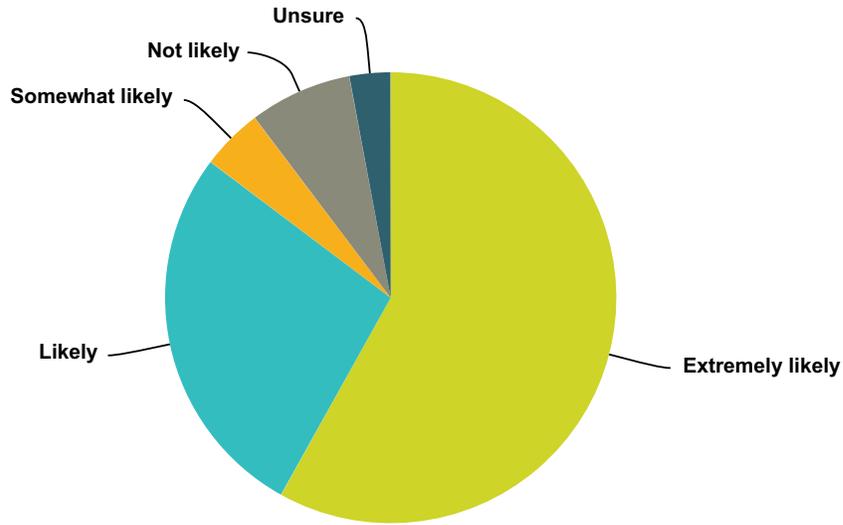
Answered: 136 Skipped: 0



Answer Choices	Responses	
Very informed and updated	36.03%	49
Generally informed	36.03%	49
Somewhat informed	13.97%	19
Not informed	9.56%	13
Unsure	4.41%	6
<b>Total</b>		<b>136</b>

**Q18 Once you complete your current program, how likely are you to continue learning in a related or advanced program within the field of healthcare?**

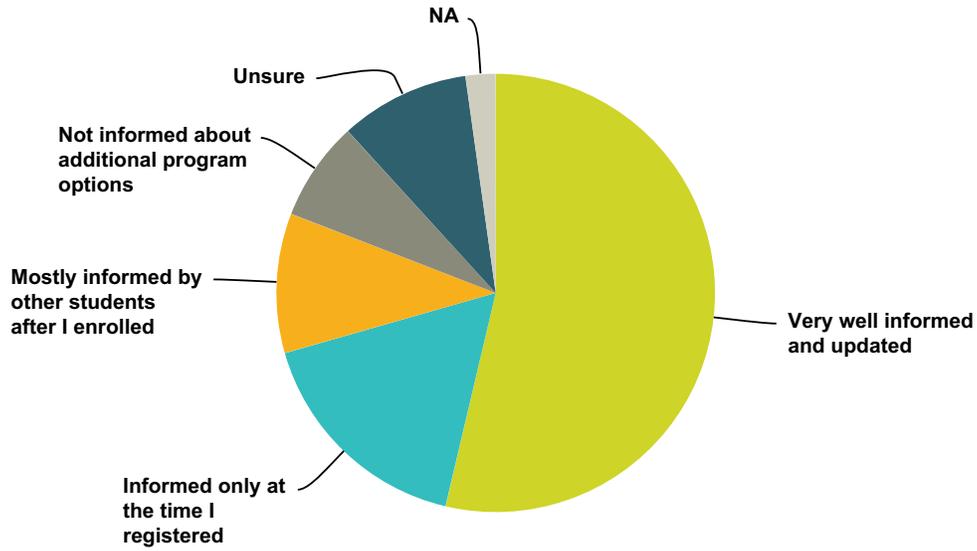
Answered: 136 Skipped: 0



Answer Choices	Responses	
Extremely likely	58.09%	79
Likely	27.21%	37
Somewhat likely	4.41%	6
Not likely	7.35%	10
Unsure	2.94%	4
<b>Total</b>		<b>136</b>

**Q19 To what extent are you informed about how your current program can lead to additional or advanced coursework and certifications within the field of healthcare?**

Answered: 136 Skipped: 0



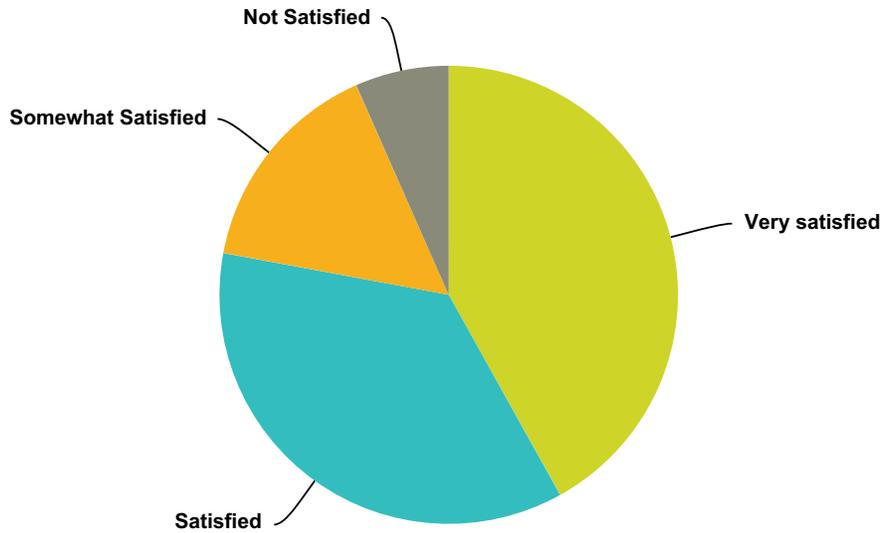
Answer Choices	Responses	
Very well informed and updated	53.68%	73
Informed only at the time I registered	16.91%	23
Mostly informed by other students after I enrolled	10.29%	14
Not informed about additional program options	7.35%	10
Unsure	9.56%	13
NA	2.21%	3
<b>Total</b>		<b>136</b>

**Q20 Which parts or aspects of your program contribute most to your learning?**

Answered: 81 Skipped: 55

### Q21 Overall, how satisfied are you with the quality of your experiences in the program?

Answered: 136 Skipped: 0



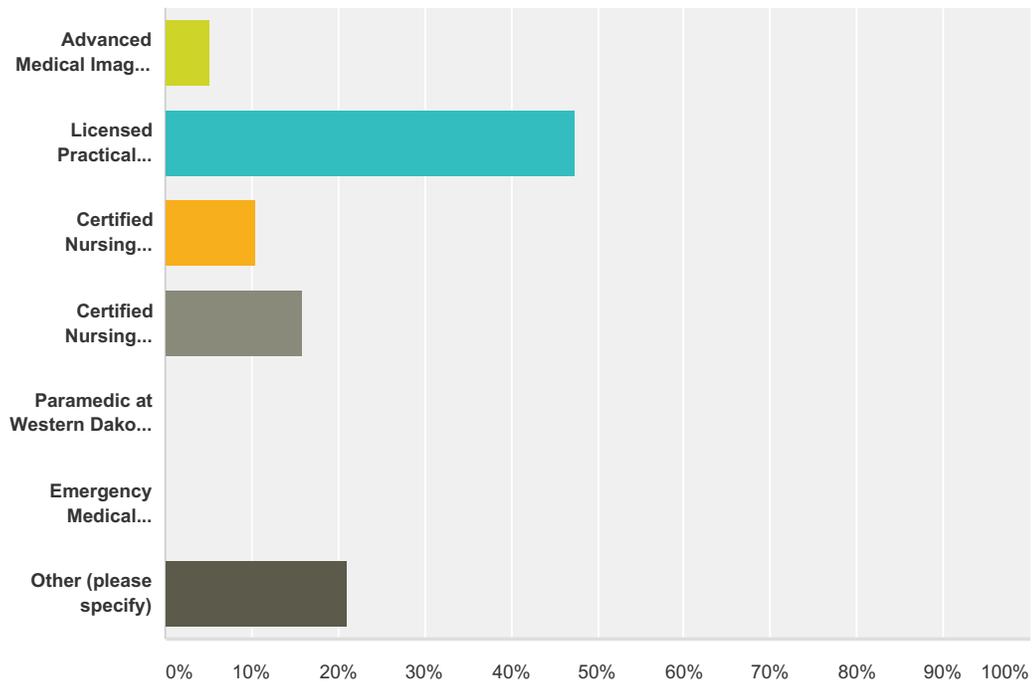
Answer Choices	Responses	
Very satisfied	41.91%	57
Satisfied	36.03%	49
Somewhat Satisfied	15.44%	21
Not Satisfied	6.62%	9
Unsure	0.00%	0
<b>Total</b>		<b>136</b>

**Q22 Please provide any additional comments or suggestions you may have about how your program could be improved.**

Answered: 23 Skipped: 113

### Q1 For which program are you currently teaching?

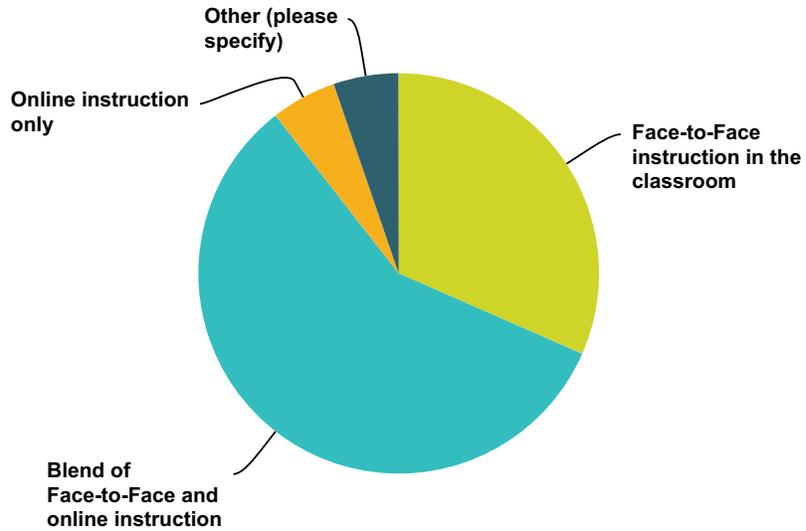
Answered: 19 Skipped: 0



Answer Choices	Responses
Advanced Medical Imaging (AMI) at Mitchell Technical Institute	5.26% 1
Licensed Practical Nursing (LPN) at Lake Area Technical Institute	47.37% 9
Certified Nursing Assistant (CNA) at Oglala Lakota College	10.53% 2
Certified Nursing Assistant (CNA) at Southeast Technical Institute	15.79% 3
Paramedic at Western Dakota Technical Institute	0.00% 0
Emergency Medical Technician (EMT) at Sinte Gleska University	0.00% 0
Other (please specify)	21.05% 4
<b>Total</b>	<b>19</b>

**Q2 Please indicate how your program is delivered. (check just one)**

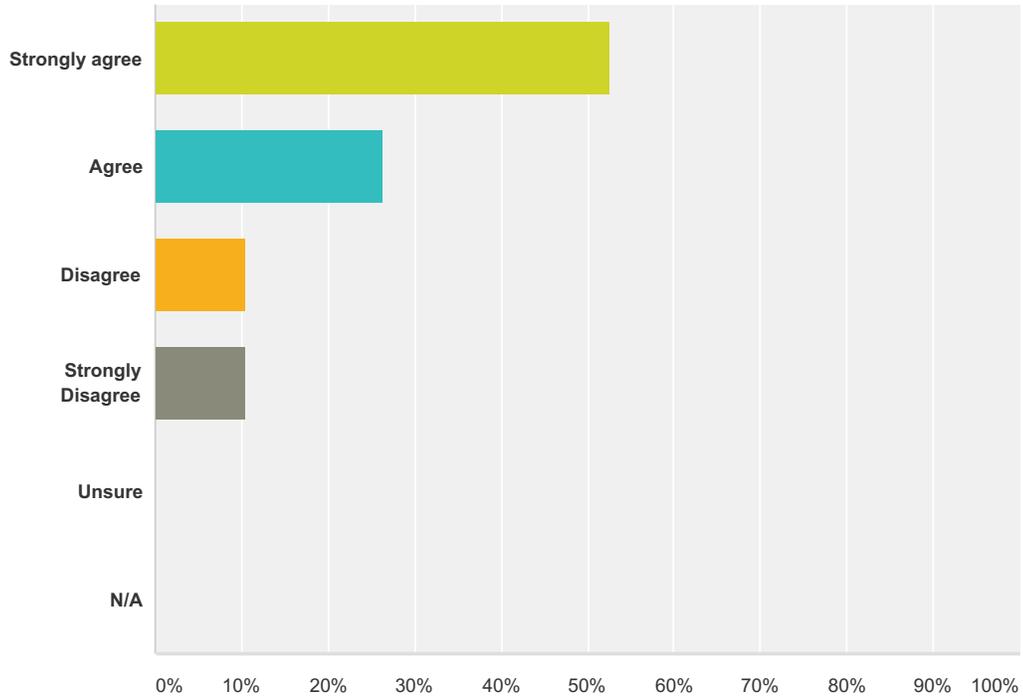
Answered: 19 Skipped: 0



Answer Choices	Responses	
Face-to-Face instruction in the classroom	31.58%	6
Blend of Face-to-Face and online instruction	57.89%	11
Online instruction only	5.26%	1
Unsure	0.00%	0
Other (please specify)	5.26%	1
<b>Total</b>		<b>19</b>

**Q3 I am/was closely involved in developing the curriculum for the courses in my program.**

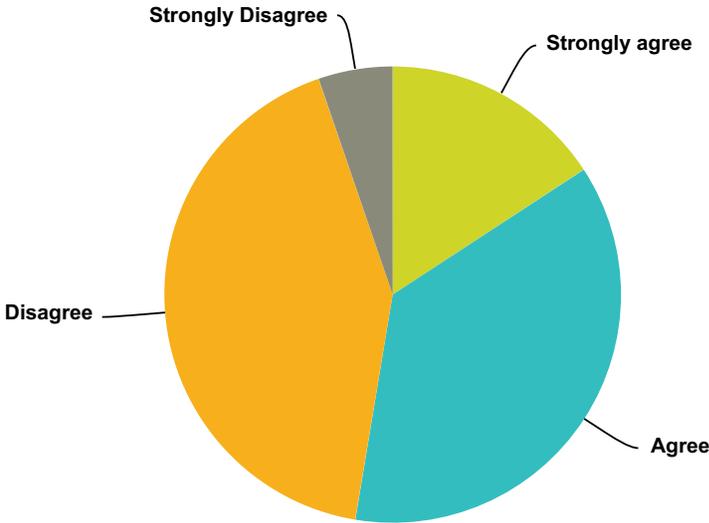
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	52.63%	10
Agree	26.32%	5
Disagree	10.53%	2
Strongly Disagree	10.53%	2
Unsure	0.00%	0
N/A	0.00%	0
<b>Total</b>		<b>19</b>

**Q4 I am/was closely involved in marketing the program and recruiting students.**

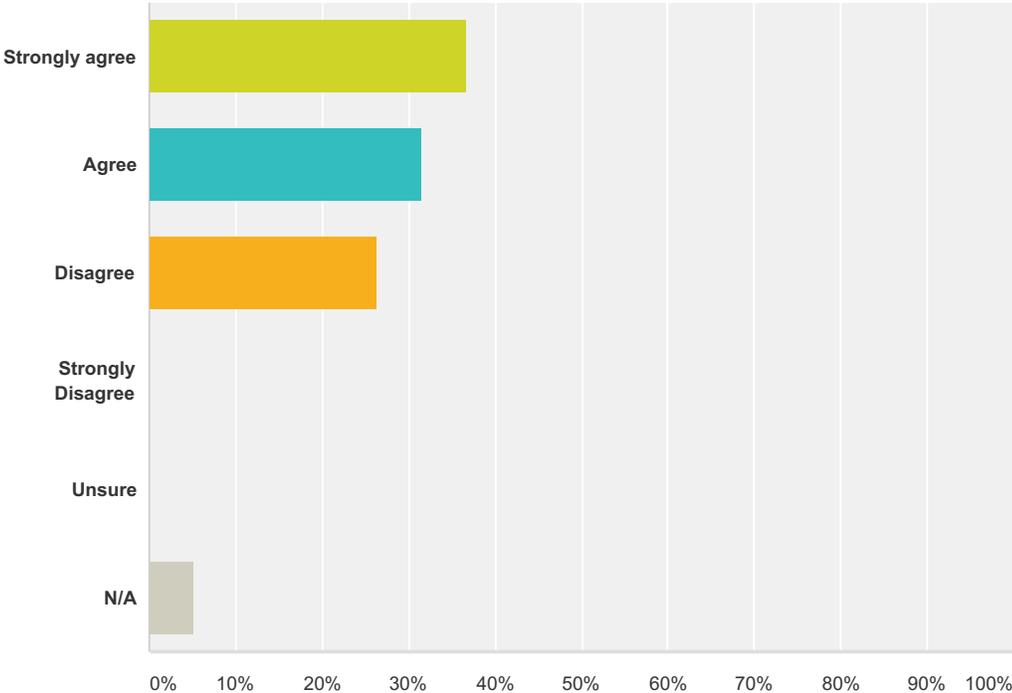
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	15.79%	3
Agree	36.84%	7
Disagree	42.11%	8
Strongly Disagree	5.26%	1
Unsure	0.00%	0
N/A	0.00%	0
<b>Total</b>		<b>19</b>

**Q5 I am/was closely involved in assessing students for potential enrollment in the program.**

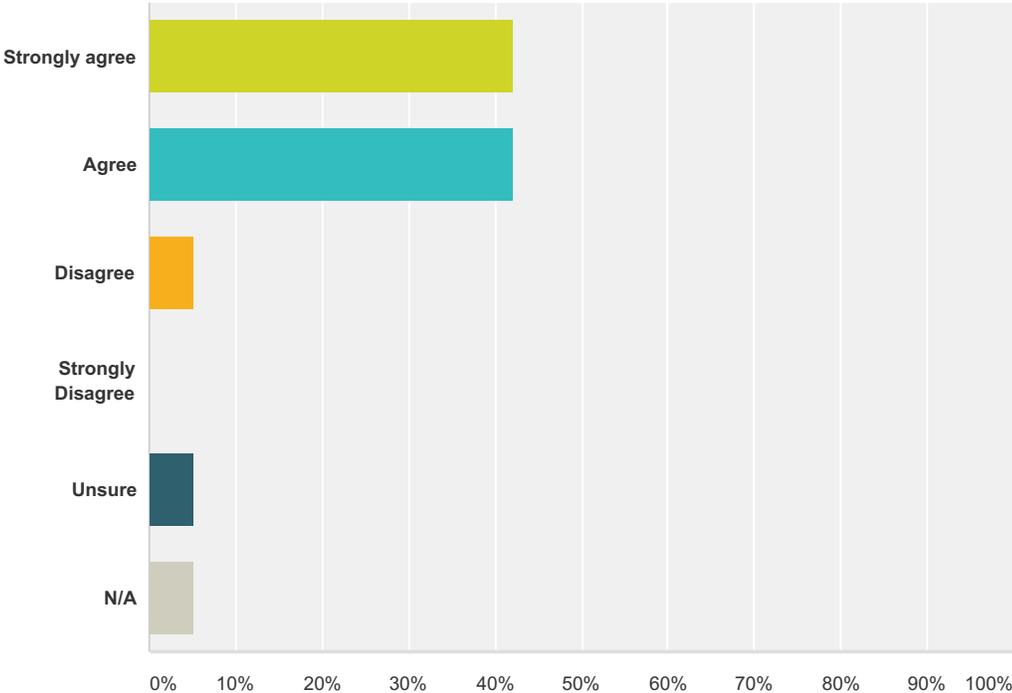
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	36.84%	7
Agree	31.58%	6
Disagree	26.32%	5
Strongly Disagree	0.00%	0
Unsure	0.00%	0
N/A	5.26%	1
<b>Total</b>		<b>19</b>

**Q6 The technology infrastructure at my school effectively supports the technological applications in my program.**

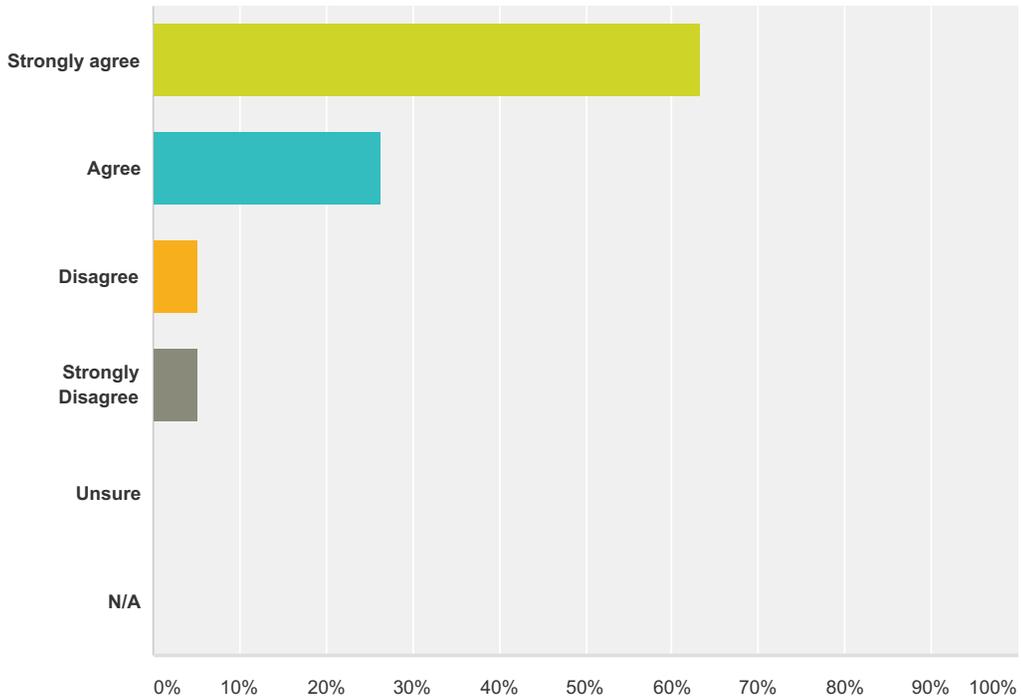
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	42.11%	8
Agree	42.11%	8
Disagree	5.26%	1
Strongly Disagree	0.00%	0
Unsure	5.26%	1
N/A	5.26%	1
<b>Total</b>		<b>19</b>

**Q7 Simulations (sim lab, online scenarios) are critically important in effectively preparing students in my program for the workplace.**

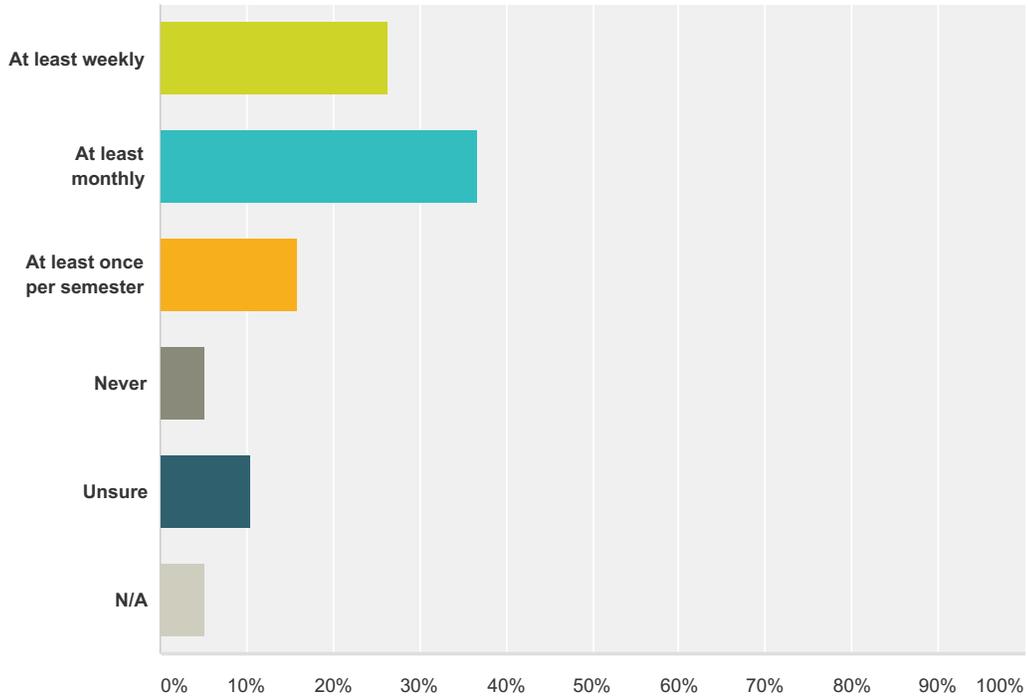
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	63.16%	12
Agree	26.32%	5
Disagree	5.26%	1
Strongly Disagree	5.26%	1
Unsure	0.00%	0
N/A	0.00%	0
<b>Total</b>		<b>19</b>

### Q8 How often do your students use simulations (sim lab, online scenarios) in your program?

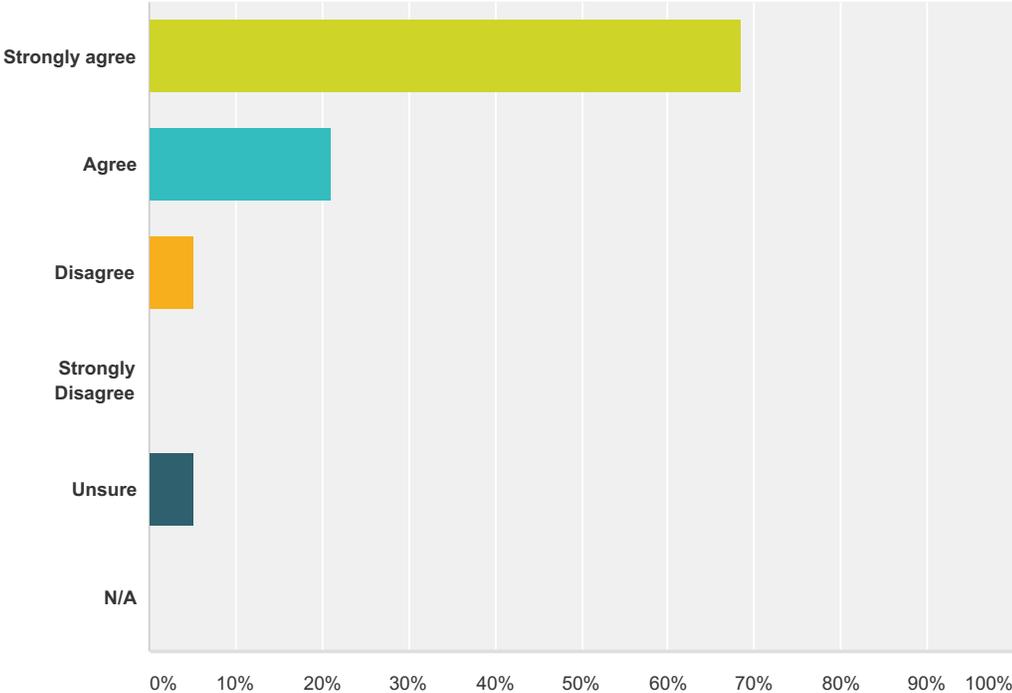
Answered: 19 Skipped: 0



Answer Choices	Responses	
At least weekly	26.32%	5
At least monthly	36.84%	7
At least once per semester	15.79%	3
Never	5.26%	1
Unsure	10.53%	2
N/A	5.26%	1
<b>Total</b>		<b>19</b>

**Q9 The grant funds related to the South Dakota Allied Health Training Consortium were used to enhance my program in a significant way.**

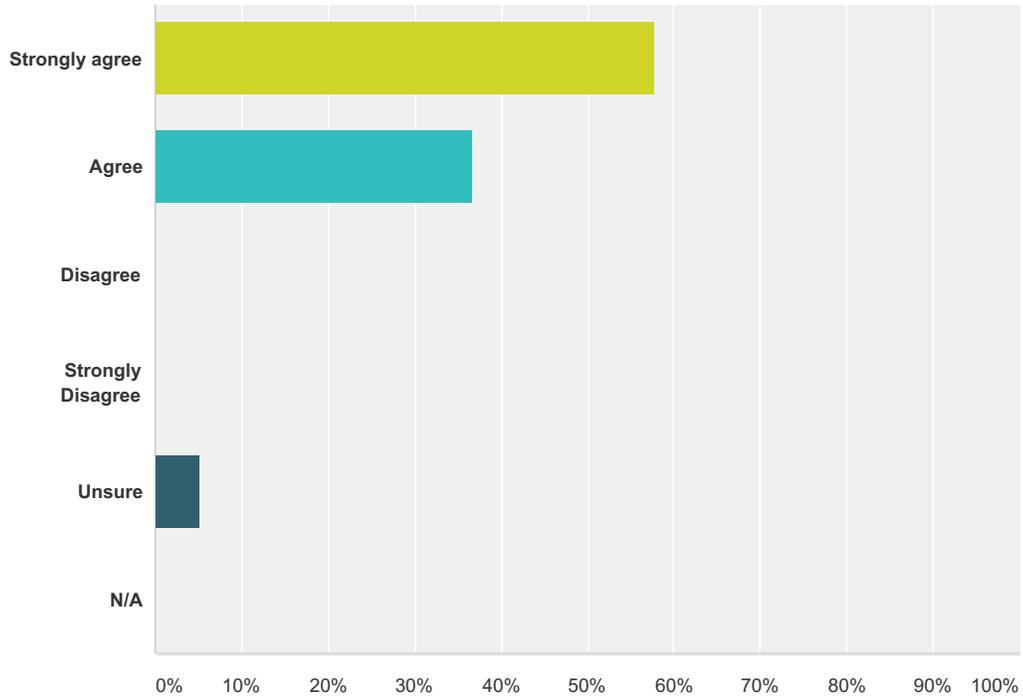
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	68.42%	13
Agree	21.05%	4
Disagree	5.26%	1
Strongly Disagree	0.00%	0
Unsure	5.26%	1
N/A	0.00%	0
<b>Total</b>		<b>19</b>

**Q10 My program uses a competency based approach for some of the skills the students need to develop.**

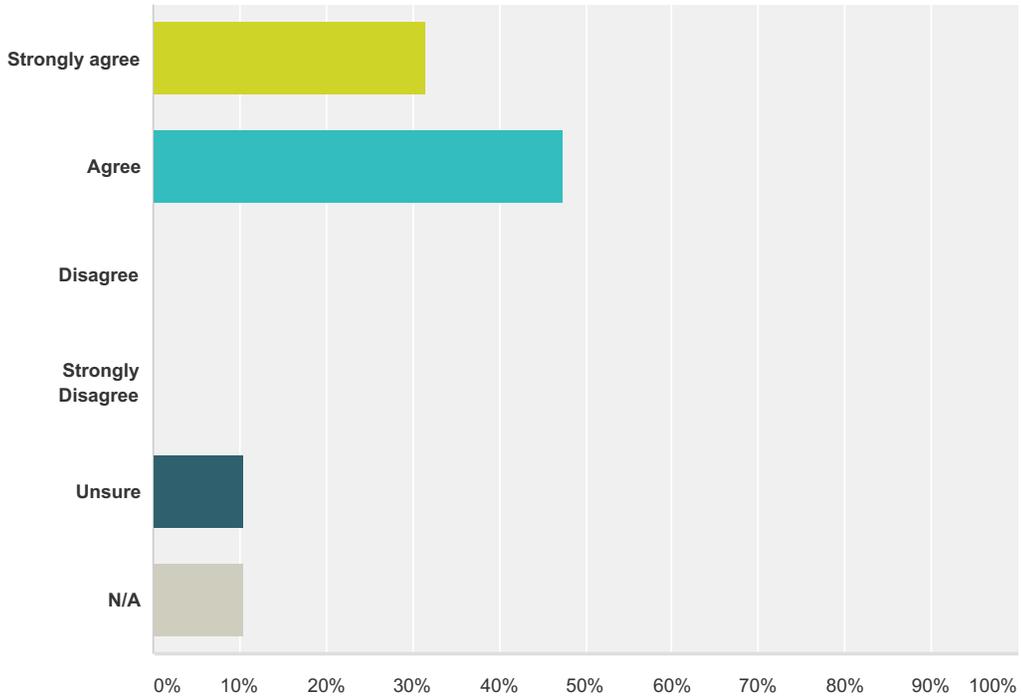
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	57.89%	11
Agree	36.84%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Unsure	5.26%	1
N/A	0.00%	0
<b>Total</b>		<b>19</b>

**Q11 Employers who are connected to my program contribute ideas about the way the program is designed and delivered.**

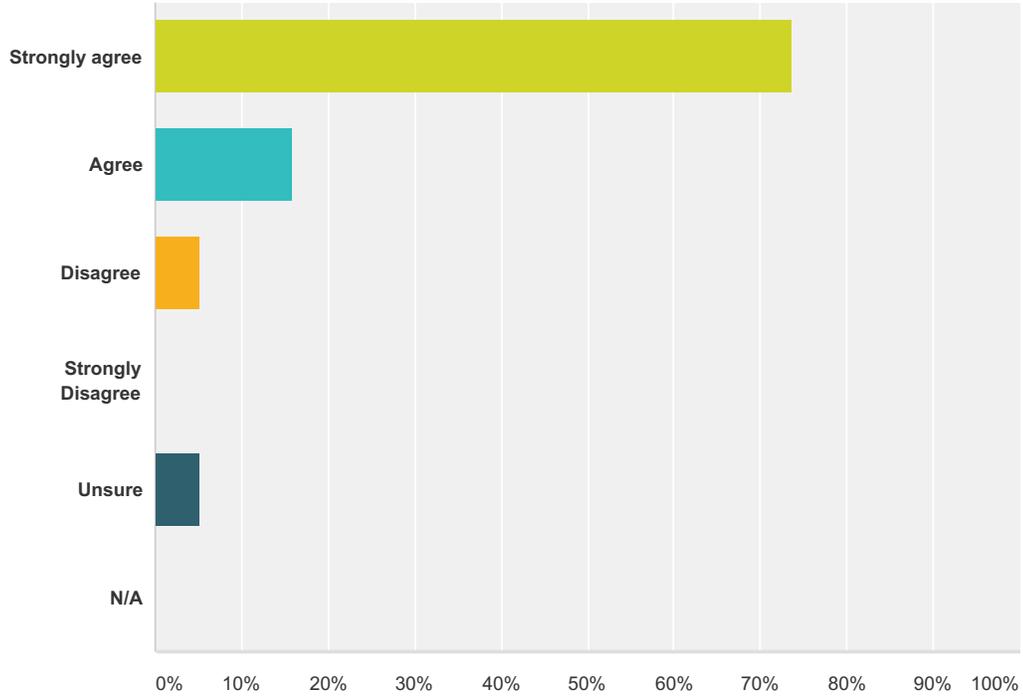
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	31.58%	6
Agree	47.37%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Unsure	10.53%	2
N/A	10.53%	2
<b>Total</b>		<b>19</b>

**Q12 My program actively creates opportunities for students to interact with health care employers.**

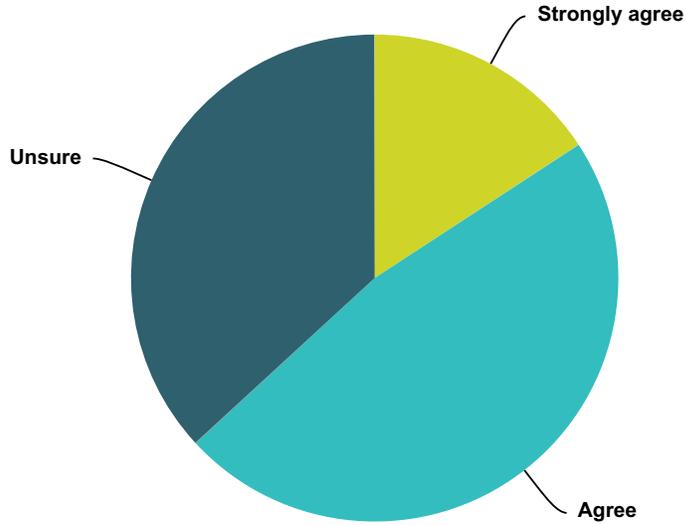
Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	73.68%	14
Agree	15.79%	3
Disagree	5.26%	1
Strongly Disagree	0.00%	0
Unsure	5.26%	1
N/A	0.00%	0
<b>Total</b>		<b>19</b>

**Q13 My program will be able to sustain the equipment and materials acquired by the grant after the grant ends.**

Answered: 19 Skipped: 0



Answer Choices	Responses	
Strongly agree	15.79%	3
Agree	47.37%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Unsure	36.84%	7
N/A	0.00%	0
<b>Total</b>		<b>19</b>

**Q14 How has your involvement in the South  
Dakota Allied Health Training Consortium  
impacted your teaching?**

Answered: 11 Skipped: 8

**Q15 Please describe any technology applications made possible by the grant which are highly effective in preparing students in your program.**

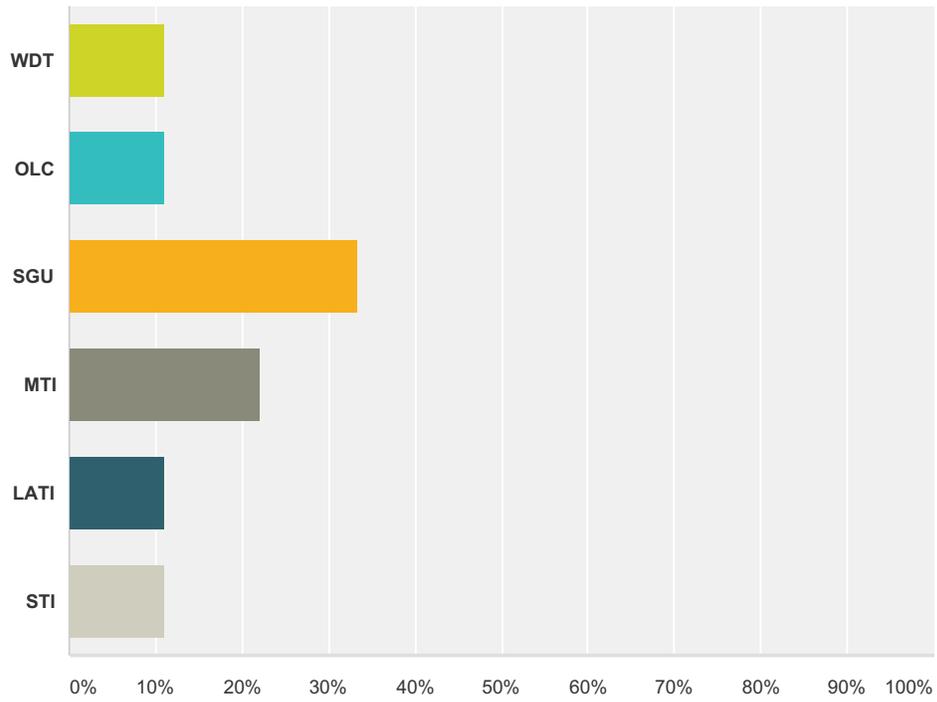
Answered: 11 Skipped: 8

**Q16 Additional comments?**

Answered: 1 Skipped: 18

### Q1 Please identify your school.

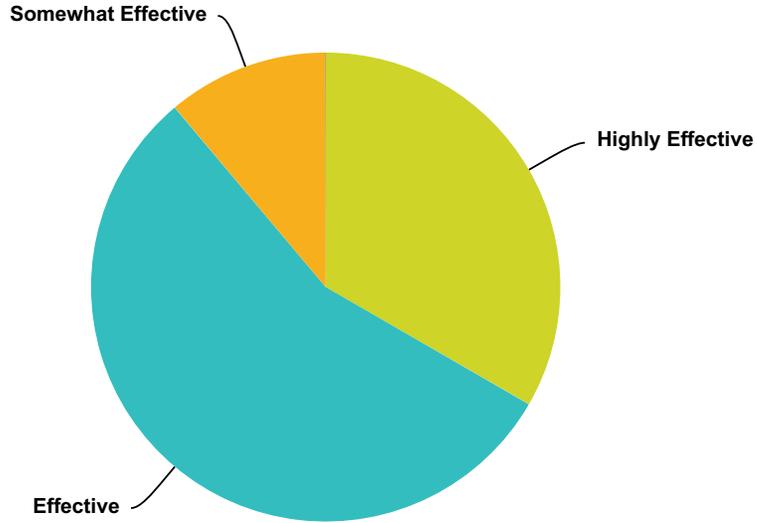
Answered: 9 Skipped: 0



Answer Choices	Responses
WDT	11.11% 1
OLC	11.11% 1
SGU	33.33% 3
MTI	22.22% 2
LATI	11.11% 1
STI	11.11% 1
<b>Total</b>	<b>9</b>

**Q2 Please rate the overall effectiveness of the SDAHTC in addressing the goals of the grant so far.**

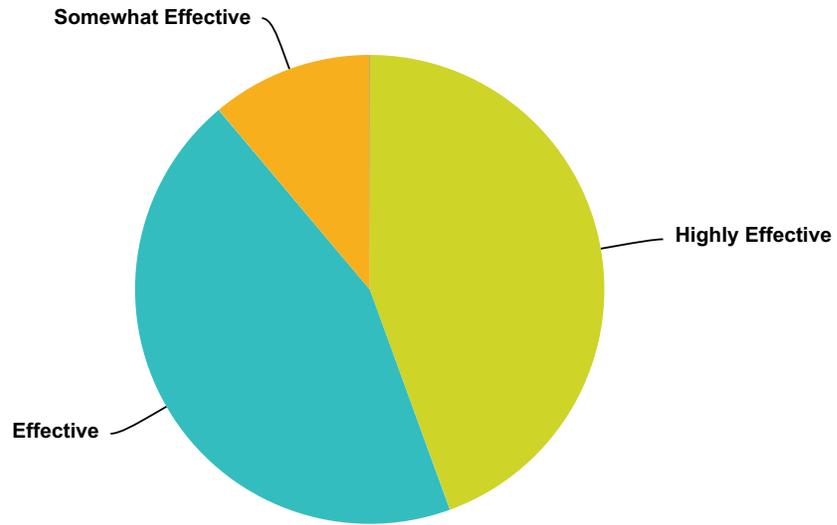
Answered: 9 Skipped: 0



Answer Choices	Responses	
Highly Effective	33.33%	3
Effective	55.56%	5
Somewhat Effective	11.11%	1
Not Effective	0.00%	0
Unsure	0.00%	0
<b>Total</b>		<b>9</b>

**Q3 Please rate the effectiveness of SDAHTC’s quarterly calls and meetings.**

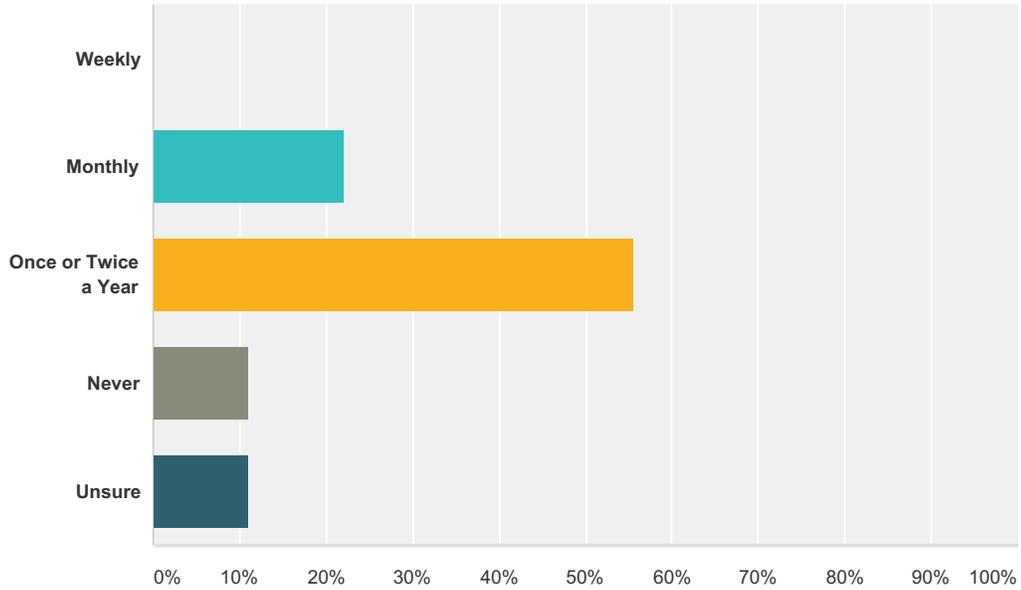
Answered: 9 Skipped: 0



Answer Choices	Responses	
Highly Effective	44.44%	4
Effective	44.44%	4
Somewhat Effective	11.11%	1
Not Effective	0.00%	0
Unsure	0.00%	0
<b>Total</b>		<b>9</b>

**Q4 How often have you sought help with grant activities and reporting from schools in the consortium other than STI?**

Answered: 9 Skipped: 0



Answer Choices	Responses	
Weekly	0.00%	0
Monthly	22.22%	2
Once or Twice a Year	55.56%	5
Never	11.11%	1
Unsure	11.11%	1
<b>Total</b>		<b>9</b>

**Q5 Please describe the strengths of the SDAHTC in addressing the goals of the grant.**

Answered: 9 Skipped: 0

**Q6 Please describe ways the SDAHTC can improve its operation and effectiveness in the remaining months of the grant.**

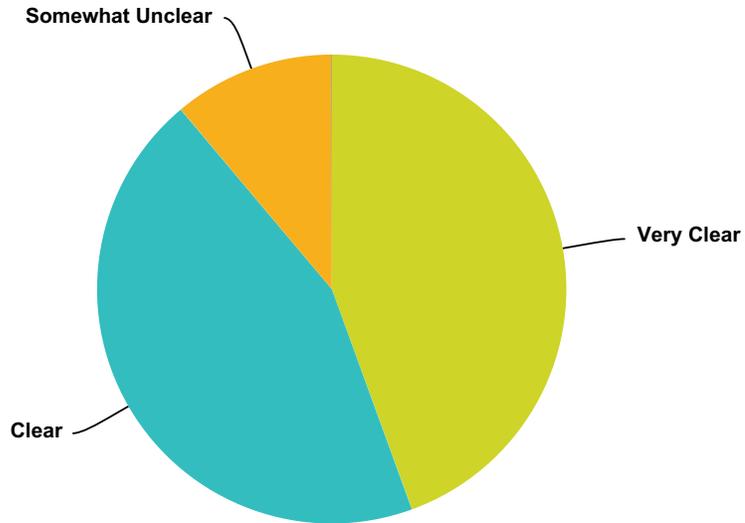
Answered: 9 Skipped: 0

**Q7 Please provide any additional comments  
you may have regarding the operation and  
effectiveness of the SDAHTC**

Answered: 9 Skipped: 0

**Q8 Please rate how clear STI was about the expectations regarding your school's participation in the consortium.**

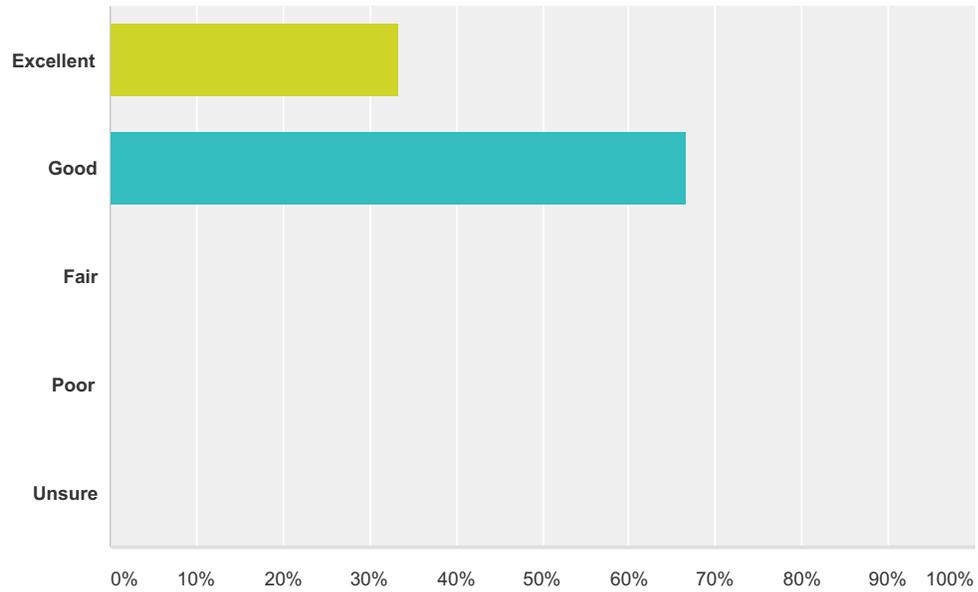
Answered: 9 Skipped: 0



Answer Choices	Responses	
Very Clear	44.44%	4
Clear	44.44%	4
Somewhat Unclear	11.11%	1
Unclear	0.00%	0
Unsure	0.00%	0
<b>Total</b>		<b>9</b>

**Q9 Please rate the value and timeliness of communication (face-to-face, phone, and email) your school receives from STI about grant activities, needs, and concerns.**

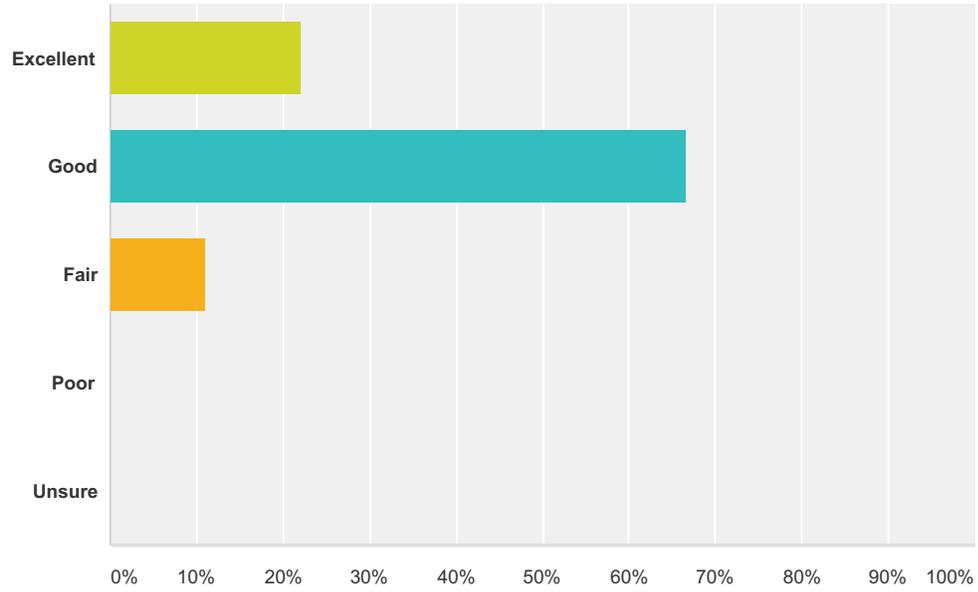
Answered: 9 Skipped: 0



Answer Choices	Responses	
Excellent	33.33%	3
Good	66.67%	6
Fair	0.00%	0
Poor	0.00%	0
Unsure	0.00%	0
<b>Total</b>		<b>9</b>

**Q10 Please rate the helpfulness of STI in obtaining accurate data from your school (fiscal, program, staffing, etc.) for grant reporting purposes.**

Answered: 9 Skipped: 0



Answer Choices	Responses
Excellent	22.22% 2
Good	66.67% 6
Fair	11.11% 1
Poor	0.00% 0
Unsure	0.00% 0
<b>Total</b>	<b>9</b>

**Q11 Please describe the strengths of STI in providing leadership for the grant consortium.**

Answered: 9 Skipped: 0

**Q12 Please describe ways STI can improve its leadership of the grant consortium in the remaining months of the grant.**

Answered: 9 Skipped: 0

**Q13 Please provide any additional comments you may have regarding STI's leadership of the grant consortium.**

Answered: 9 Skipped: 0

**APPENDIX E**  
**DELIVERABLES REVIEW ORGANIZER**

**Goal 1: Increase the Number of Adults Earning Certificates, Degrees, Diplomas, and Nationally Recognized Certificates in Two Years.**

	<b>Deliverable</b>	<b>Implementers</b>	<b>Subject Matter Expert (SME)</b>	<b>Date Sent to SME</b>	<b>Date Review Completed</b>	<b>Notes</b>
#1	Publication of marketing finding and examples of marketing materials and explanation of effectiveness	STI, LATI, WDT, MTI, SGU	Marketing Advisory Board will review.			Example: White Paper
#2	Course materials from MOOC and documentation of Health Career camps	STI, WDT, LATI, OLC	<ul style="list-style-type: none"> <li>MOOC will be reviewed by LATI.</li> <li>Camps will be reviewed by MTI.</li> </ul>			
#3	Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (Medical Assistant, LPN,RN, Dental Assistant, Paramedic, and EMS)	LATI (x6)				
#4	Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (Medical Assistant, Medical Office, MRI, and CT Scan)	MTI (x4)				

#5	Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, Electronic Health, Medical Coding)	OLC (x3)	Outside Entity (possibly RC Regional).  • <b>Med Office</b> will be reviewed by an Outside Entity?			
#6	Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, Medical Assistant, LPN, Emergency Medical Technical)	SGU (x4)	• <b>Dental Assist</b> will be reviewed by an Outside Entity?  • <b>Paramedic/EMT</b> will be reviewed by an Outside Entity?			
#7	Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, LPN, HIS, Medical Coding)	STI (x4)				
#8	Provide all non-copyrighted program syllabi and materials for national dissemination for grant funded programs, (CNA, LPN, Paramedic, and EMT)	WDT (x4 )				
#9	Publication of Career Ladder framework and results of utilization of career ladders	STI, LATI, SGU	???			White Paper

#10	Publication of Prior Learning and employment to education strategies and results of implementation of those strategies	STI, LATI	Denise will review if using LATI's handbook as the Deliverable.			LATI has a prior learning handbook.
#11	Publication of mentoring effectiveness with best practices	MTI, STI, SGU, WDT	LATI will review.			

**Goal #2 Replicate Innovative and Effective Methods for Designing and Delivering Instruction  
That Addresses Specific Industry Needs and Improves Learning**

	<b>Deliverable</b>	<b>Implementers</b>	<b>Subject Matter Expert (SME)</b>	<b>Date Sent to SME</b>	<b>Date Review Completed</b>	<b>Notes</b>
#1	Publication of findings for instructional techniques	LATI, MTI, OLC, SGU, STI, WDT	TIE will review.			Each school needs definition and compilation of what was used and done.
#2	Publication of data comparing student outcome results across different methodologies	LATI, MTI, OLC, SGU, STI, WDT	TIE will review.			
#3	Publication of findings from implementing NANSLO resources	LATI, WDT	STI will review.			
#4	Publication of best practices for mobile and on-site training labs, including simulation labs	LATI, MTI, OLC, SGU, STI, WDT	TIE will review.			

**Goal #3 Improve Employment Outcomes of Participants**

	<b>Deliverable</b>	<b>Implementers</b>	<b>Subject Matter Expert (SME)</b>	<b>Date Sent to SME</b>	<b>Date Review Completed</b>	<b>Notes</b>
#1	Publication of the Employment Results Scorecard	LATI, MTI, OLC, SGU, STI, WDT	TIE will review.			
#2	Publication of developmental checklists for different program areas	MTI, STI	LATI will review.			These are clinical checklists.
#3	Access to Online Job Clearinghouse database	STI	SGU will review.			
#4	Publication of employer satisfaction report	LATI, SGU, OLC, STI, WDT, MTI, TIE	None Needed?			
#5	Access to online assessment system	WDT, TIE	None Needed?			
#6	Third Party Evaluation Results	STI, TIE	None Needed?			

**APPENDIX F**  
**TARGETED INTERVENTIONS**

## Targeted Interventions

The seven targeted interventions are described below using information collected during the site visits, a review of quarterly progress reports, and participation in quarterly discussions with the oversight committee.

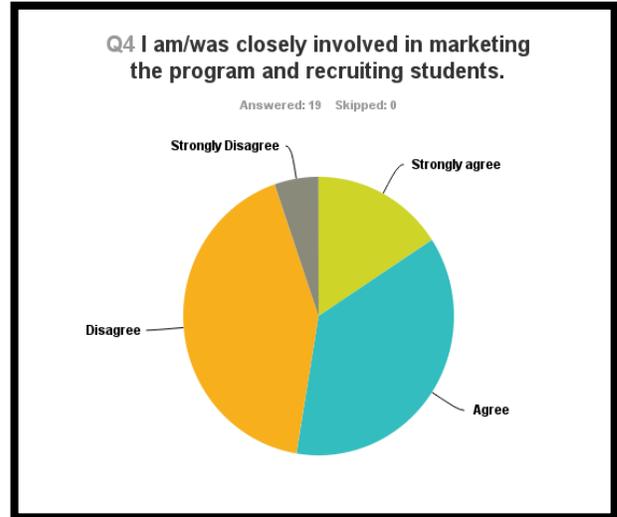
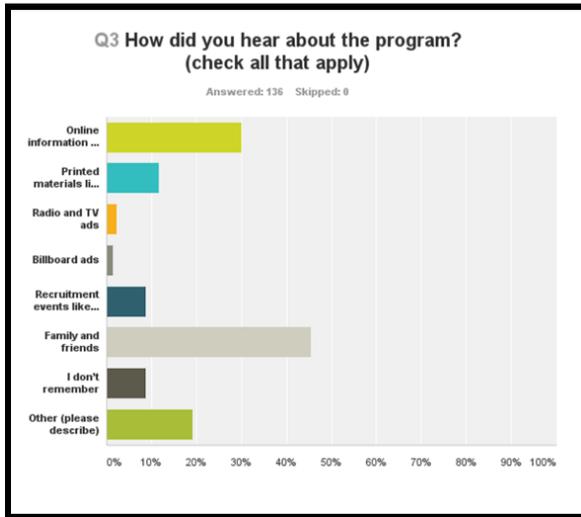
**Goal 1:** Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years. **Intervention 1:** Create a **marketing campaign** utilizing a variety of formats to promote employment opportunities in healthcare careers.

The marketing campaign includes a variety of formats including radio and print announcements, billboard ads, and conference exhibits. As well, health care providers are helping to spread the word about the opportunities the consortium is providing. Emily Brick, Recruitment and Retention Liaison for the consortium, organizes overall marketing efforts and offers assistance to each partner school.

Admissions representatives at each school are also engaging potential students with information about allied health programs in a hands-on approach to marketing. Career camps and simulation lab tours are being used to attract students and increase their interest in health care. LATI employs a marketing assistant who works closely with students, instructors, and area employers. The Advanced Medical Imaging program at MTI reached out to over 140,000 subscribers of the American Society of Radiology Journal with a full page ad about their program.

The mobile simulation labs, wrapped in the SDAHTC logo, provide highly visible marketing tools for the consortium. The marketing campaign also includes a SDAHTC website, [www.sdalliedhealth.com](http://www.sdalliedhealth.com), which provides current announcements, program information, reports, and photo documentation of all simulation labs in the consortium.

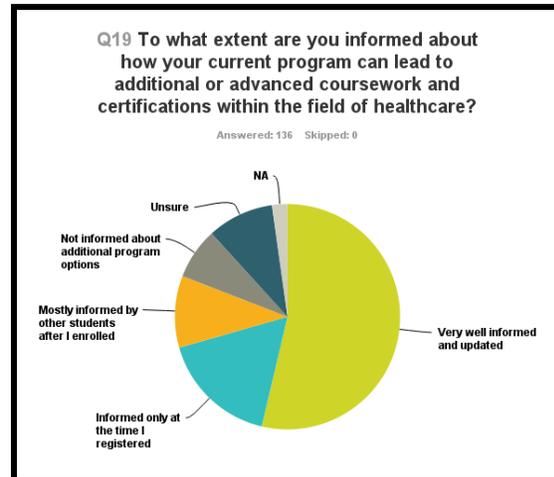
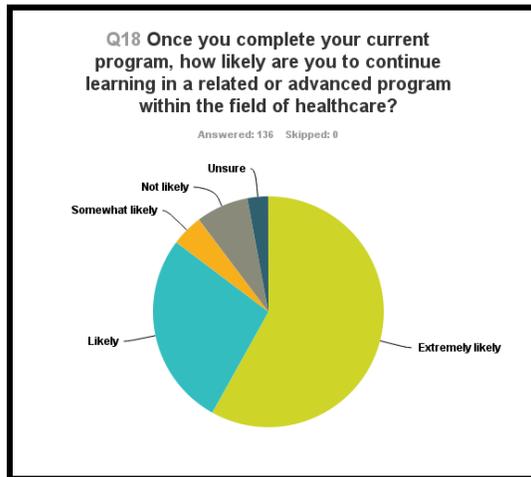
Survey results shown below indicate that most students found out about the programs in which they enrolled from family and friends and from online information. As well, almost half of the instructors reported that they were not involved in marketing their programs. All partner schools have admissions representatives, recruiters, and marketing staff.



**Goal 1:** Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years. **Intervention 4:** Develop and **implement stackable and latticed programs** including certificates, diplomas, and degrees.

Four of the six partner schools are implementing Certified Nursing Assistant (CNA) programs. These CNA programs, involving different models of delivery, serve to establish an entry point to health care employment and training for many students. OLC, STI, WDT, and SGU continue to refine their CNA programs and share successes and challenges with each other.

Two examples of stackable and latticed programs found within the consortium include the Dental Assisting program at LATI and the Advanced Medical Imaging program at MTI. Each program provides multiple pathways to a variety of certificates, diplomas, and degrees. Alignment of program content among partner schools is also occurring as OLC, WDT and STI continue to collaborate on their Medical Coding programs. Survey results revealed that over half of students are very well informed about stackable and latticed options beyond their current programs and more than 75% plan to continue their learning.

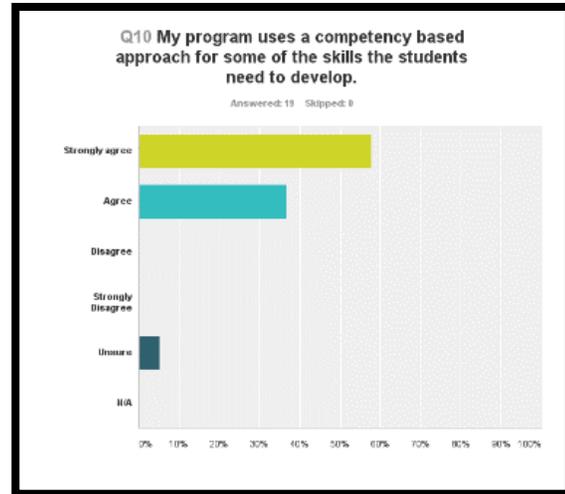


**Goal 2:** Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults. **Intervention 1:** Research and implement techniques of **competency based education**.

The consortium, as a whole, continues to learn about competency based education and individual schools continue to identify parts of their programs which are competency based. Project leaders and grant managers have attended conferences about the approach. Denise Fox, Degree Certification Coordinator for the consortium, has compiled significant research about competency based education which she shares with partner schools via the consortium *Dropbox*. A resource guide with templates and competency based design elements is currently being drafted.

STI piloted a competency based general education Math course, a core requirement for many allied health programs, during the spring of 2016. Students enrolled in the Advanced Medical Imaging program currently contract with instructors on curriculum pathways with specific due dates. Licensed Practical Nursing programs are “checking off” specific nursing competencies which are demonstrated by students in the simulation labs.

Project leaders continue to identify the opportunities and challenges involved with competency based education. They have engaged instructional designers from the partner schools in discussion about implementing competency based education. As they proceed carefully with implementation, they continue to learn from other CBE models within technical education in order to develop versions of their own. Interestingly, over 90% of instructors reported that their program already includes a competency based approach for some of the skills students need to develop.

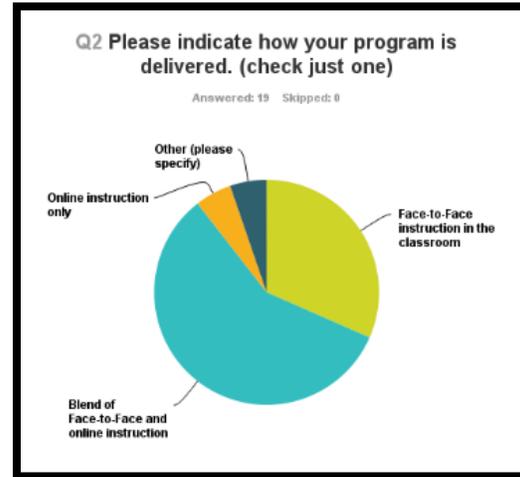
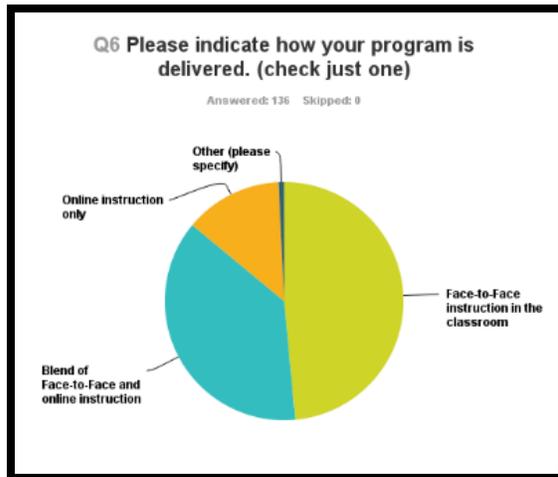


**Goal 2:** Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults. **Intervention 2:** Research and implement techniques of **online and hybrid instruction**.

Technology is at the core of the work for this intervention. Creative design of coursework allows technology to compact the curriculum as students learn at their own pace. Many instructors are recording lectures and integrating digital resources to provide an asynchronous structure for anywhere, anytime learning.

WDT launched a hybrid CNA course in the summer of 2015 and STI is also exploring a hybrid format for its Medical Coding program. The Advanced Medical Imaging program at MTI is a fully online program in which students work, mostly independently, through the course curriculum studying video lectures and engaging with online scenarios. The program also uses software to track the students' clinical experiences.

When surveyed in the spring of 2016, almost half of the students reported that instruction in their programs is delivered face-to-face, but only about a third of their instructors described it that way. These different perspectives on how instruction is delivered may be of interest for further research.



**Goal 2:** Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults. **Intervention 5:** Research, develop, and utilize **mobile and on-site training labs, including simulation labs.**

All six partner schools currently have simulation labs in place. A simulation lab coordinator is in place in four of the six schools. In addition to providing technical and curricular assistance to instructors, these coordinators are also responsible for managing the lab and its highly sophisticated equipment.

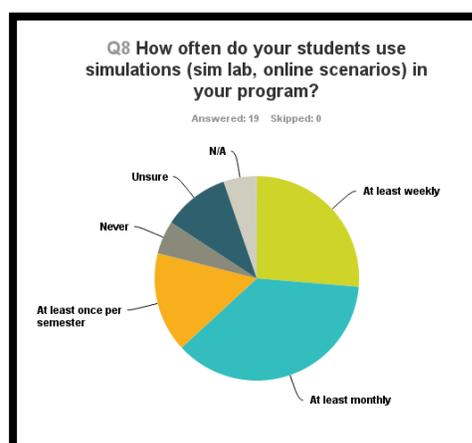
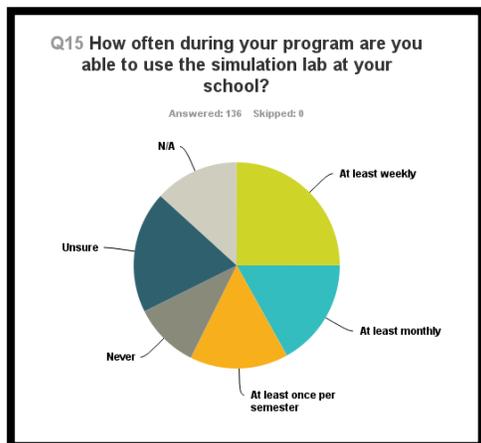
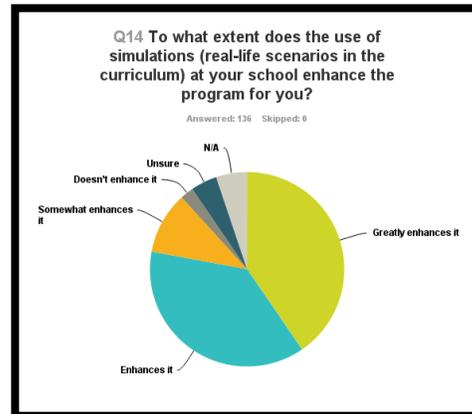
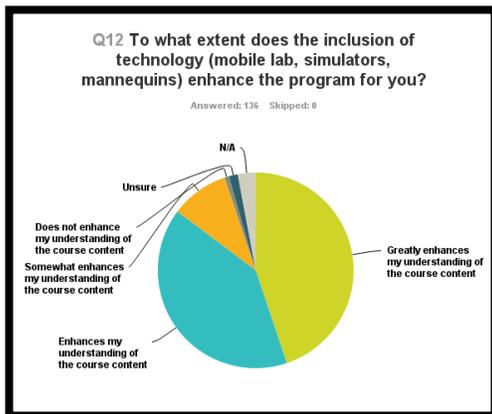
Patient simulators in each lab offer students life-like subjects from which to work, many of which reportedly have their own personalities. Those who work closely with Lucina, the birthing simulator at WDT, know about her “issues”. The simulators were purchased from a variety of vendors including *CAE*, *Laerdal*, and *Gaumard*. MTI’s simulation lab also serves as a “premiere” site for *Gaumard* and regularly hosts visitors. Photos of each lab can be found on the consortium website.

[www.sdalliedhealth.com](http://www.sdalliedhealth.com)

Simulation labs are serving to help instructors both instruct and assess student competencies. A variety of additional programs are discovering the applications within the simulation lab which support their needs. An ultimate goal for some is a school-wide, multi-disciplinary simulation. More versatile than originally thought, the simulation labs help students develop and refine critical problem solving skills “on the fly”. Partnerships with health providers in area communities are also in place which position the labs as community assets and creates support for sustaining them.

STI’s two mobile labs are currently in operation. Mobile Lab 1 is designed to be a roving resource for CNA programs in rural areas. Mobile Lab 2 is being utilized to serve the needs of LPN students and is currently deployed in Pierre, SD. An allied health technician oversees the transport and maintenance of the mobile labs. Photos of the mobile labs can be found on the consortium website [www.sdalliedhealth.com](http://www.sdalliedhealth.com).

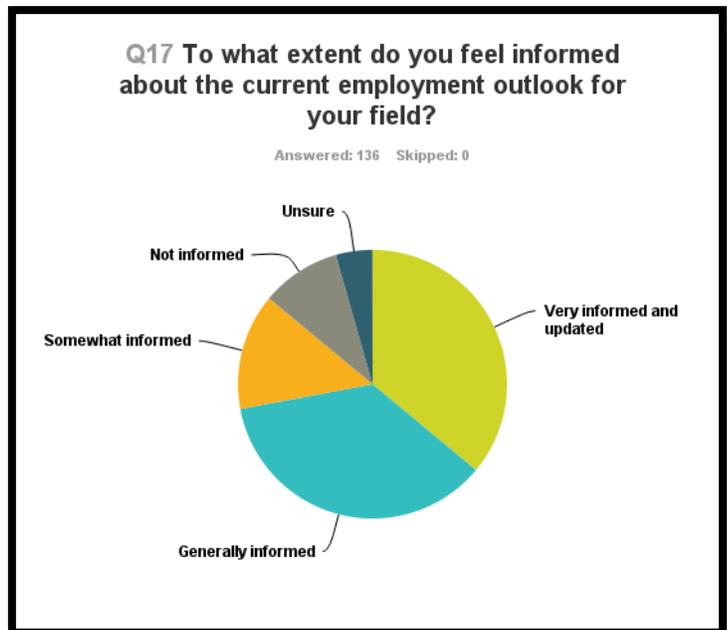
As shown in the charts below, a large majority of instructors believe simulations are important in effectively preparing students for the health care workplace and over 80% of students said simulations and simulation labs enhanced their learning. As well, students reported using the simulation labs with various frequency, as did their instructors.



**Goal 3:** Improved employment outcomes of participants. **Intervention 1:** Develop and utilize **Employment Results Scorecard.**

Greater clarity is in place regarding the Employment Results Scorecard. Grant managers were initially unclear about the common expectations for all partner schools to address this intervention. Discussion took place during the June 30, 2015 quarterly conference call after sample reports were distributed to schools along with some common definitions. The group described the Employment Results Scorecard as a combination of placement data and

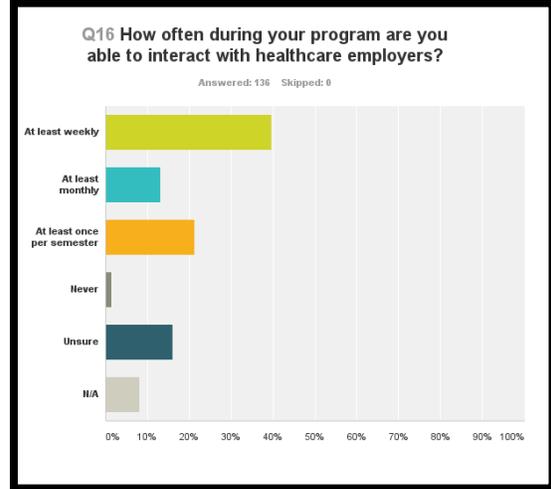
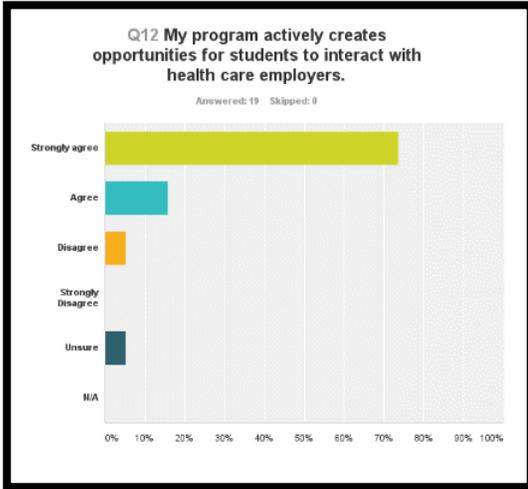
transfer rates. The scorecard is helping students as over 70% reported that they feel informed about the current employment outlook in the health care field.



**Goal 3:** Improved employment outcomes of participants. **Intervention 3:** Create opportunities for **employer and student interaction.**

Partner schools are creating numerous activities to help employers and students connect. Career fairs and scrubs camps are commonly used to promote employer-student interaction. Health care providers also make presentations to coincide with tours of the simulation labs. WDT has successfully created “Learning Lunches” which bring students and employers together around a topic of common interest or concern. Advisory councils sometimes include student and alumni representatives which serve to foster connections and expand partnerships.

Employer involvement is central to the successful implementation and ultimate sustainability of SDAHTC's efforts. Close to 90% of instructors reported that their program creates opportunities for students to interact with health care employers and 40% of students reported that they have interaction with health care employers on a weekly basis.



**APPENDIX G**  
**OUTCOME DATA FOR EACH PARTNER**  
**COLLEGE**

**Yellow highlights** indicate the outcomes in which actual performance surpassed targeted goals.

<b>Lake Area Technical Institute</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	259	159	159	577	256
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	70	90	102	262	76
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	169	198	214	581	220
Total Number of Students Completing Credit Hours	101	212	223	536	256
Total Number of Students Earning Credentials (degrees and certificates)	70	96	96	262	76
Total Number Pursuing Further Education After Program of Study Completion	0	22	32	54	26
Total Number Employed After Program of Study Completion	3	7	7	17	47
Total Number Retained in Employment After Program of Study Completion	0	1	8	9	13
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	31	61	99	199	26

<b>Mitchell Technical Institute</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	88	63	56	207	93
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	0	32	34	66	27
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	88	96	53	237	80
Total Number of Students Completing Credit Hours	0	99	106	205	92
Total Number of Students Earning Credentials (degrees and certificates)	0	32	34	66	27
Total Number Pursuing Further Education After Program of Study Completion	0	1	1	2	9
Total Number Employed After Program of Study Completion	0	8	8	16	16
Total Number Retained in Employment After Program of Study Completion	0	8	8	16	5
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	55	21	76	9

<b>Oglala Lakota College</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	71	47	151	269	73
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	42	34	70	146	21
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	0	9	0	9	61
Total Number of Students Completing Credit Hours	0	0	0	0	72
Total Number of Students Earning Credentials (degrees and certificates)	0	34	70	104	21
Total Number Pursuing Further Education After Program of Study Completion	0	10	21	31	9
Total Number Employed After Program of Study Completion	0	25	50	75	13
Total Number Retained in Employment After Program of Study Completion	0	25	50	75	4
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	10	70	80	7

<b>Sinte Gleska University</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	93	136	103	332	140
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	31	37	34	102	42
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	62	44	55	161	120
Total Number of Students Completing Credit Hours	93	102	52	247	140
Total Number of Students Earning Credentials (degrees and certificates)	36	72	34	142	42
Total Number Pursuing Further Education After Program of Study Completion	67	120	90	277	14
Total Number Employed After Program of Study Completion	31	64	13	108	26
Total Number Retained in Employment After Program of Study Completion	31	64	15	110	7
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	39	27	13	79	15

<b>Southeast Technical Institute</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	102	295	190	587	243
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	42	166	90	298	72
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	59	80	65	204	209
Total Number of Students Completing Credit Hours	32	227	172	431	243
Total Number of Students Earning Credentials (degrees and certificates)	42	185	90	317	72
Total Number Pursuing Further Education After Program of Study Completion	21	85	25	131	25
Total Number Employed After Program of Study Completion	14	0	0	14	44
Total Number Retained in Employment After Program of Study Completion	14	0	0	14	12
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	0	0	0	25

<b>Western Dakota Technical Institute</b>					
<b>Participant Outcomes</b>	<b>Year 1 Actual</b>	<b>Year 2 Actual</b>	<b>Year 3 Actual</b>	<b>Total Actual</b>	<b>Total Target</b>
Unique Participants Served/Enrollees	216	228	233	677	272
Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	46	89	76	211	80
Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	107	84	109	300	234
Total Number of Students Completing Credit Hours	164	150	195	509	272
Total Number of Students Earning Credentials (degrees and certificates)	9	88	75	172	80
Total Number Pursuing Further Education After Program of Study Completion	2	0	11	13	29
Total Number Employed After Program of Study Completion	5	0	70	75	49
Total Number Retained in Employment After Program of Study Completion	5	0	70	75	14
Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	48	0	115	163	27



**APPENDIX H**  
**FINAL OVERSIGHT COMMITTEE**  
**MEETING AGENDA**

South Dakota Allied Health Training Consortium  
(Lead: Southeast Technical Institute)  
Trade Adjustment Assistance Community College and Career Training Grant SGA/DFA-  
PY12-10 CFDA 17.282  
Agreement #TC-22573-11-60-A-46

**May 18, 2017**

**TIE Office  
1925 Plaza Blvd.  
Rapid City, SD 57702  
605 394-1876**

**QUARTZ Conference Room**

**AGENDA**

Welcome and Introductions .....	9:00 AM
Federal Updates .....	9:15 AM
Fiscal Close Out Procedures .....	9:30 AM
BREAK .....	10:15 AM
Follow Up SME, Deliverables, Scorecard .....	10:30 AM
Project Reflections .....	11:15 AM
Lunch provided by TIE .....	Noon
Tour of WDT Sim Center .....	1:30 PM
Adjourn .....	2:30 PM