



SOUTH DAKOTA ALLIED HEALTH TRAINING CONSORTIUM

Interim Evaluation Report – December 2016



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Executive Summary

TAACCCT Program/Intervention Description and Activities

- An oversight committee comprised of representatives from each member of the consortium meets 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 involves 25 allied health programs in six partner schools. As of September 30, 2016, 22 of the 25 programs were implemented.
- The consortium has 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 and a summative assessment of the possible correlation of specific interventions to the identified outcome measures for the project.
- 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 school to be explored.
- Seven of the project's 19 interventions were prioritized for data collection to inform the implementation analysis. The interventions were prioritized based on the number of consortium schools involved in the activity and the amount of project funds dedicated to them.

Implementation Findings

- The implementation of grant interventions is documented and generally on schedule. Simulators and other equipment have been acquired and are being used in various grant programs. Sustainability plans for simulation labs are being developed.

- Partner schools are researching, developing, and refining online, hybrid, and competency based models of instruction in their grant programs. Information and strategies are shared among consortium partners.
- Partnerships continue to be developed between participating schools and medical providers. Opportunities being created to connect employers and students are being well received and are expanding.

Participant Impacts and Outcomes

- SDAHTC has exceeded expectations with participant outcomes, including the number of students served, the number earning credentials, and the number realizing improved employment outcomes.
- Over 200 participants have earned an Associate Degree during the three years of the project. Another 850 have earned either a diploma or a certificate in various Allied Health programs.
- More than 75% of students in the six sample programs across the consortium reported being satisfied or very satisfied with the quality of their program.

Conclusion

- The consortium's efforts to support and promote employment opportunities in health care are diverse, ongoing, and effective.
- The consortium should challenge itself to sustain the collaboration which was developed among partner schools in the last three years to reach beyond the end of the grant period.
- Efforts should be made to capitalize on the relationships with employers and health care facilities which were strengthened during the grant period.

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 runs from October 1, 2013 to September 30, 2017. The consortium is comprised of the following six partner schools.

- Lake Area Technical Institute in Watertown, SD
- Mitchell Technical Institute in Mitchell, SD
- Oglala Lakota College in Kyle, SD
- Sinte Gleska University in Mission, SD
- Southeast Technical Institute in Sioux Falls, SD
- Western Dakota Technical Institute in Rapid City, SD

SDAHTC works 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 grant 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) is serving as the lead partner in the South Dakota Allied Health Training Consortium. It is responsible for the overall fiscal management of the grant. Jim Jacobsen, Vice President of Academics at Southeast Technical Institute, serves as chief administrator for the grant. 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. TAACCCT Grant Manager Kari

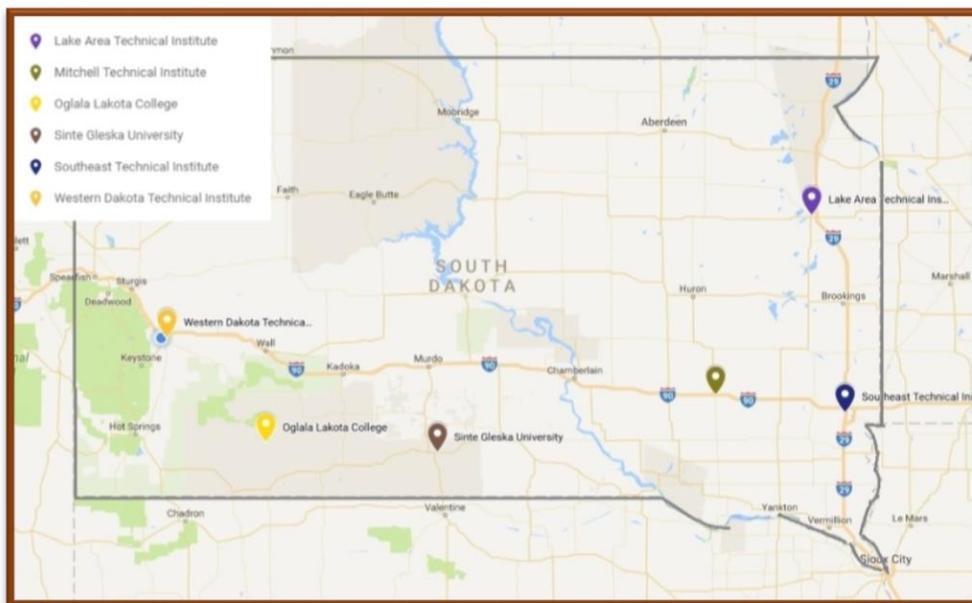
Scofield provides general management, coordination, communication, and reporting for the grant. Additional project staff who are employed at Southeast Tech include a Degree and Certification Coordinator, Denise Fox, and a Recruitment/Retention Liaison, Emily Brick. Taylor Leuthold is an Allied Health Support Technician.

Leadership within the consortium has largely remained consistent through the three years of the project. All but one of the grant managers at the partner schools have remained the same through the duration of the project to date.

An oversight committee comprised of representatives from each member of the consortium meets quarterly to share progress and inform efforts with the grant. They also share practices about common programs and collaborate to solve common problems. Commitment to the consortium is evident by strong attendance at quarterly calls and meetings. (See **Appendix A**) Meetings follow a consistent agenda including federal and project level updates and members are 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.

Partner Schools and Grant Programs

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



SDAHTC involves 25 allied health programs in the six partner schools as listed below. As of September 30, 2016, 22 of the 25 programs were implemented. 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.

Program	Institution
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)
Registered Nursing	Lake Area Technical Institute
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)
Electronic Health	Oglala Lakota College (OLC)
Medical Coding	Oglala Lakota College (OLC)
Licensed Practical Nursing	Sinte Gleska University (SGU)
Medical Assistant	Sinte Gleska University (SGU)
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 school 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 school, including snapshots of the sample programs.

Program	Partner School
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

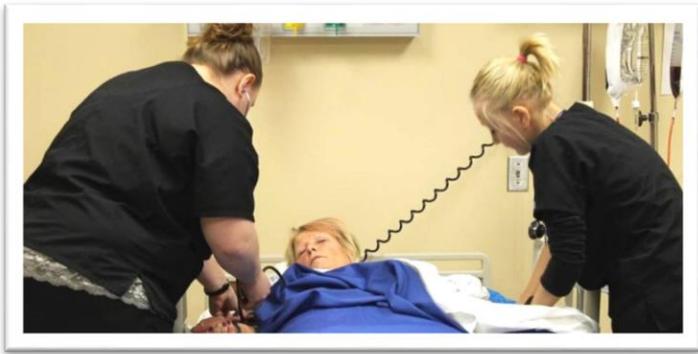
A main focus for LATI in the grant is the development and implementation of a simulation lab to be used in providing a significant share of training in a variety of programs. The simulation lab is currently operational and managed by two lab coordinators.

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 both Pierre and Huron, SD. They have also developed articulated pathways for students 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.

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 have been beneficial to acquire for equipment and additional adjunct faculty for the program. 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 2016. This school-wide simulation involved an accident 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. The mega sim was a success and plans are already underway for another one scheduled for the spring of 2017.



Mitchell Technical Institute (MTI) in Mitchell, SD

MTI is striving to provide more pathways for health care certifications by connecting programs, sharing ideas and resources, and serving TAA populations throughout the grant. Target programs include 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 utilizes 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 is to implement a CNA program to help supply staff for a 200 bed nursing home in Pine Ridge. OLC is working with Western Dakota Technical Institute to offer a medical billing and coding certificate program. A foundational part of their work is to engage students with the process of creating career readiness and life plan portfolios. OLC expects to build additional partnerships across the reservation and beyond to create more opportunities for their students.

Targeted 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” encourages CNA completers to continue their education by enrolling in OLC’s nursing degree program.

OLC’s Allied Health program has 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 is also a challenge for OLC and has 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, which can be accomplished in a format of 8 hours per day on four weekends plus 11 hours of clinical experience. Classes are held in Pine Ridge, Rapid City, Kyle, and Eagle Butte. *Pictel* technology connects the Eagle Butte students to instructors in Pine Ridge. Home Health Aides are in high demand to provide help to people in their own homes and the CNA program is a requirement for those positions.

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

SGU is striving to recruit and retain more persons on the Rosebud Indian Reservation in Allied Health careers. They are seeing a shift in thinking as the value being placed on vocational and technical education is increasing. Helping students develop their confidence with vocational and technical programs so they can continue their education is a key focus for SGU. Grant programs at SGU include Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Licensed Practical Nursing (LPN), and Medical Assistant.

The Emergency Medical Technician program at Sinte Gleska University is a semester-long program being promoted on the Rosebud reservation and surrounding areas to meet the high demand for EMTs. Students with work experience are being successful in the program and additional support is provided to students from SGU's Life Coach, Denise One Star. Simulations are a critical part of the program and grant-funded simulators are a valuable resource. Enrollment in the program is capped at 20 per semester. The EMT program is not currently operating as the instructor decided to leave SGU and no qualified replacement has been found.

Grant funds helped to equip a "new" Nursing building at Sinte Gleska University. The new building is actually a remodeled building which was formerly used for Business programs at SGU. The new and improved 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

For project leaders at Southeast Tech, the ultimate goal of the grant is to promote rural health care by helping to meet the needs of the industry for health care workers. Targeted programs include Certified Nursing Assistant (CNA), Health Information Services (HIS), Licensed Practical Nursing (LPN), and Medical Coding.

STI has expanded its high-demand CNA program with the utilization of the mobile labs developed with grant funds. Both mobile labs are currently operational. One is deployed at the Avera hospital in Pierre, SD to serve a cohort of LPN students whose tuition and wages are being paid by Avera in order to encourage student participation in the program. The other mobile lab is currently being used as a CNA lab in the small, rural town of Bristol, SD.

The **Certified Nursing Assistant program at Southeast Technical Institute** is being promoted as a first step into health care. CNAs are in high demand in rural hospitals and long term care facilities. A focus is to develop sustainable models of delivering the CNA program from which additional certifications can be stacked. Mobile lab 1 is complete and operational as a roving resource to provide the clinical experience required in the program. The mobile lab helps capture the attention and interest of potential students.

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

As a primary goal of the grant, WDT is working 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 are utilizing technology to enhance those programs and to assist students with enrollment, career preparation, and job searching.

A simulation lab is currently in place to serve a variety of programs. WDT is focused on developing its CNA program with help from Avera and expanding its Paramedic program by partnering with local ambulance services. WDT employs 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** is benefiting 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 in face-to face coursework with simulations which apply their knowledge. There is interest in integrating additional online resources into the program.

WDT is currently building a Medical Simulation Lab building which will be home to some of the most high-tech equipment in healthcare education. Students training in this 8,780-square-foot facility will use high-fidelity, responsive, lifelike patient simulators to log clinical hours and practice real-life scenarios with no risk of endangerment. WDT's long-term vision is to make the Simulation Center a training location for healthcare professionals from across the region. The new

Sim Center at WDT, constructed with non-grant funds, is scheduled to open in the fall of 2017. The sim center's emergency room is shown here.



Build Dakota Scholarships

SDAHTC has 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 and 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, a total of 74 grant participants have 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 is being 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. The two-person evaluation team includes Mr. John Swanson and Dr. James Parry. A third team member, Ms. Julie Erickson, supports the evaluation with data management and analysis. An evaluation plan was developed and submitted to the TAACCCT program in May 2014. Feedback about the evaluation plan was received in September 2014 and subsequent discussions between project leaders and evaluators confirmed the design for evaluating the project.

The project evaluation is a descriptive study including process and analysis associated with empirical methodology. The goal is to provide project personnel, partners, and funders with data-based observations for informing the implementation process and for making judgments about program progress and impact. The evaluation is 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 is helping 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 listed below are tracked by each partner school and reported to STI. The South Dakota Department of Labor supplies partner schools with employment and wage data to assess performance on outcome measures 8-10. These reliable data sources enable STI to complete required quarterly and annual reports accurately and on time. 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.

1. Unique Participants Served/Enrollees
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study
 - 2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)
4. Total Number Retained in Other Education Program(s)
5. Total Number of Credit Hours Completed (aggregate across all enrollees)
 - 5a. Total Number of Students Completing Credit Hours

6. Total Number of Earned Credentials (aggregate across all enrollees)
 - 6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)
 - 6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)
 - 6c. Total Number of Students Earning Degrees (aggregate across all enrollees)
7. Total Number Pursuing Further Education After Program of Study Completion
8. Total Number Employed After Program of Study Completion
9. Total Number Retained in Employment After Program of Study Completion
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment

Evaluation questions to focus the analysis of the outcomes data are listed below.

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?

Data Collection

A variety of methods are being used to collect and analyze primarily qualitative data sources 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 school were conducted in each of the three years of the project to date.

Site visits to each partner school took place in the fall of 2014, the spring of 2015, and the spring of 2016. 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.

In consultation with project leaders, evaluators identified one sample program from each partner school to be explored. Additionally, seven of the projects 19 interventions were prioritized for data collection to inform the implementation analysis. The interventions were prioritized based on the number of consortium schools involved in the activity and the amount of project funds dedicated to them.

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 school. 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 B**. Survey results can be found in **Appendix C**.

Implementation Findings

Interventions and Deliverables

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 intervention is listed below with its status of implementation at the end of the project’s third year. Deliverables related to the interventions are also described.

Goal 1: Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years.	
Intervention	Status
Create a marketing campaign utilizing a variety of formats to promote employment opportunities in healthcare careers.	Marketing efforts have taken many forms from newsletters to open houses to social media. Efforts are ongoing.
Develop a Health Careers Exploration Courses (i.e. MOOC) and Camps to increase exposure to Health Career opportunities.	STI’s MOOC was successful and may be offered again. A variety of career camps have been completed with the help of local employers. Efforts are ongoing.
Develop relationship and new methods of working rural health facilities and SD DLR for upskilling workers.	Regional and local relationships with health care providers are in place and expanding. Efforts are ongoing. LATI is working with AHEC (Area Health Education Center) to provide healthcare camps.
Develop and implement stackable and latticed programs including certificates, diplomas, and degrees.	Each school has developed stacks and lattices for some grant programs which are in various stages of approval.
Develop Career Ladders within the facilities supported by the grant.	Each school is developing career paths for the grant funded programs. Efforts continue.
Research and develop new prior learning and employment to education strategies.	STI finalized a Prior Learning Guide. LATI developed a Prior Learning Handbook, available online.
Develop and implement mentoring process and support structure.	A variety of mentoring programs are in place using training coaches. Efforts are ongoing.
Present prior TAACCCT resources including TED and Student Success Kit.	MTI shared the TED model via Dropbox with all consortium members.
Provide all materials to US DOL for grant requirements per Grant Managers.	TED model whitepaper is complete.

Deliverable	Status
Publication of marketing finding and examples of marketing materials and explanation of effectiveness	Materials and data are being organized. Efforts are ongoing.
Course materials from MOOC and documentation of Health Career camps	Documentation and course materials are being organized. Efforts are ongoing.
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's RN program was not approved by the SD BOR? Materials are being collected, including for the "mega sim" at LATI which will be an open educational resource. Efforts are ongoing.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (Medical Assistant, Medical Office, MRI, and CT Scan)	Efforts are ongoing. MTI is using WorldWide Instructional Design Software (WIDS) to help document and organize course materials.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, Electronic Health, Medical Coding)	OLC is organizing course materials for CNA program. Efforts are continuing.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, Medical Assistant, LPN, Emergency Medical Technical)	Syllabi is complete. SMEs have been assigned for review.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant-funded programs, (CNA, LPN, HIS, Medical Coding)	Syllabi is complete. SMEs have been assigned for review.
Provide all non-copyrighted program syllabi and materials for national dissemination for grant funded programs, (CNA, LPN, Paramedic, and EMT)	WDT is updating its hybrid CNA class format to be suitable for OER. Efforts are ongoing
Publication of Career Ladder framework and results of utilization of career ladders	Career paths for Med Fire/Rescue, LPN, Med Assist, and Dental Assist are complete. Efforts are ongoing.
Publication of Prior Learning and employment to education strategies and results of implementation of those strategies	LATI developed prior learning guidelines via a website. Efforts are ongoing.
Publication of mentoring effectiveness with best practices	MTI has mentoring white paper online. Mentoring Guidelines are being developed.
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	Status
Research and implement techniques of competency based education.	Extensive information has been collected. Early implementation is underway at the course and unit levels. Efforts are ongoing.
Research and implement techniques of online and hybrid instruction.	Extensive information was collected. A variety of software applications are being used in hybrid and online coursework. Efforts are ongoing.
Research and determine implementation of technology based upon successful Round 2 NANSLO remote labs.	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.	Needs continue to be assessed to support hybrid and online delivery and student information management.
Research, develop, and utilize mobile and on-site training labs, including simulation labs.	Sim and mobile labs are operational. "Mega sims" being conducted. Efforts continue.
Deliverables	Status
Publication of findings for instructional techniques	MTI has documented the TED model. Consortium wide information is being collected. Efforts continue.
Publication of data comparing student outcome results across different methodologies	Discussions being held about format. Efforts continue.
Publication of findings from using NANSLO resources	LATI deciding format. Efforts continue.

Publication of best practices for mobile and on-site training labs, including simulation labs	Sim lab guidelines being developed by MTI, LATI, WDT. Efforts continue.
Goal 3: Improved employment outcomes of participants.	
Intervention	Status
Develop and utilize Employment Results Scorecard.	New Scorecard requirements are under discussion. Efforts are ongoing. SGU and OLC are working together to develop reports consistent with Technical Institutes.
Develop an Online Job Clearinghouse to connect employers with employees.	Midwest Center for Information Technology was contracted to develop the clearinghouse. Contract is under review.
Create opportunities for employer and student interaction.	Multiple examples of job fairs and use of sim labs are documented. Efforts are ongoing.
Implement Career Success Seminars.	Multiple examples of job fairs and use of sim labs are documented. Efforts are ongoing.
Develop and implement an online assessment system for employers to provide feedback.	Efforts are ongoing to assess what is currently available and what more needs to be developed.
Deliverables	Status
Publication of the Employment Results Scorecard	Under discussion and planning. Efforts are ongoing.
Publication of developmental checklists for different program areas	Efforts are ongoing. MTI has developed documentation and rubrics.
Access to Online Job Clearinghouse database	Midwest Center for Information Technology was contracted to develop the clearinghouse. Progress has been slow and contract is under review.
Publication of employer satisfaction report	Efforts are ongoing to assess what is currently available and what more needs to be developed.
Access to online assessment system	Efforts are ongoing to assess what is currently available and what more needs to be developed.
Third Party Evaluation Results	Annual reports are completed for years 1 and 2. Interim report is complete and submitted to DOL.

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.

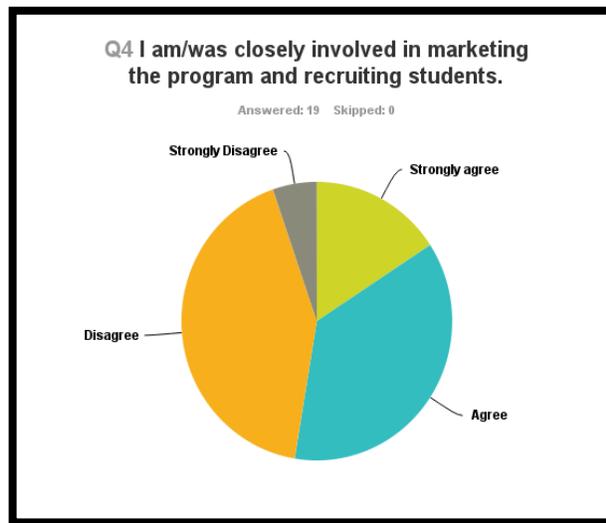
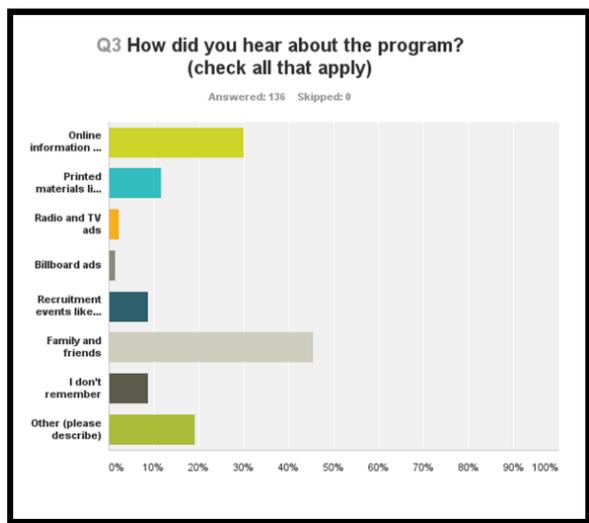
Goal 1: Increase the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years. **Intervention 1:** Create a **marketing campaign** utilizing a variety of formats to promote employment opportunities in healthcare careers.

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, which provides current announcements, program information, reports, and photo documentation of all simulation labs in the consortium.

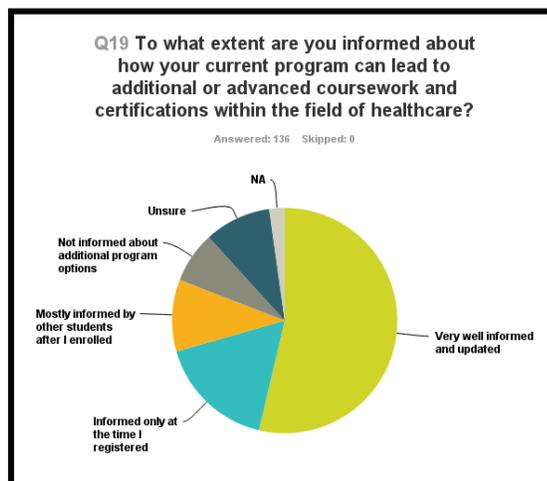
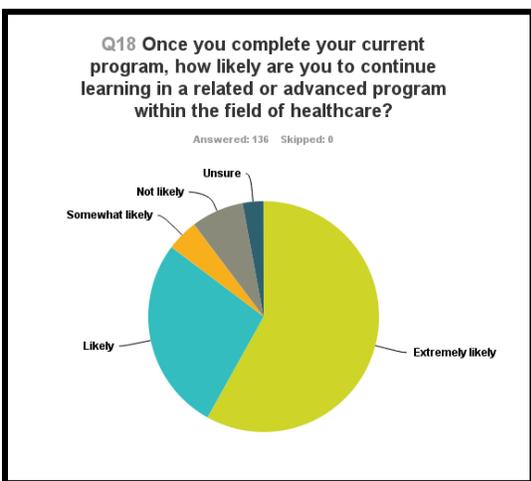
Survey results shown below indicate that most students found out about the programs in which they enrolled from family and friends and from online information. As well, almost half of the instructors reported that they were not involved in marketing their programs. All partner schools have admissions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

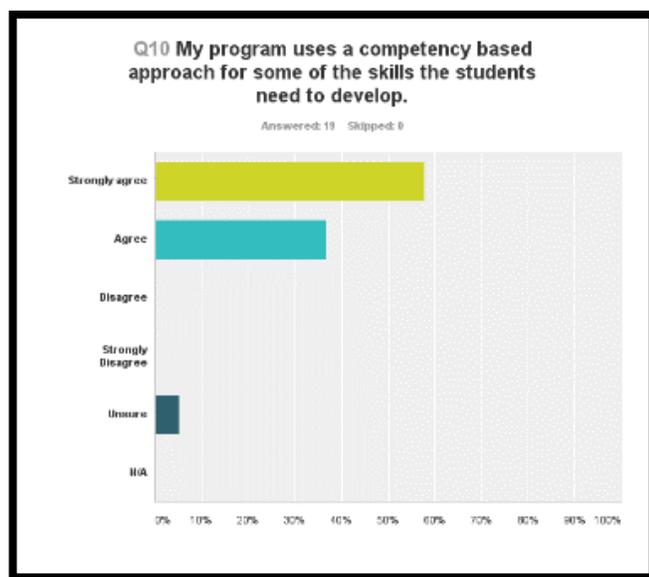


Goal 2: Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults. **Intervention 1:** Research and implement techniques of **competency based education**.

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.

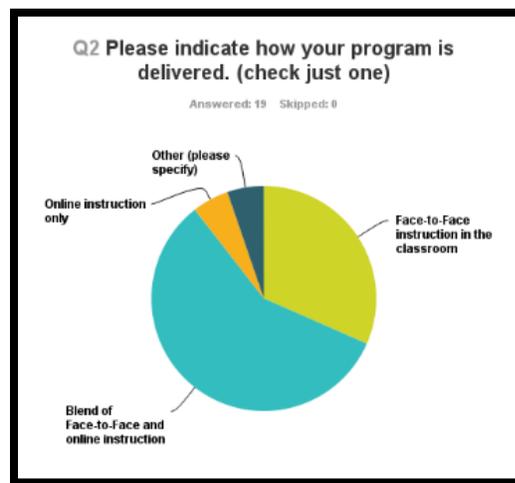
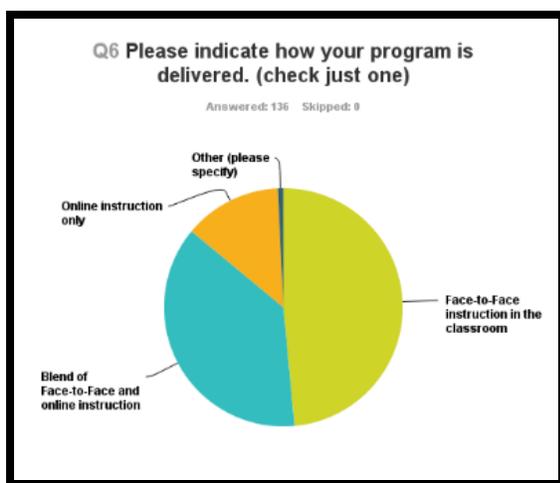


Goal 2: Replicate effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning completion, and other outcomes for TAA eligible workers and other adults. **Intervention 2:** Research and implement techniques of **online and hybrid instruction.**

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.**

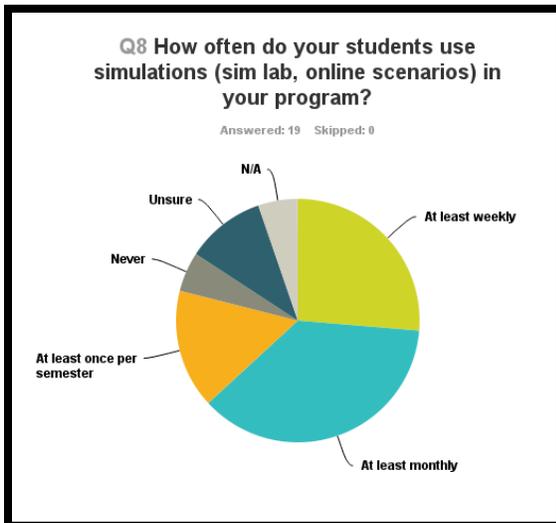
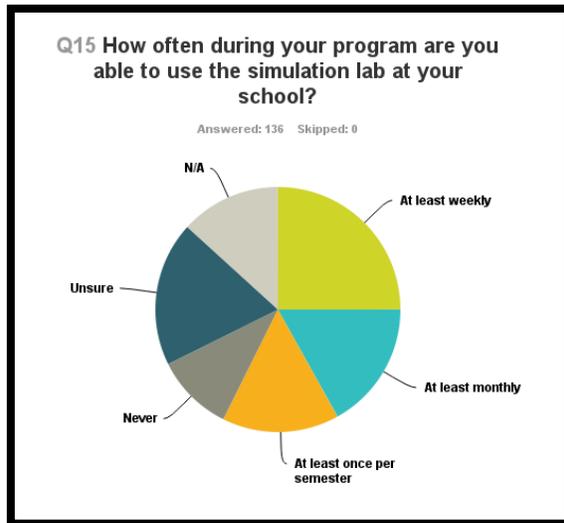
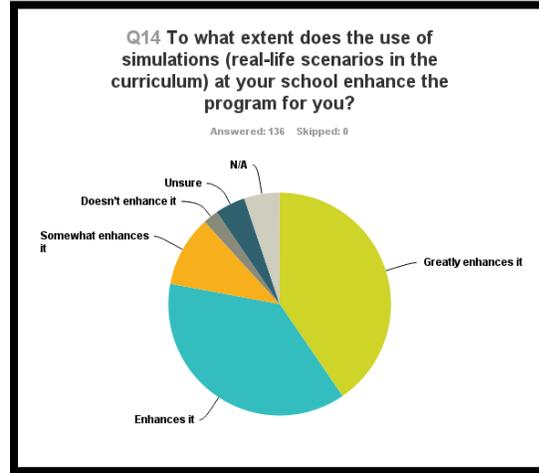
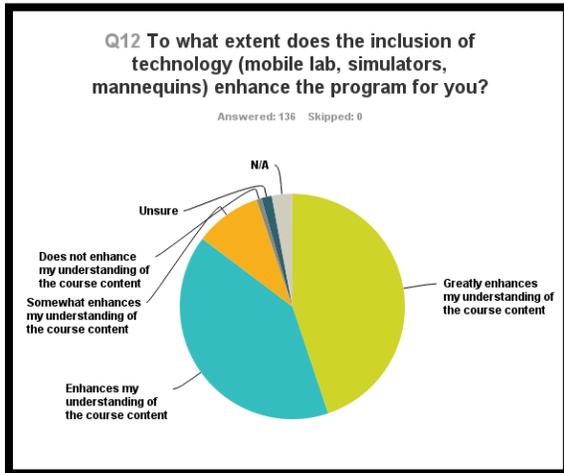
All six partner schools currently have simulation labs in place. A simulation lab coordinator is in place in four of the six schools. In addition to providing technical and curricular assistance to instructors, these coordinators are also responsible for managing the lab and its highly sophisticated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

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.

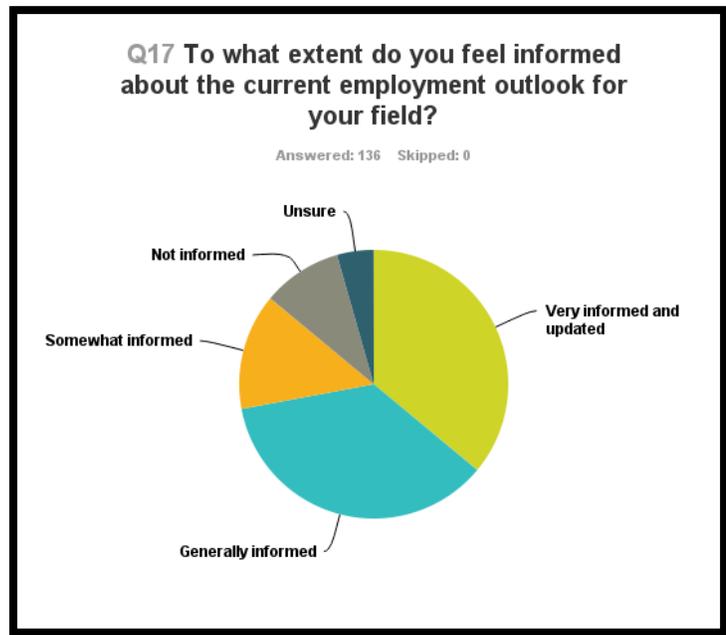
STI’s two mobile labs are currently in operation. Mobile Lab 1 is designed to be a roving resource for CNA programs in rural areas. Mobile Lab 2 is being utilized to serve the needs of LPN students and is currently deployed in Pierre, SD. An allied health technician oversees the transport and maintenance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

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.

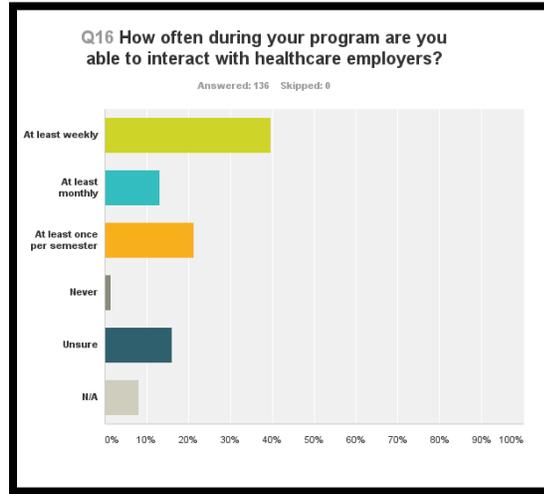
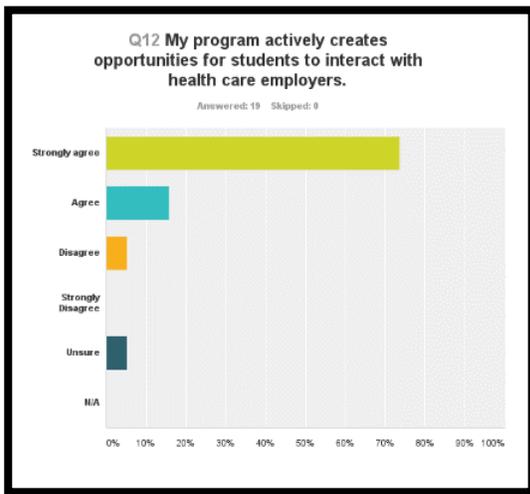
Greater clarity is in place regarding the Employment Results Scorecard. Grant managers were initially unclear about the common expectations for all partner schools to address this intervention. Discussion took place during the June 30, 2015 quarterly conference call after sample reports were distributed 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.



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.

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 and hands-on skill development

in the simulation lab. 90% of instructors reported that SDAHTC grant funds were used to enhance their programs in a significant way and 63% 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 schools. Most schools 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. Much of the support within the consortium has grown 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/

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?

The partner schools in SDAHTC generally 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.

A variety of support systems are used across the consortium once students are enrolled. Some schools use “Student Success Coaches” and “Online Student Success Coaches” to provide academic support and counseling services. 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.

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 schools 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 technical institutes as the key in working together to produce a technical trained health care workforce.

Capacity Building

The TAACCCT grant program has 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 have resulted in increased capacity.

- Each partner school has been able to hire more instructors and student success coaches to support efforts in addressing the overall goals of the TAACCCT program. Discussions are now occurring to determine the value and feasibility of sustaining these positions after the grant funding ends.
- New cohorts of students, mainly in rural areas, have been created and supported with distance education and mobile labs. Partner schools have grown their capacity to deliver technical education at a distance as well as 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 was able to develop 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 will help equip a new Simulation Center at Western Dakota Technical Institute, scheduled to open in Fall 2017. Sustaining the patient simulators and related equipment is a high priority for the new Sim Center.
- The mobile labs at STI which were developed, deployed, and maintained during the grant period will be sustained after the grant. This increases STI's capacity to deliver allied health coursework to students in remote, rural areas of South Dakota. One mobile lab is designated to support clinical experiences for the Certified Nursing Assistant program, a high-need across the state.

Participant Impacts and Outcomes

As highlighted below, 100% of the outcome measures which had target goals have surpassed the *total targeted goal* for the entire three years of the project. From a quantitative view, the project is being very successful at meeting its first goal of *increasing the number of adults earning certificates, degrees, diplomas, and nationally recognized certificates in two years*. **Note: Some outcome measure data is still being verified. Any changes to the numbers below will be reported as they are identified.**

Participant Outcomes	Year 1 Actual	Year 2 Actual	Year 3 Actual	Total Actual	Total Target
1. Unique Participants Served/Enrollees	829	928	893	2,650	1,076
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	231	448	405	1,084	320
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	95	281	264	640	
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	485	511	534	1,530	923
4. Total Number Retained in Other Education Program(s)	38	125	91	254	
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	4,586	19,538	11,839	35,963	
5a. Total Number of Students Completing Credit Hours	390	790	748	1,928	1,076
6. Total Number of Earned Credentials (aggregate across all enrollees)	157	507	335	999	
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	107	342	329	778	320
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	69	3	72	
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	50	96	72	218	
7. Total Number Pursuing Further Education After Program of Study Completion	90	238	180	508	110
8. Total Number Employed After Program of Study Completion	53	104	108	265	193
9. Total Number Retained in Employment After Program of Study Completion	34	90	80	204	54
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	118	161	248	527	109

Conclusions

Findings

1. The consortium's efforts to promote employment opportunities in health care are diverse, ongoing, and effective.
2. Despite an early concern about the limited pool of applicants in the rural environment of South Dakota, SDAHTC has exceeded expectations with participant outcomes, including the number of students served, the number earning credentials, and the number realizing improved employment outcomes.
3. The implementation of grant interventions is documented and generally on schedule. Simulators and other equipment have been acquired and are being used in various grant programs. Sustainability plans for simulation labs are being developed.
4. Partner schools are researching, developing and refining online, hybrid, and competency based models of instruction in their grant programs. Information and strategies are shared among consortium partners.
5. The oversight committee is active and collaborative. Ideas and resources are being shared. Partner schools believe the SDAHTC is being effective and have taken turns hosting quarterly meetings. Close to 90% of consortium partners reported that STI established clear expectations for participating in the grant.
6. Partnerships continue to be developed between participating schools and medical providers. Opportunities are being created to connect employers and students are being well received and are expanding.
7. Technology being used to facilitate online and hybrid instruction is being well supported. Over 80% of students and their instructors reported that tech support at their school was responsive and helpful.
8. Simulation labs have enhanced grant programs in numerous ways. They represent best practice in allied health instructional delivery and help to recruit students as well. They are seen as valuable community resources by medical providers, educational organizations, and local government.

9. More than 75% of students in the six sample programs across the consortium reported being satisfied or very satisfied with the quality of their program.
10. A federal onsite review was conducted by the U.S. Department of Labor in October 2016 and resulted in five findings. All findings are currently being addressed.

Recommendations

The following recommendations are offered for consideration to project leaders as they strive to successfully complete the six-month extension for the project.

1. Focus efforts on the projects' Deliverables during the six-month extension period. Utilize *Dropbox* to facilitate collaborations and tracking of the SME review of Deliverables, much like was used to prepare for the audit.
2. Ensure that the curriculum materials developed for grant programs are uploaded to Skills Commons so they can be considered for replication nationally. This is critical to addressing the second main goal of the TAACCCT program.
3. Continue to be diligent in collecting data on the projects' outcome measures, especially considering the specific parameters of data collection during the six-month extension period.
4. Challenge the oversight committee to create strategies to sustain the collaboration developed among partner schools beyond the end of the grant period.
5. Engage the oversight committee in a collaborative discussion of assessing students prior to enrollment. Focus the discussion on ways to assess prior learning, interest, and abilities of students and how those assessments affect the admissions process.
6. Formalize and share plans between partner schools and regional health care facilities about the operation and sustainability of the simulation labs.
7. Capitalize on the relationships with employers and health care facilities which were strengthened during the grant period.

Appendix A

Oversight Committee

Appendix B

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.

Date	School	Project Leaders	Evaluator
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

Date	Interviews	Organization
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

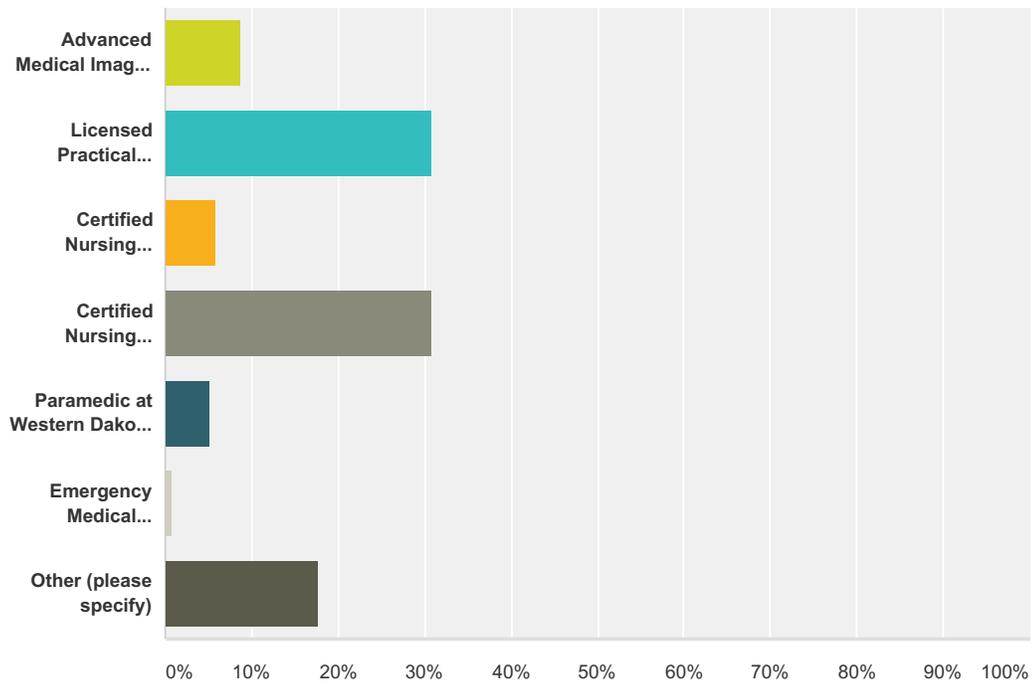
Sample Program and School	Students	Instructors
AMI at MTI	12	1
LPN at LATI	42	9
CNA at STI	42	3
Paramedic at WDTI	7	0
EMT at SGU	1	0
CNA at OLC	8	2
Other <small>(CNA and LPN at SGU, LPN at WDTI)</small>	24	4
Total	136	19

Appendix C

Survey Results Spring 2016

Q1 In which program are you currently enrolled?

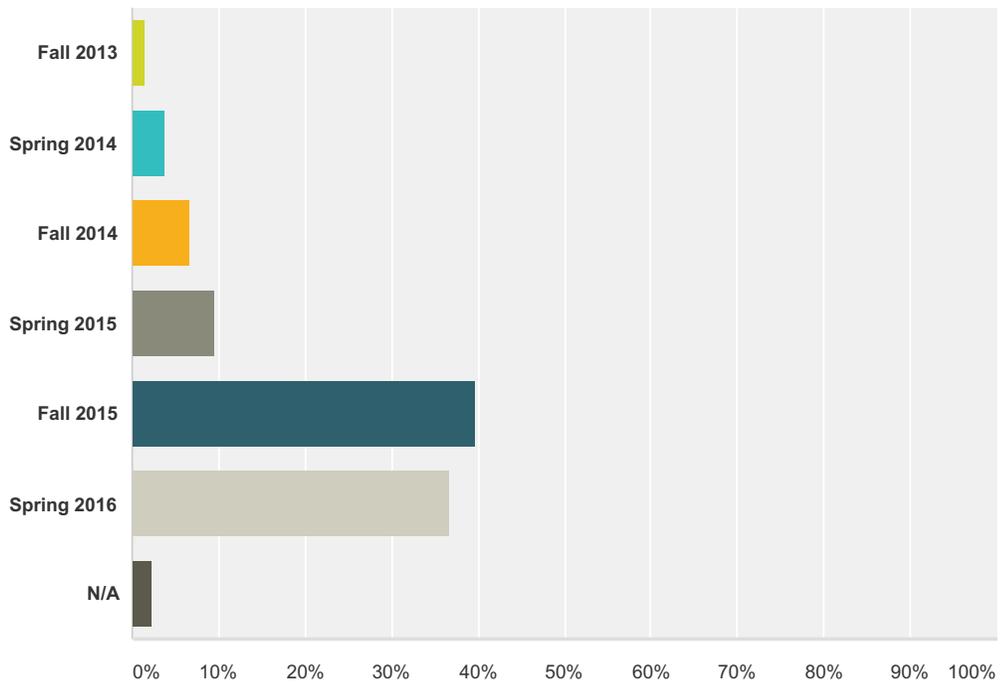
Answered: 136 Skipped: 0



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
Total	136

Q2 In which semester did you enroll in that program?

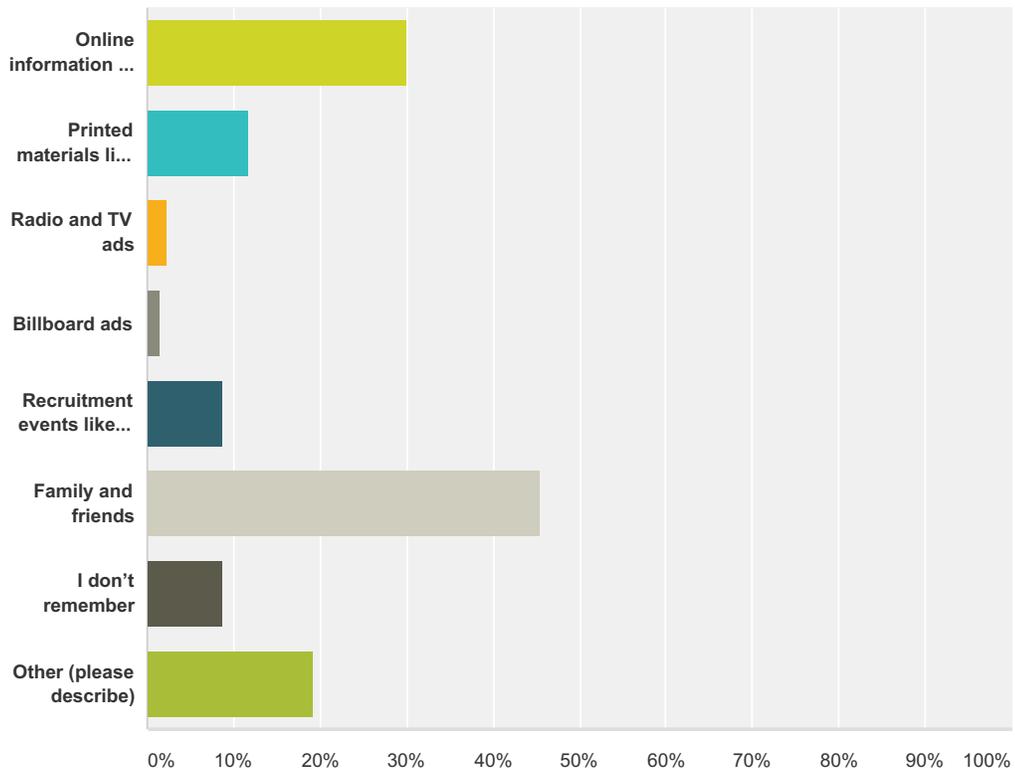
Answered: 136 Skipped: 0



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
Total	136

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

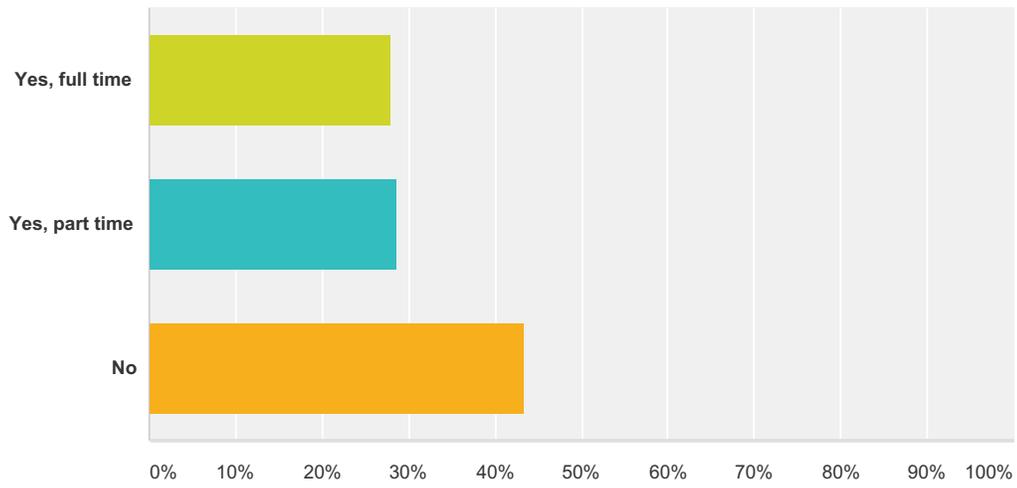
Answered: 136 Skipped: 0



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
Total Respondents: 136	

Q4 Are you currently employed in the health care field?

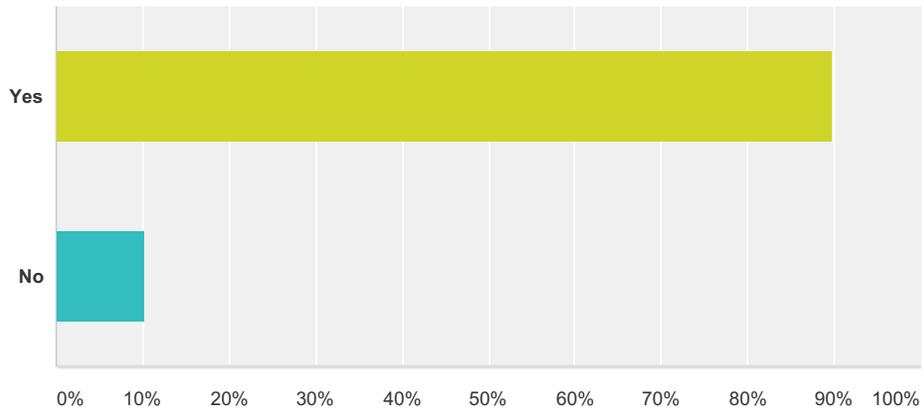
Answered: 136 Skipped: 0



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

Q5 Do you currently live in South Dakota?

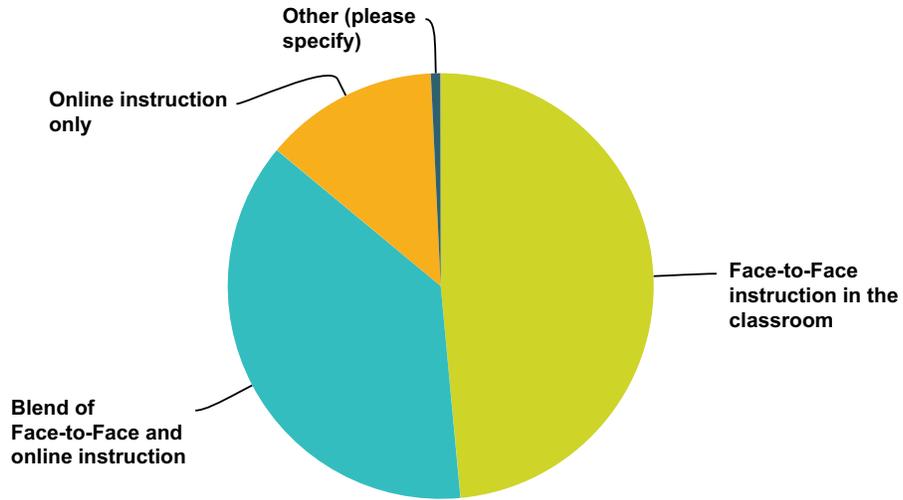
Answered: 136 Skipped: 0



Answer Choices	Responses
Yes	89.71% 122
No	10.29% 14
Total	136

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

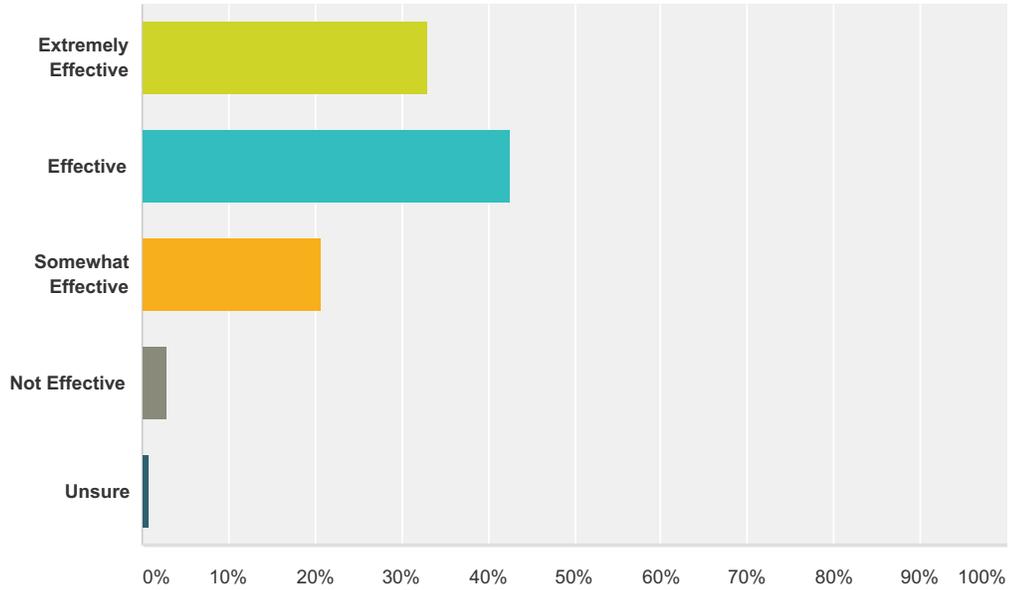
Answered: 136 Skipped: 0



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
Total		136

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

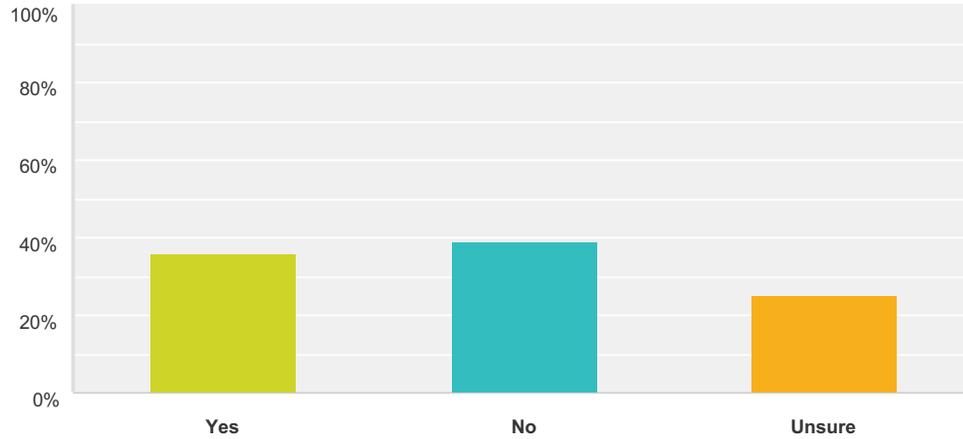
Answered: 136 Skipped: 0



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
Total		136

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

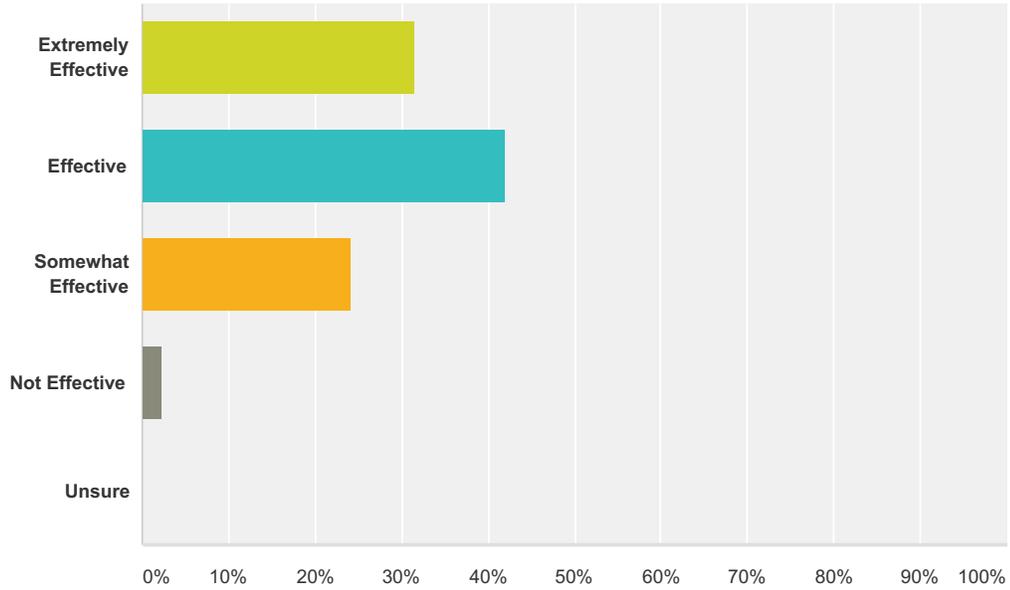
Answered: 136 Skipped: 0



Answer Choices	Responses
Yes	36.03% 49
No	38.97% 53
Unsure	25.00% 34
Total	136

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

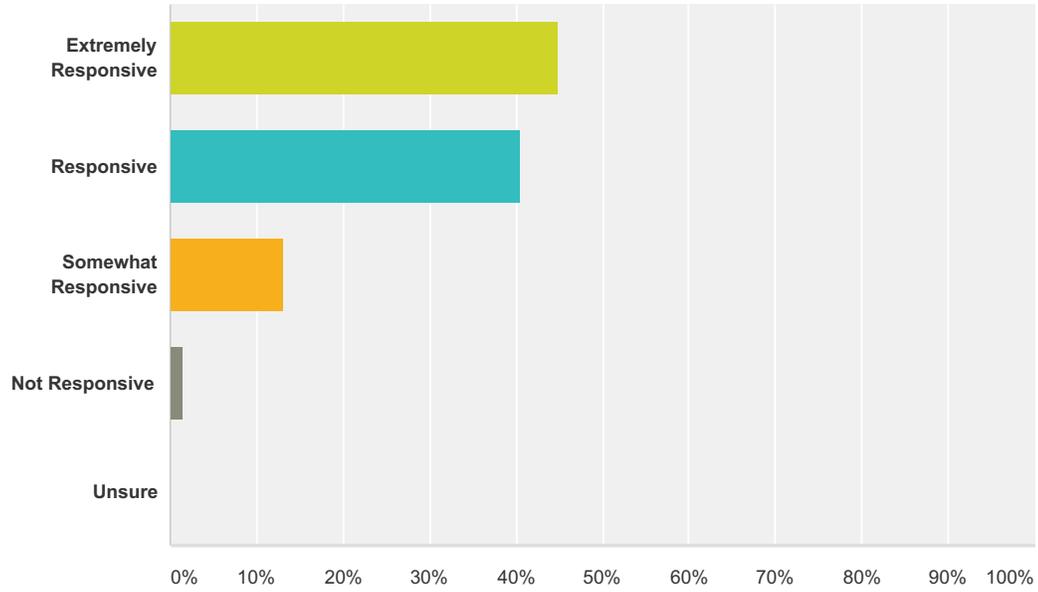
Answered: 136 Skipped: 0



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

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

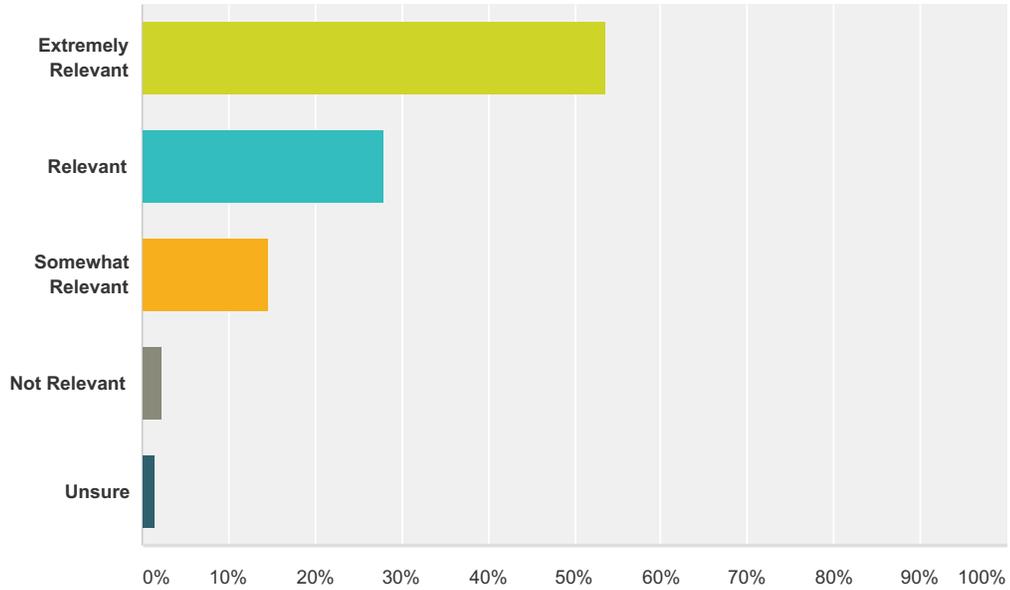
Answered: 136 Skipped: 0



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

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

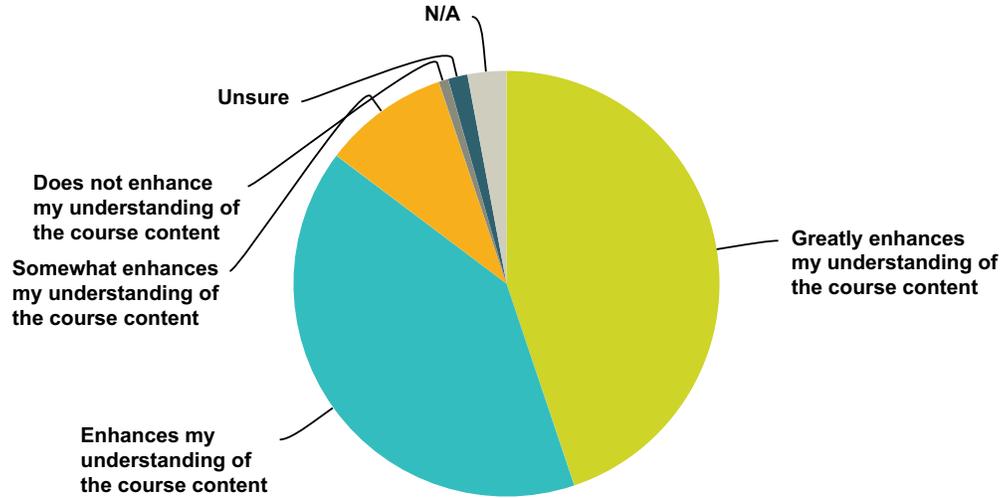
Answered: 136 Skipped: 0



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
Total		136

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

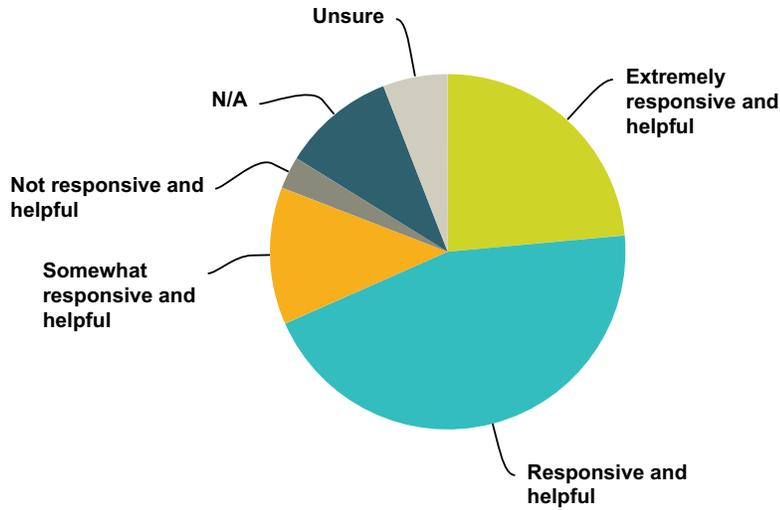
Answered: 136 Skipped: 0



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
Total		136

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

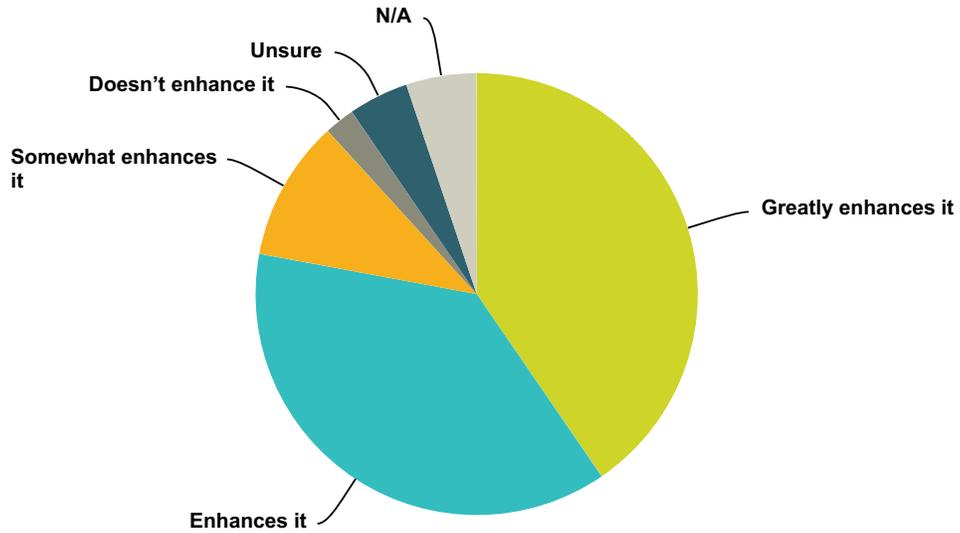
Answered: 136 Skipped: 0



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
Total		136

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

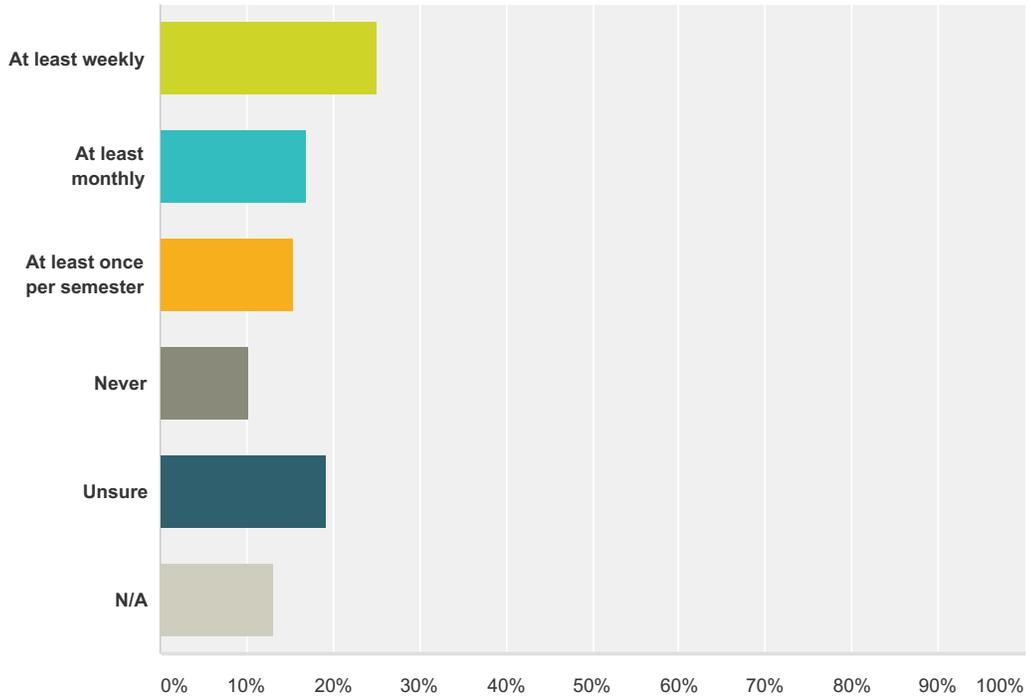
Answered: 136 Skipped: 0



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
Total		136

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

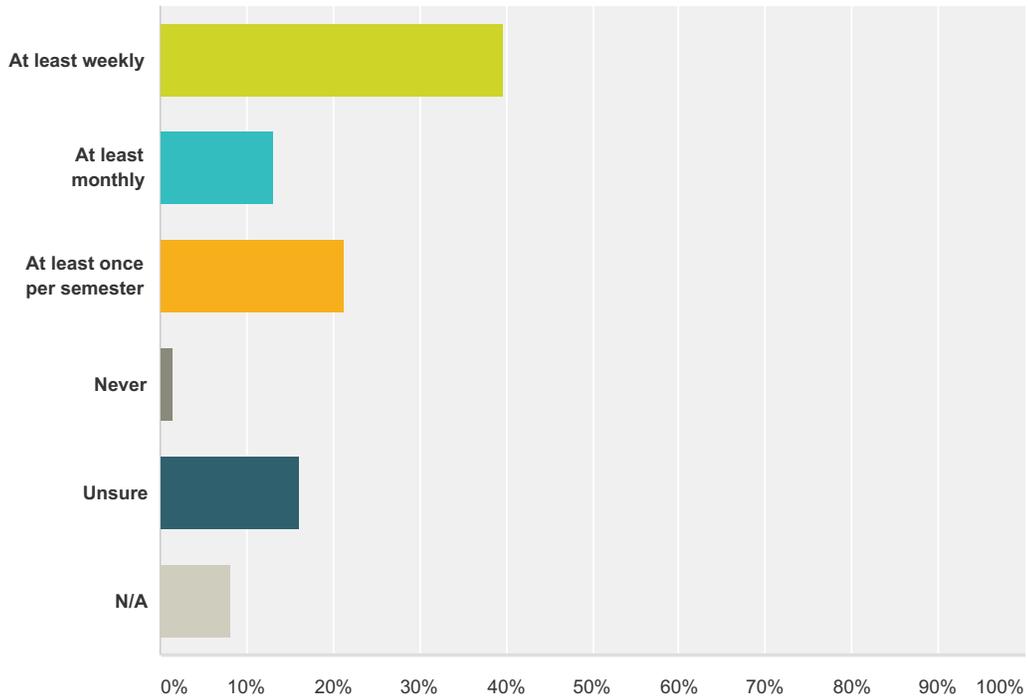
Answered: 136 Skipped: 0



Answer Choices	Responses
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
Total	136

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

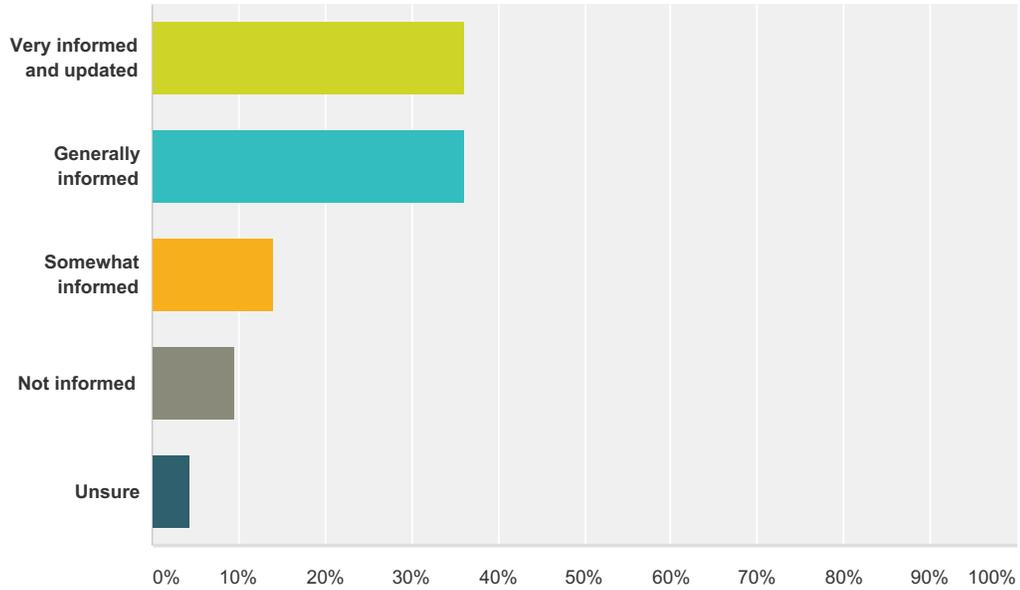
Answered: 136 Skipped: 0



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
Total		136

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

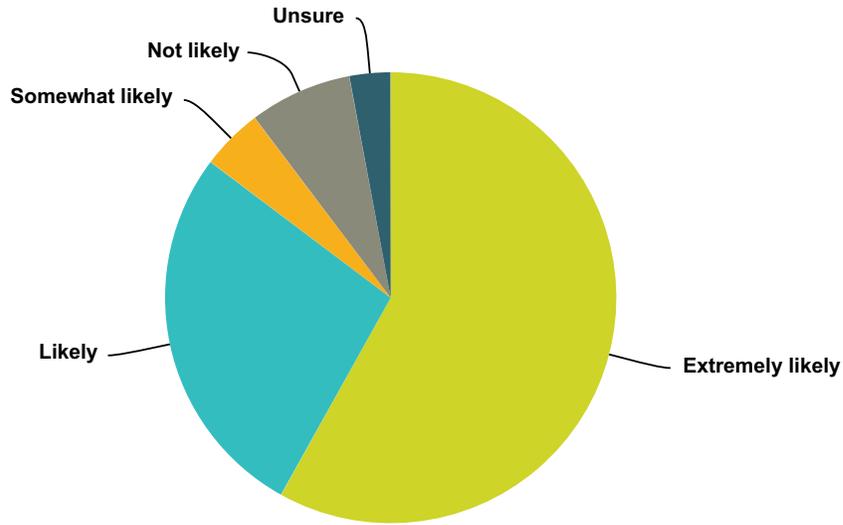
Answered: 136 Skipped: 0



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
Total		136

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?

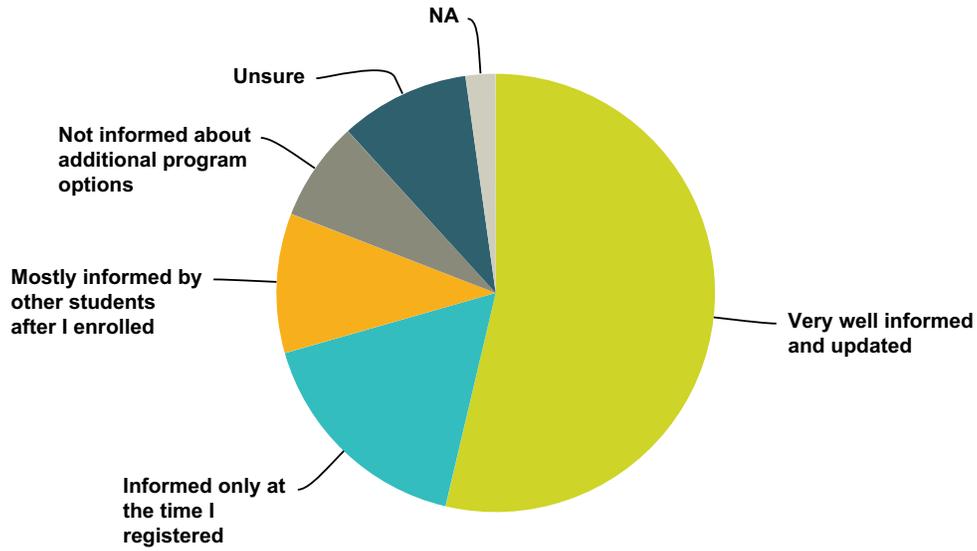
Answered: 136 Skipped: 0



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
Total		136

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



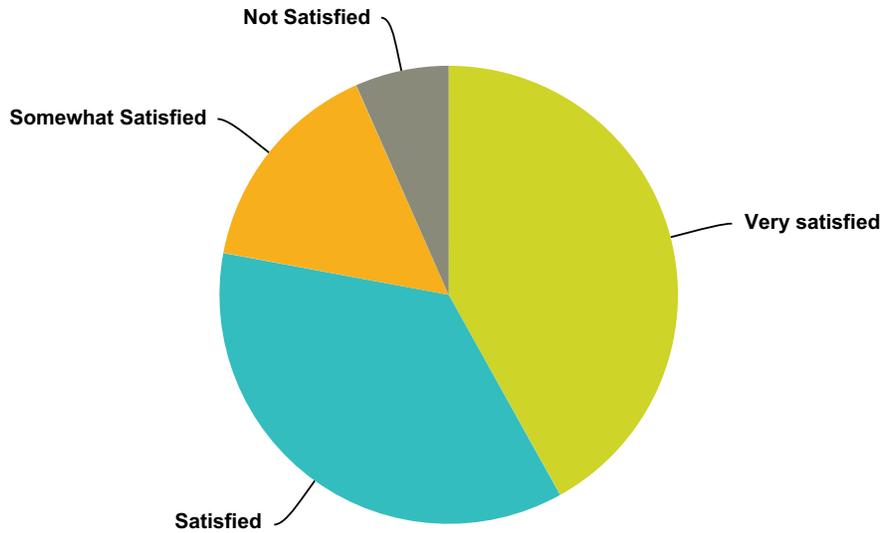
Answer Choices	Responses	
Very well informed and updated	53.68%	73
Informed only at the time I registered	16.91%	23
Mostly informed by other students after I enrolled	10.29%	14
Not informed about additional program options	7.35%	10
Unsure	9.56%	13
NA	2.21%	3
Total		136

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



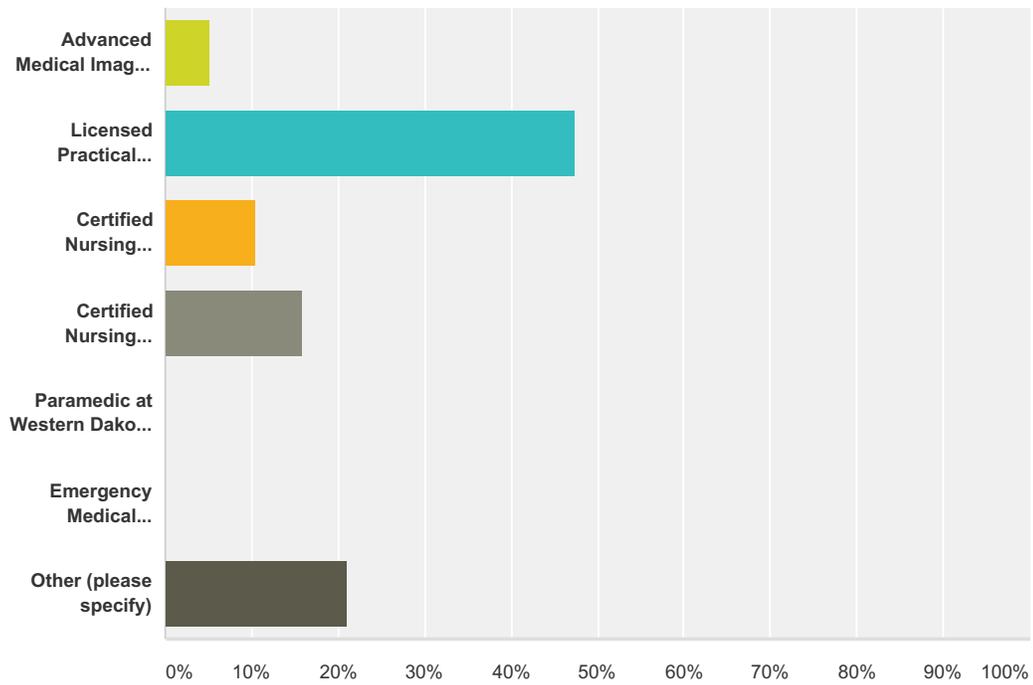
Answer Choices	Responses	
Very satisfied	41.91%	57
Satisfied	36.03%	49
Somewhat Satisfied	15.44%	21
Not Satisfied	6.62%	9
Unsure	0.00%	0
Total		136

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?

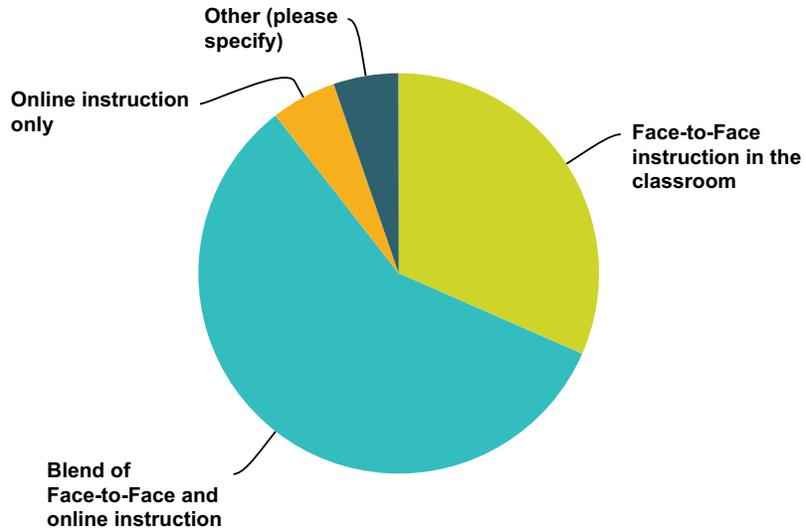
Answered: 19 Skipped: 0



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
Total	19

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

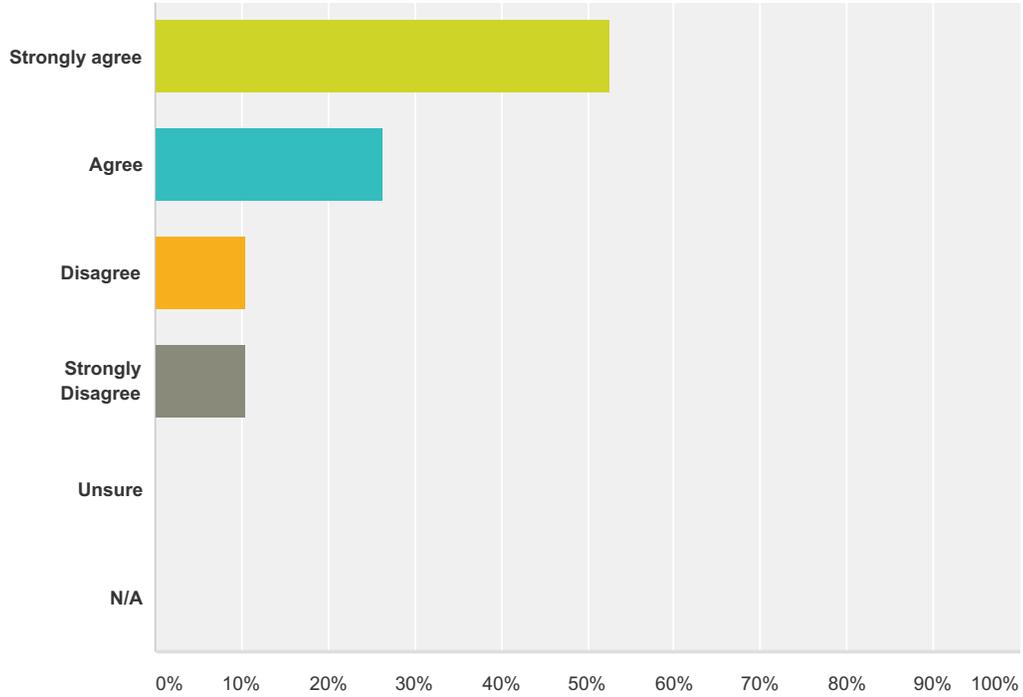
Answered: 19 Skipped: 0



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
Total		19

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

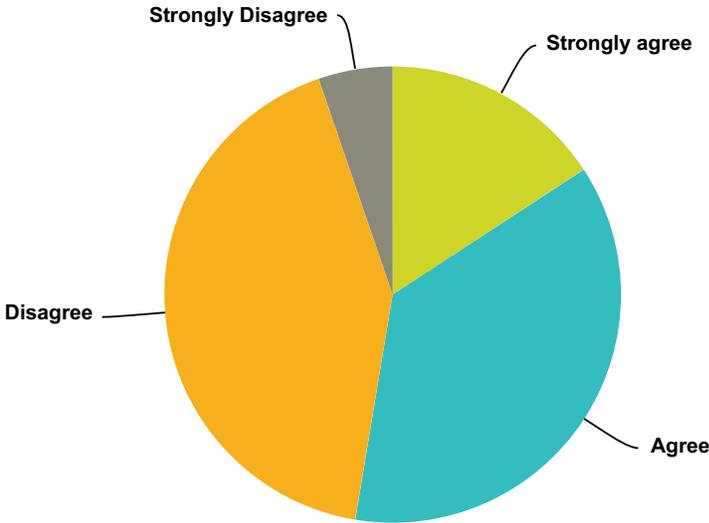
Answered: 19 Skipped: 0



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
Total		19

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

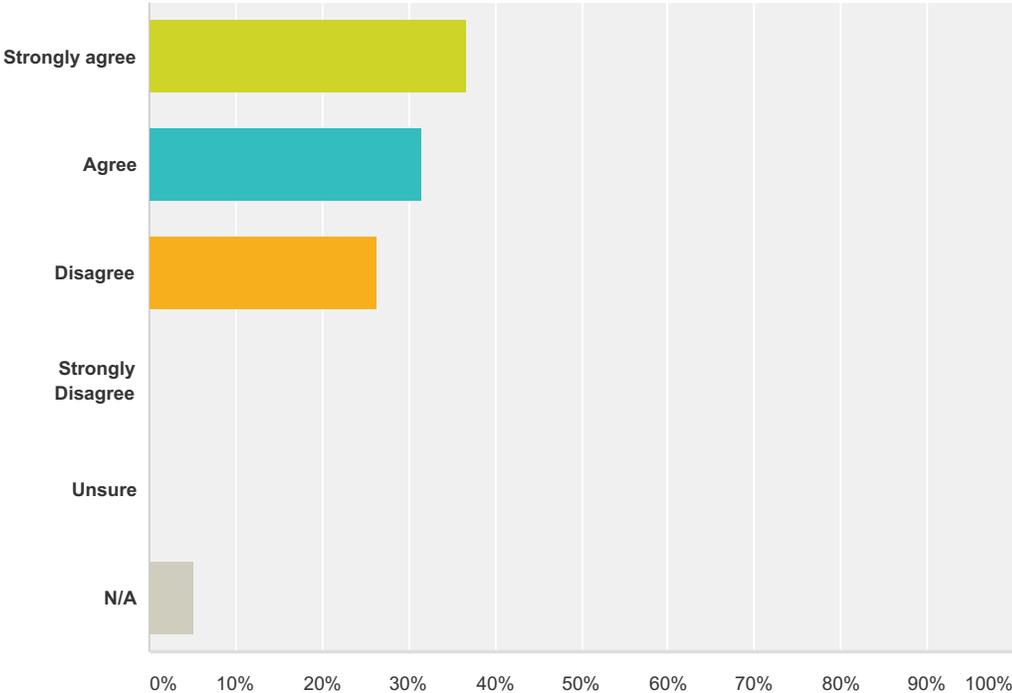
Answered: 19 Skipped: 0



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
Total	19

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

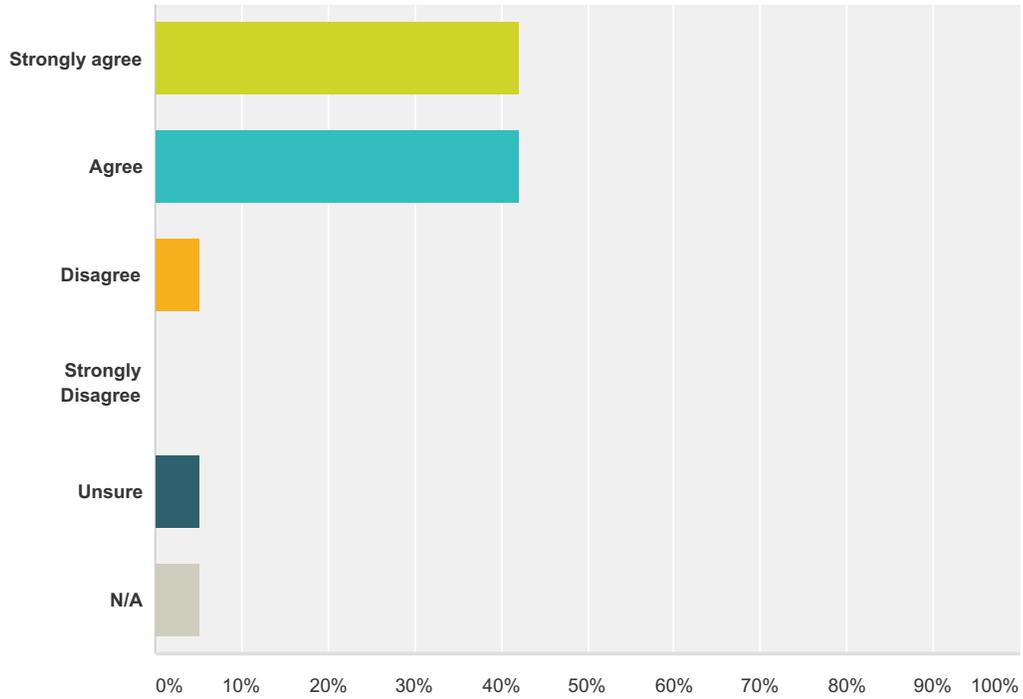
Answered: 19 Skipped: 0



Answer Choices	Responses	Count
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
Total		19

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

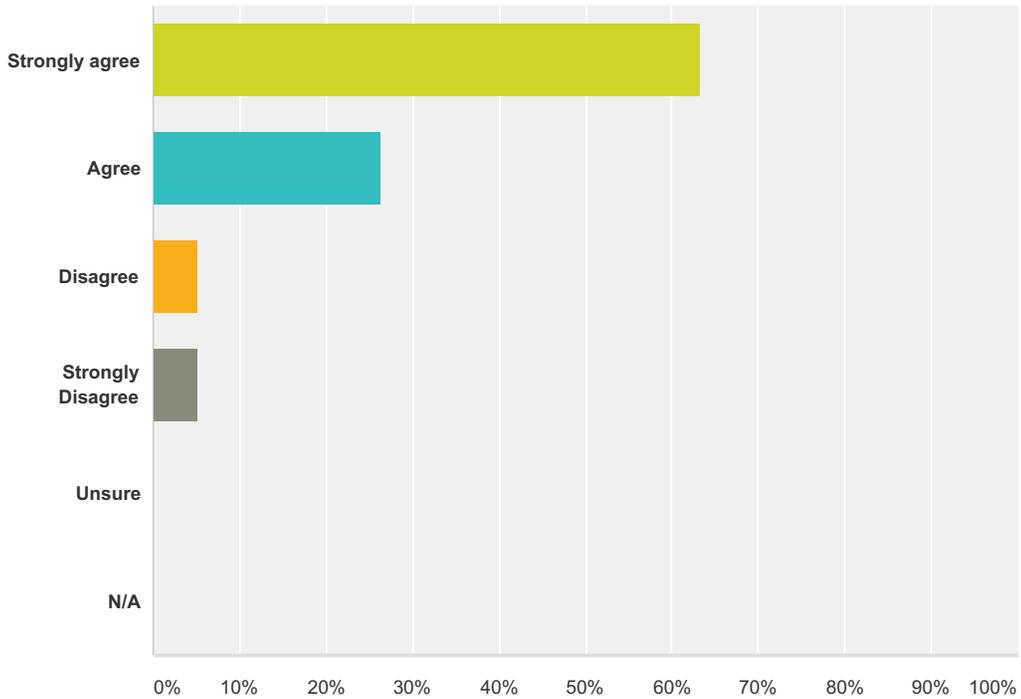
Answered: 19 Skipped: 0



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
Total		19

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

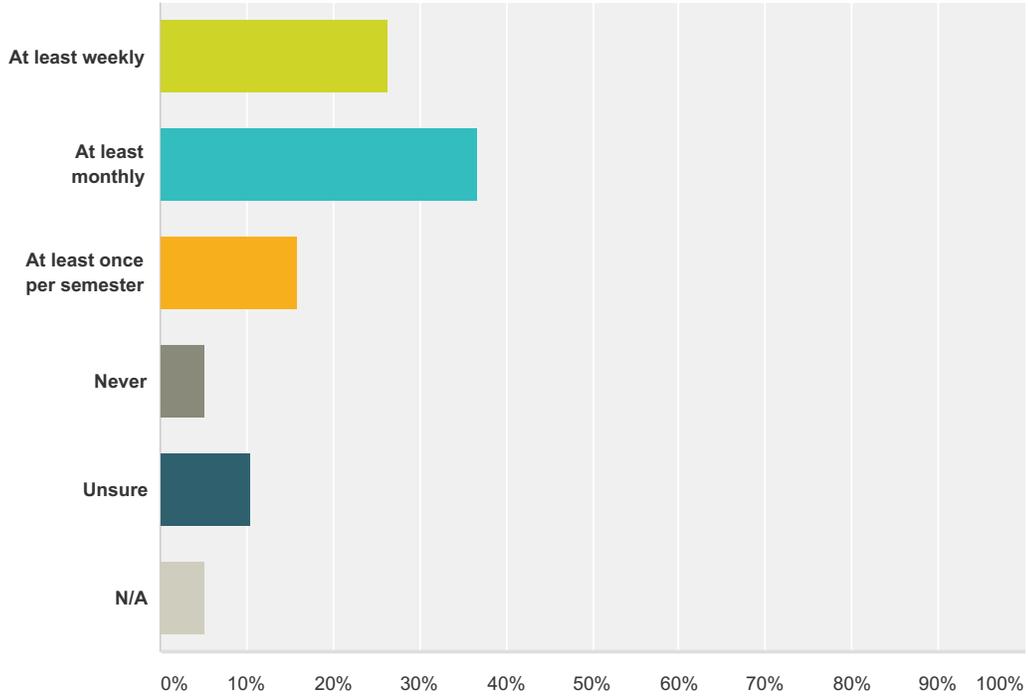
Answered: 19 Skipped: 0



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
Total	19

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

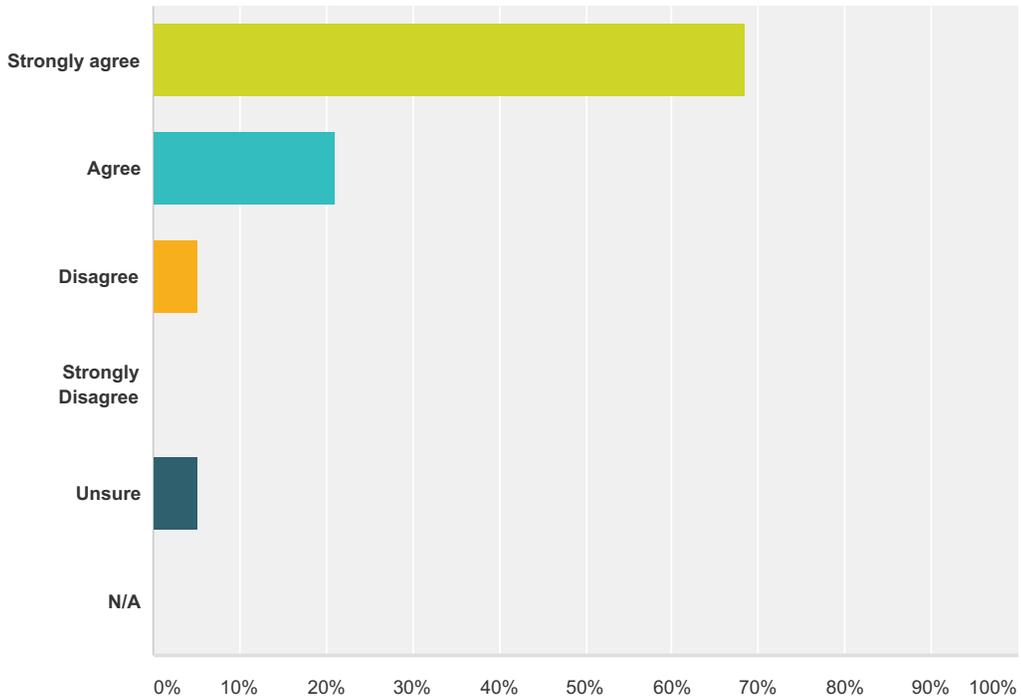
Answered: 19 Skipped: 0



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
Total		19

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

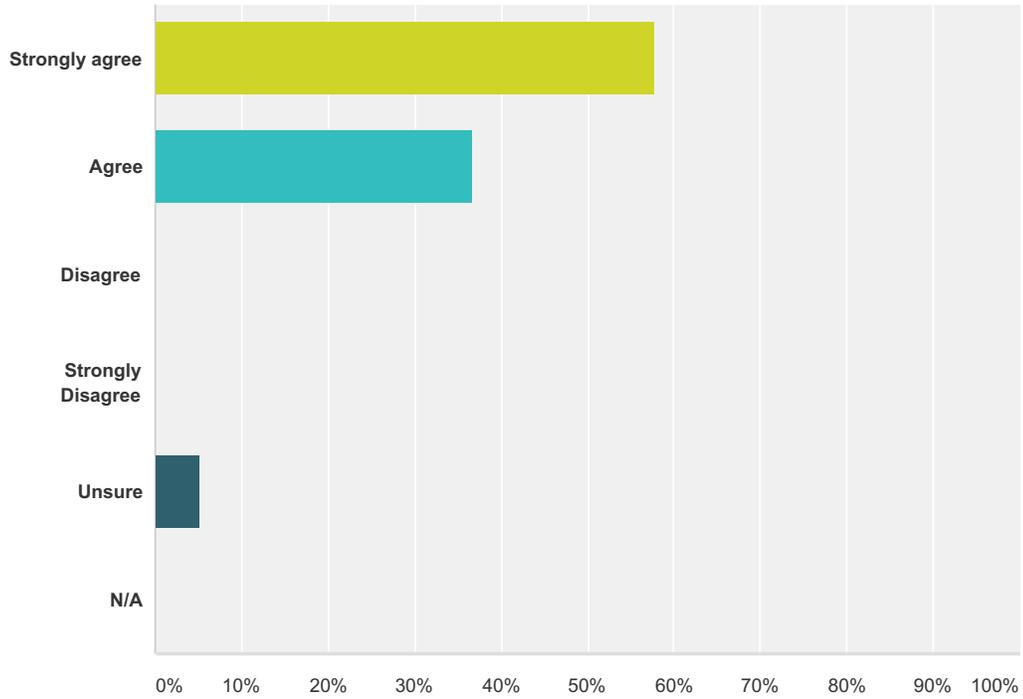
Answered: 19 Skipped: 0



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
Total		19

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

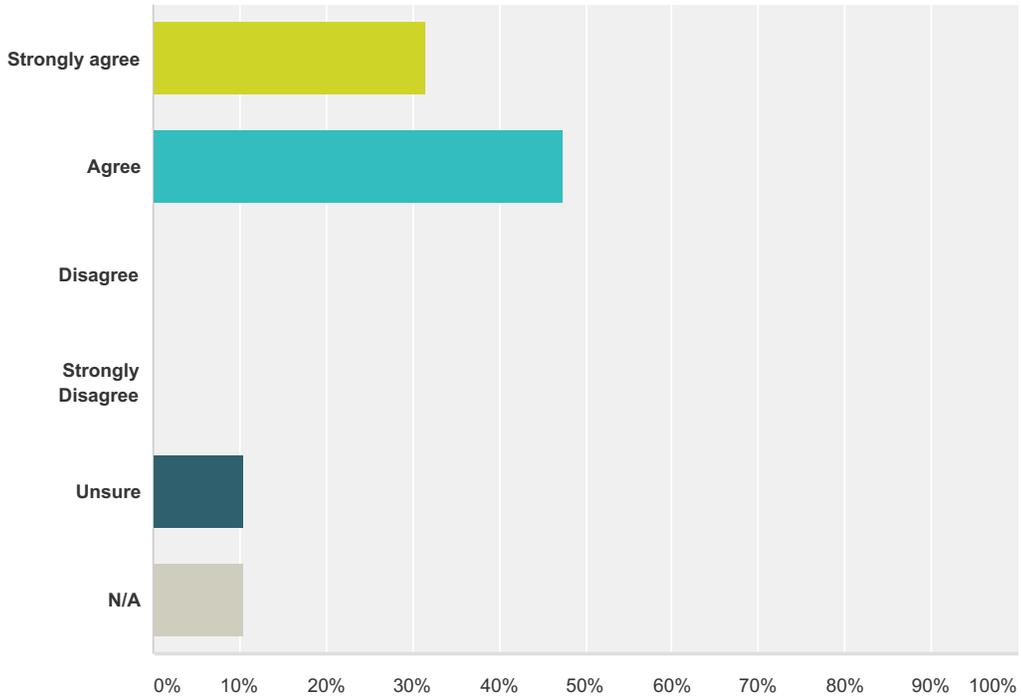
Answered: 19 Skipped: 0



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
Total		19

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

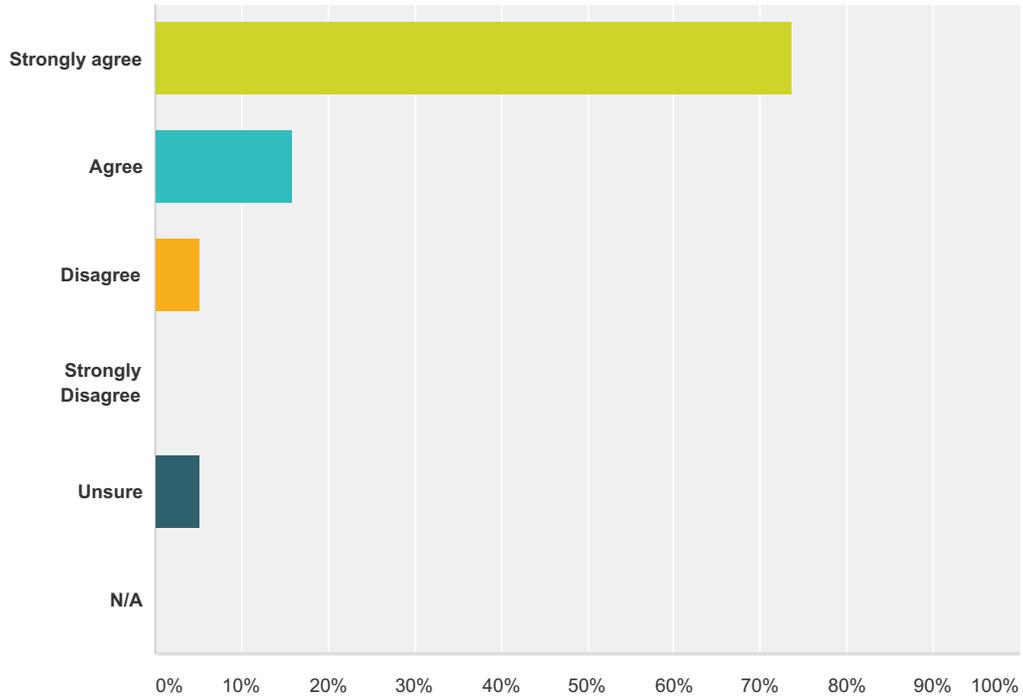
Answered: 19 Skipped: 0



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
Total		19

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

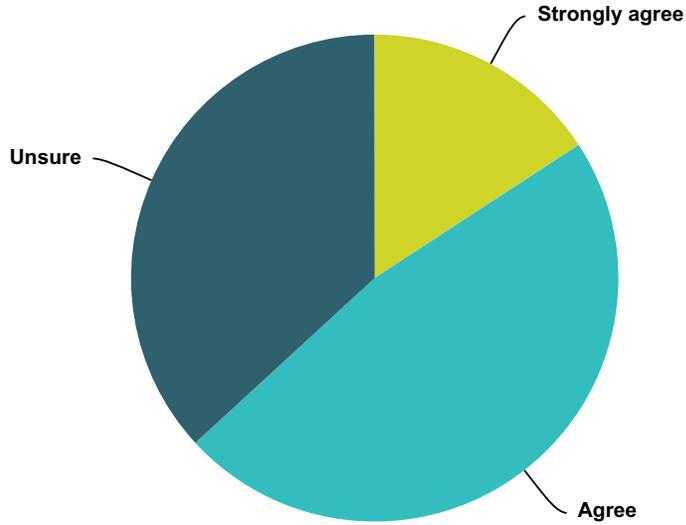
Answered: 19 Skipped: 0



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
Total		19

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
Total		19

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.

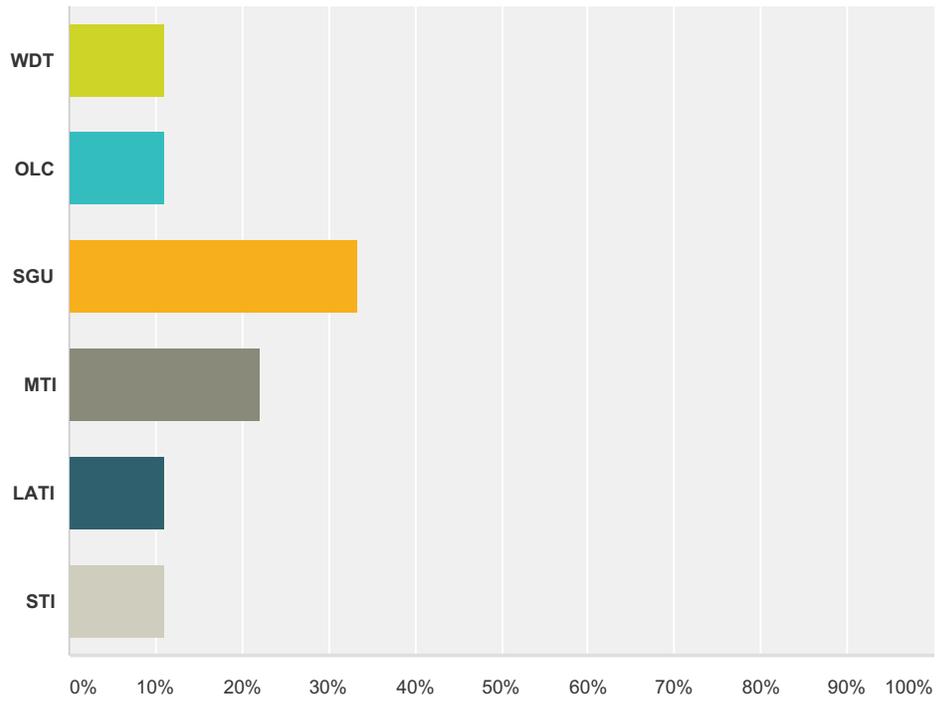
Answered: 11 Skipped: 8

Q16 Additional comments?

Answered: 1 Skipped: 18

Q1 Please identify your school.

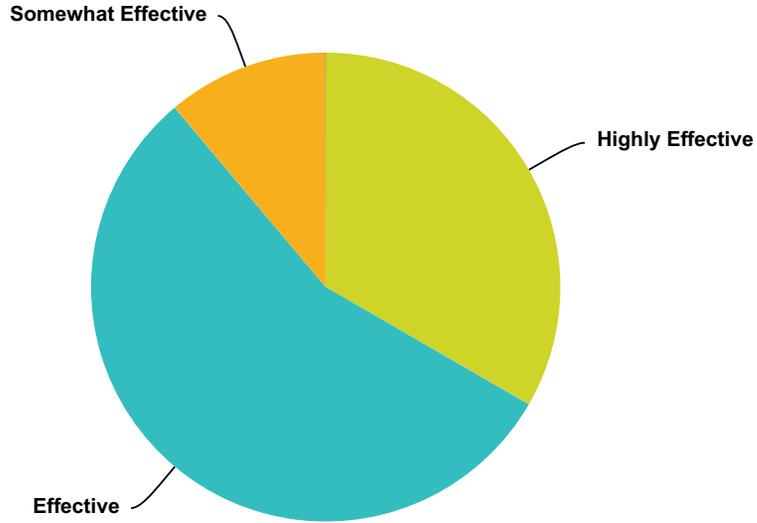
Answered: 9 Skipped: 0



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
Total	9

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

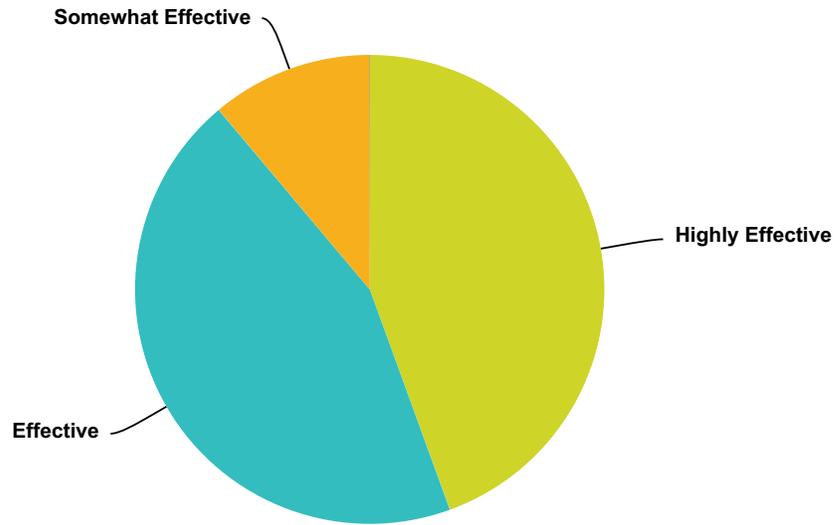
Answered: 9 Skipped: 0



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
Total		9

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

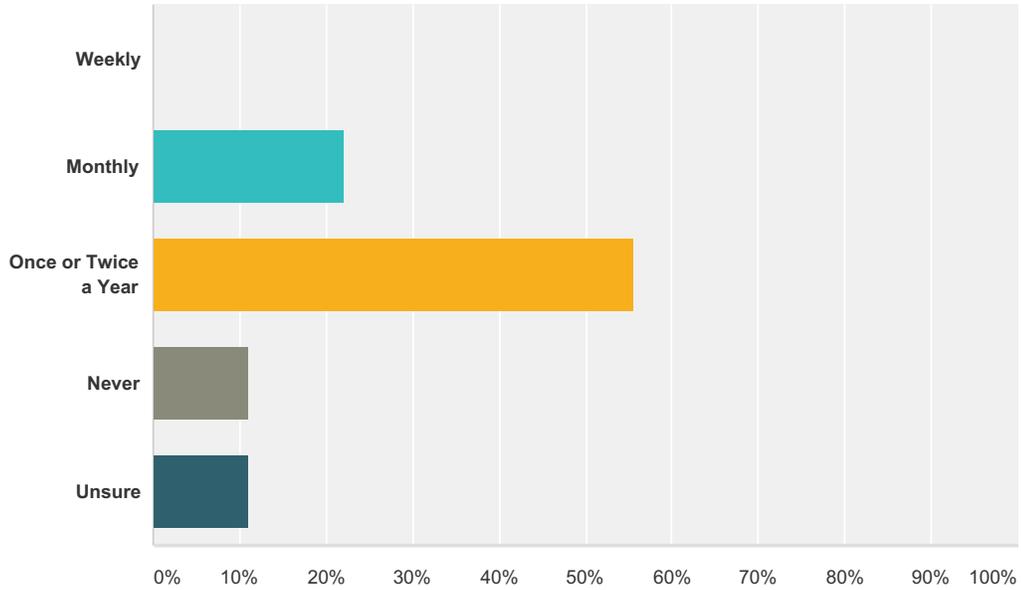
Answered: 9 Skipped: 0



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
Total		9

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
Total	9

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.

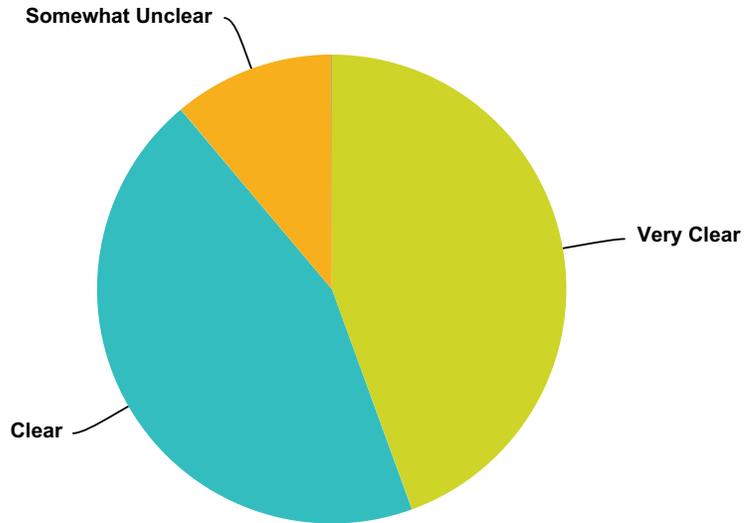
Answered: 9 Skipped: 0

**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.

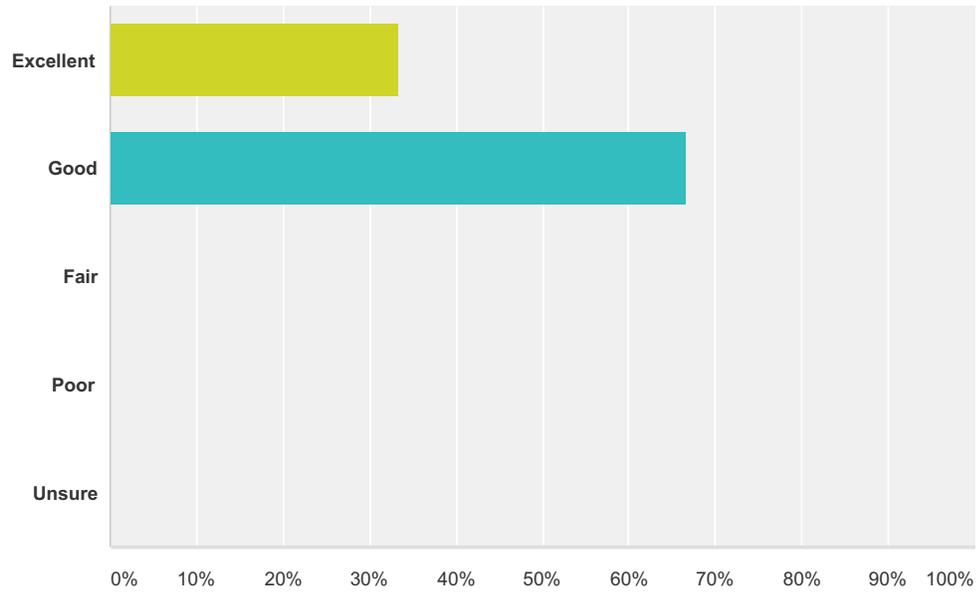
Answered: 9 Skipped: 0



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
Total		9

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.

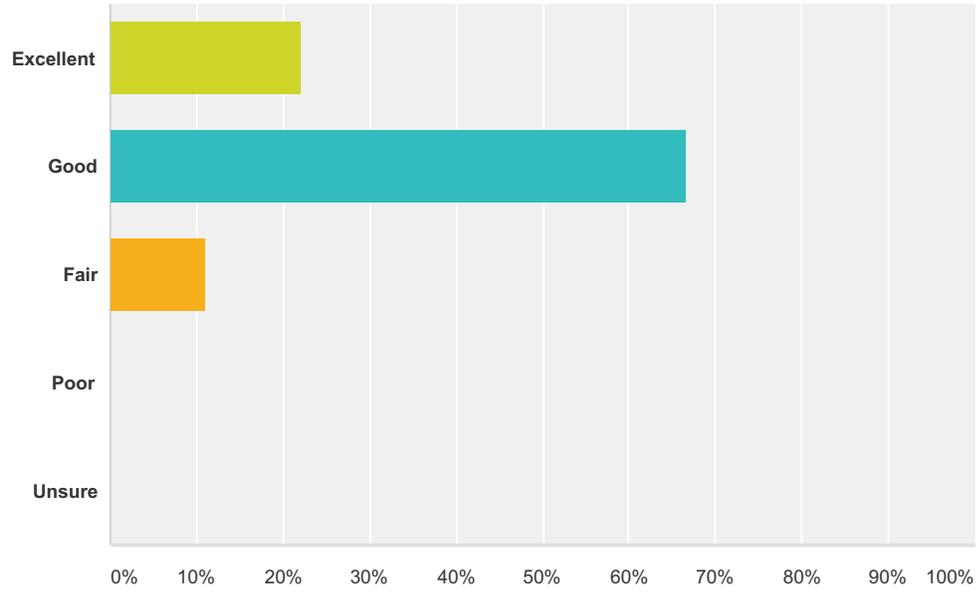
Answered: 9 Skipped: 0



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

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
Total	9

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