

2023

LEARNING ANNUAL EVALUATION REPORT

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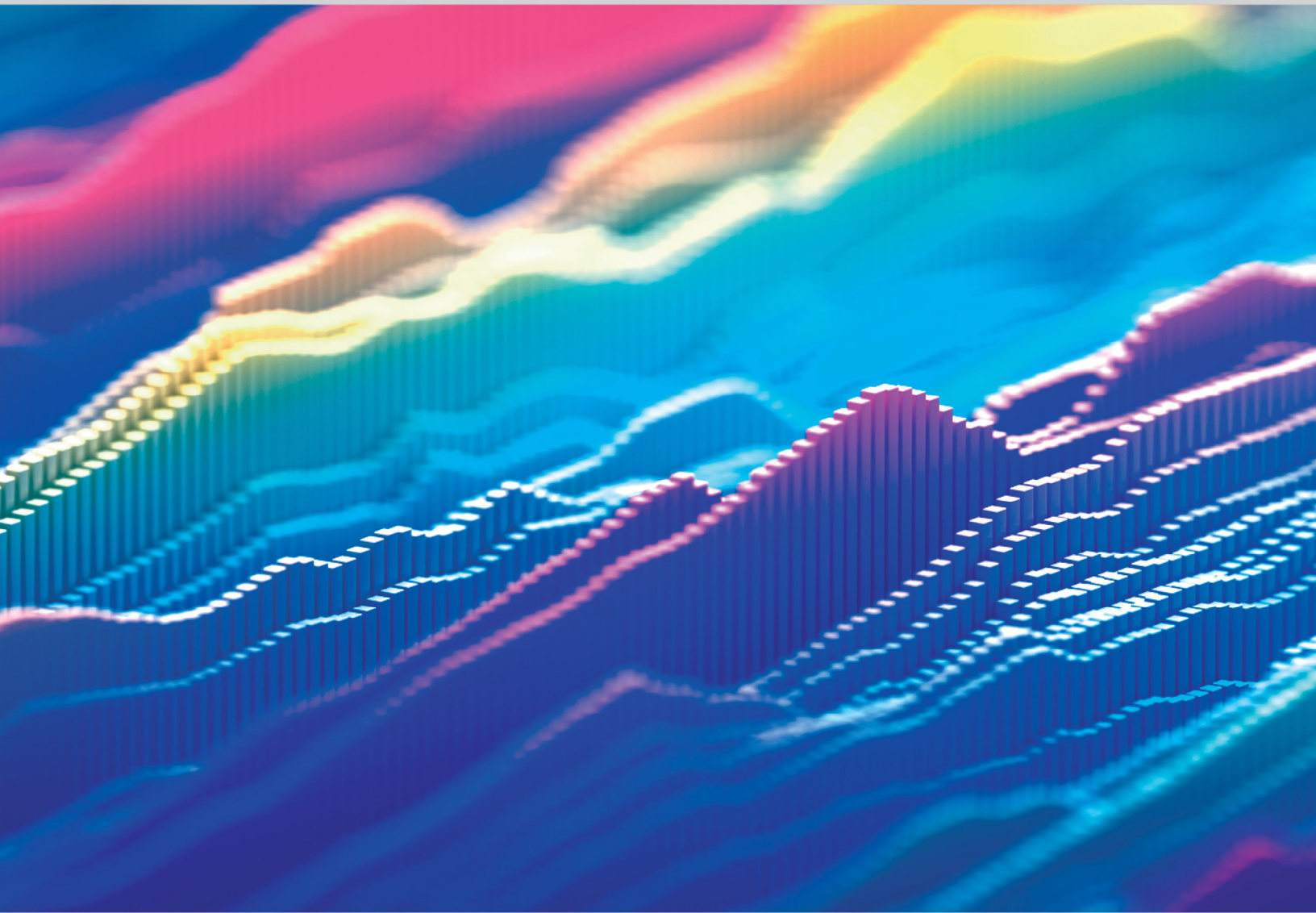


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Executive Summary

The National Association of State Workforce Agencies (NASWA) is a national organization representing state workforce agencies (SWAs) in all 50 states, the District of Columbia, and U.S. territories. NASWA supports SWAs in accomplishing their goals, statutory roles, and responsibilities by providing policy expertise and leadership and promoting promising SWA practices. One of NASWA's key methods of supporting SWAs is through Learning, which provides rigorous workforce training and certification programs through curriculums that cater to a variety of workforce roles. Workforce training program areas under Learning include topics related to the Information Technology Support Center (ITSC), Interstate Connection Network (ICON), Workforce Information Technology Support Center (WITSC), Unemployment Insurance (UI Integrity), and State Information Data Exchange System (SIDES). The skill gains of learners resulting from the training programs are evaluated annually to determine if the trainings are meeting the skill development needs of SWA staff. This report provides the findings associated with the evaluation of the 2023 Learning learner skill gains for the following 14 certificates:

1. UI Operations Integrity
2. UI Fraud Investigations
3. Data Analysis for Beginner Data Analysts
4. UI Program Leadership
5. UI Tax Auditing
6. UI Tax Investigations
7. Fact-Finding & Adjudication
8. Behavioral Insights
9. Integrity Data Hub
10. Fact-Finding for TPAs¹ & Employers
11. UI ICON Master
12. ICON Claims
13. ICON Federal Claims
14. Business Analysis for Workforce System Professionals (WITSC 1)

The data utilized to inform these findings rely on two waves of surveys administered to learners: one immediately after completing the certificate and one in June 2024. Learners were asked to retrospectively self-rate their skills and knowledge both before and after taking the training in the Wave 1 surveys, in addition to providing feedback on the training. The Wave 2 surveys focused on learners' perceived improvement in job confidence and performance after completing the training. Learners who had completed at least one training listed above in calendar year (CY) 2023 were included in the evaluation. Because of the small number of completions and the fact that no Wave 2 surveys had been administered in previous years, all learners who had ever completed an ICON certificate or WITSC module by the end of CY 2023 were included in the evaluation. The analyses were conducted via Wilcoxon Signed-Rank tests, descriptive statistics, and data visualizations.

As of the end of 2023, Learning had 21,600 total SWA staff enrolled from 50 states, the District of Columbia, and three U.S. territories. The evaluation found that Learning trainings are successfully reaching a wide target audience of SWA staff, and learners generally find the trainings to be satisfactory and highly applicable to their jobs. The results of the

¹ Third-party Administrators

skill gains analyses for each training show that the learners' ratings of their skills and knowledge associated with each learning objective were significantly higher after completing the training ($p < 0.05$)². Furthermore, the vast majority of learners reported that the trainings improved their job performance and confidence. Suggestions for improvement to the trainings included incorporating more audio and video; increasing the number of interactive and practical scenarios; completing unfinished certificates; adding refresher or state-specific trainings; improving knowledge checks; and streamlining long certificates.

The findings of the 2023 Learning evaluation indicate that the Learning trainings are contributing to significant increases in the skills and knowledge of SWA staff. It should be noted that these findings should not be generalized to the entire Learning learner population. Future Learning evaluation efforts include increasing the response rate to surveys and refining the evaluation methodology to reduce self-report response biases.

1. Introduction

Learning Overview

The National Association of State Workforce Agencies (NASWA) is a national organization representing state workforce agencies (SWAs) in all 50 states, the District of Columbia, and U.S. territories. NASWA supports SWAs in accomplishing their goals, statutory roles, and responsibilities by providing policy expertise and leadership and promoting promising SWA practices. One of NASWA's key methods of supporting SWAs is through Learning, which provides rigorous workforce training and certification programs through curriculums that cater to a variety of workforce roles. Learning encompasses a wide audience of state and federal employees as well as various stakeholders in many facets of the workforce system. Workforce training areas under Learning include topics related to the Information Technology Support Center (ITSC), Interstate Connection Network (ICON), Workforce Information Technology Support Center (WITSC), Unemployment Insurance (UI) Integrity, and State Information Data Exchange System (SIDES).

With input from SWA staff throughout the national workforce system and Subject Matter Experts (SMEs) from NASWA, Learning has developed multiple learning paths designed to support the needs of SWA staff members who are seeking to upgrade their skills, advance their careers, or initiate a career path change. Each learning path provides content tailored to learners' areas of work, with topics including:

- Welcome to New State Administrators
- Executive Management
- UI Professional
- Workforce Professional

² A p-value indicates how likely it is that a given outcome between two variables occurred by random chance. Here, the p-value of less than 0.05 indicates that there is less than a five percent probability that skill improvements reported after the training occurred by chance.

- Technology Professional
- Employers/TPAs
- Information Technology (IT) Vendors

Learning courses are delivered through several different learning modalities that include online eLearning lessons, modules and simulations, instructor-led training (ILT), virtual instructor-led training (VILT)³, webinars and virtual classes. All eLearning lessons are available via Learning's Learning Management System (LMS) and can be taken at the pace of the learner.

The Learning team continues to enhance existing training and develop new training on an ongoing basis. In 2023, the Behavioral Insights certificate, Integrity Data Hub certificate, Fact-Finding for TPAs & Employers certificate, and UI Interstate Connection Network (ICON) Master certificate were completed. The focus of the present evaluation is centered on the following 14⁴ certificates of achievement:⁵

- | | |
|---|--|
| 1. UI Operations Integrity | 8. Behavioral Insights |
| 2. UI Fraud Investigations | 9. Integrity Data Hub |
| 3. Data Analysis for Beginner Data Analysts | 10. Fact-Finding for TPAs ⁶ & Employers |
| 4. UI Program Leadership | 11. UI ICON Master |
| 5. UI Tax Auditing | 12. ICON Claims |
| 6. UI Tax Investigations | 13. ICON Federal Claims |
| 7. Fact-Finding & Adjudication | 14. Business Analysis for Workforce System Professionals (WITSC 1) |

All certificates were completed as of the end of 2023 with the exception of the Business Analysis for Workforce System Professionals (WITSC 1) certificate. This certificate was thus evaluated based on the available modules.

³ A required component of the Fraud Investigations and Tax Investigations certificates, the Basic Investigations VILT is offered via Kaltura and was released in 2021. Benefits Accuracy Measurement VILT and Data Validation VILT were later added to the catalog.

⁴ Learners who had taken an additional lesson, which was part of a certificate under development at the time of data collection, were included in the survey sample. This was intended to collect preliminary feedback to inform certificate development, and the results are not discussed in this report.

⁵ Within the Learning credentialing system, certificates of achievement are competency-based programs of study that requires the learner to meet specific performance criteria or demonstrate exceptional skill and understanding. The data obtained from these certificates and their surveys allow for an evaluation of the knowledge and skills gained by learners, which is the focus of this evaluation report. More information on each certificate, including the intended learner population and the respective curriculum components, can be found in the [Learning Course Catalog](#).

⁶ Third-party Administrators

Learning Evaluation Purpose and Approach

NASWA's Research and Evaluation (Evaluation) Team continuously works with the Learning staff to evaluate if the above-mentioned training meets the skill development needs of SWAs. The evaluation activities follow the training and technical assistance (T/TA) performance measurement framework developed by the U.S. Department of Health and Human Services (HHS), the Office of the Assistant Secretary for Planning and Evaluation (APSE), and Mathematica Policy Research.⁷ Specifically, the evaluation of Learning centers around five aspects of training delivery: content development, use of training, response to training, learning, and results.

The present evaluation aims to answer the following research questions:

1. Who utilizes Learning? How well does Learning reach the SWA learner population?
2. How satisfactory, high-quality, and applicable to their jobs do SWA staff find the Learning trainings to be?
3. What immediate outcomes do the Learning trainings have on SWA staff's job knowledge and skills?
4. What long-term impact do Learning trainings have in helping SWA staff improve their job confidence and performance?
5. What improvements can Learning make to trainings and user experience?

Currently, the Evaluation Team uses the following data collection strategies to inform the Learning evaluation:

- LMS administrative and enrollment data;
- Certificate self-assessment surveys embedded in the LMS, available to all learners who complete a certificate; and an
- Annual follow-up surveys sent to learners who have completed a certificate.

The LMS captures evaluation data related to Learning content development and use. Example measures include, but are not limited to, the number of trainings available, number of learners enrolled, number of active⁸ learners, and number of certificate completions. Additionally, the Evaluation Team administers two waves of self-assessment surveys to learners to inform the evaluation on learners' response to the training and the effectiveness of the training in increasing learners' knowledge and skills in specified areas.

The first wave of surveys, embedded in the LMS with respective certificate content, becomes available to learners immediately upon content completion and a reminder email is sent automatically via the LMS to learners on the day following completion. The Wave 1 survey asks learners to retrospectively self-assess their skills and knowledge of the

⁷ More information on the T/TA framework can be found at <https://aspe.hhs.gov/measuring-tta-effectiveness>

⁸ Learners without any login or learning activities in a prolonged period (i.e., 12-18 months) are deactivated, though retain enrollment status in the LMS.

associated learning objectives before and after completing the training.⁹ It also solicits learners' feedback on the overall quality of and their satisfaction with the training.

The second wave of surveys are delivered to learners on an annual basis and focus on learners' perceived changes in job confidence and performance after completing the training. This year, the Evaluation Team sent a survey to learners who completed at least one of the 14 above-mentioned trainings in calendar year (CY) 2023. Because of the small number of completions and the fact that no Wave 2 surveys had been administered in previous years, the Evaluation Team decided to include all learners who had ever completed an ICON certificate or Business Analysis for Workforce System Professionals (WITSC 1) module by the end of CY 2023. Due to lower response rates resulting from previously emailed web-based surveys in past evaluations, the Evaluation Team distributed the 2023 Wave 2 surveys to learners via the LMS to boost response rates. Learners received an initial email from the LMS notifying them of the survey and a reminder email as the survey deadline approached.

Survey Response Rates and Sample Sizes

As learners are requested to respond to the Wave 1 surveys immediately upon completion of the training and as trainings can be completed at any time during the year, survey responses are collected from learners throughout the year. A total of 1,497 responses were received to the Wave 1 surveys in CY 2023, with an additional 91 survey responses received to ICON and WITSC trainings between 2021 and 2022. The response rates¹⁰ to Wave 1 surveys range between 21.6 percent and 96.2 percent, with the majority being over 50 percent. Table A1 in Appendix A details the total number of learners that completed an evaluated training and respective Wave 1 surveys along with the calculated survey response rates.

The Wave 2 surveys were administered to learners¹¹ in June of 2024. Three versions of the Wave 2 survey were created and distributed to learners corresponding with the three main training areas involved in the evaluation: UI Integrity, ICON, and WITSC. This was done to customize the questions in each survey for each training area and associated trainings. One SIDES certificate – Fact-Finding for TPAs and Employers – was included in the UI Integrity survey to streamline survey distribution.

⁹ The retrospective pretest-posttest is a variation of the traditional pretest/posttest design often used when a traditional pretest/posttest is not practical. The following reference provides a discussion of the advantages and limitations of the retrospective design: Pratt, C.C., W.M. McGuigan, and A.R. Katzev, 2000. Measuring program outcomes: Using retrospective pretest methodology. *American Journal of Evaluation* 21(3):341-349.

¹⁰ Wave 1 survey response rates were calculated by dividing the number of responses by the number of completed modules or certificates.

¹¹ To eliminate responses from internal staff and federal employees who took trainings for reviewing and testing purposes, the Wave 2 surveys were sent only to learners who were registered in the LMS as being State Workforce Employees, Employers/TPAs, Workforce Partners, or Others.

Learners who were listed as inactive in the LMS did not receive the survey invitation email, as the LMS does not send emails to inactive accounts. There were a larger proportion of inactive learners in the ICON (31 learners or 16.1 percent) and WITSC (44 or 33.8 percent) Wave 2 survey samples than in the UI Integrity survey samples (2 or 0.1 percent). This was due to the inclusion of all time ICON and WITSC training completions, some of which date back to 2021. As a result, Wave 2 surveys were sent to 1,619 active UI Integrity learners, 161 active ICON learners, and 86 active WITSC learners. Seventy-six (about 4.1 percent) learners received more than one Wave 2 survey as learners can take multiple certificates. A total of 349 responses were received from the three surveys. Table A2 in Appendix A provides more information on the Wave 2 survey response rates.¹²

Due to the limitation in the LMS survey functionality, Wave 2 surveys could not be customized based on individual learners' training progress status. Therefore, respondents were asked to self-select which trainings within certain training areas they had completed and would like to provide feedback on via matrix questions.¹³ However, many respondents provided feedback on trainings that they had started but had not yet completed or trainings they had not enrolled in. For this evaluation, feedback provided to trainings are considered invalid and excluded from the analyses if the respondent did not enroll in or had not started taking that training as of June 30, 2024.

In comparison to the Wave 1 surveys, the Wave 2 surveys were not required and received lower response rates, ranging between 13.2 percent and 28.0 percent. While response rates cannot be directly compared to past years due to differences in survey delivery modes and timing, some 2023 Wave 2 surveys received slightly higher response rates and others did not show improvement. Tests of statistical significance (t-tests) for the survey respondents and learners that completed at least one training included in this evaluation¹⁴ were conducted to determine if there were any systematic differences between the learner population and learners that responded to the survey.¹⁵ The results of the significance tests indicate that the Wave 1 and Wave 2 survey respondents were reasonably representative of the evaluation learner population at the 0.1-level, with few exceptions where certain state staff were under- or over-represented in survey responses.¹⁶ One difference between the survey respondent population and the evaluation learner population can be seen in job levels. Learners are asked to identify their job level when registering in LMS and again in surveys. Most learners indicate being entry/beginner level staff when registering in the LMS, while the majority of survey respondents indicate being intermediate level staff. This may be due to time passing

¹² Wave 2 survey response rates were calculated by dividing the number of responses by the number of surveys sent to learners listed as started or completed in a module or certificate as of June 30, 2024.

¹³ Examples of surveys are presented in Appendix E.

¹⁴ This includes training completions during CY 2023 and any completions of an ICON or WITSC training.

¹⁵ See Tables C1 and C2 in Appendix C for detailed results of the tests.

¹⁶ Detailed results can be found in Appendix C.

between registering in the LMS and responding to the survey. Learners may have accumulated enough time on the job that they no longer identify as entry level staff.

Therefore, the subsequent analyses only speak to the views and responses of those learners who completed the surveys and results should not be generalized to the entire Learning learner population.

Report Structure

The remainder of the report will detail the outcomes of the CY 2023 Learning Evaluation. Section 2 will focus on the CY 2023 training enrollment, completion, and learner demographics analyses. Learner's satisfaction with the training, improvement of job performance, skill gain analyses, and feedback to the training will then be discussed in Section 3. The report will conclude with a summary of the findings, limitations, and plans for future evaluations.

2. State Use of Learning

Learning is Utilized by Fifty-Four States and Territories

As of December 31, 2023, Learning had 21,600 total SWA staff learners enrolled from 50 states, the District of Columbia, and three U.S. territories, with an additional 1,110 learners enrolled from federal agencies, vendors, third-party administrators, and employers. There were 7,726 active learners who logged into the LMS at least once in the past 12 months. Ohio had the highest number of learners enrolled (3,707), followed by Michigan (1,654), Washington (1,475), and Virginia (1,241). Overall, a total of 2,065 new state workforce agency learners from all 54 states and territories enrolled during 2023, with the highest new learner enrollment stemming from Oregon and Florida (113 each). See Figure 1 below for more details on Learning enrollment in 2023 by state.

Figure 1: 2023 SWA Staff Enrollment in Learning

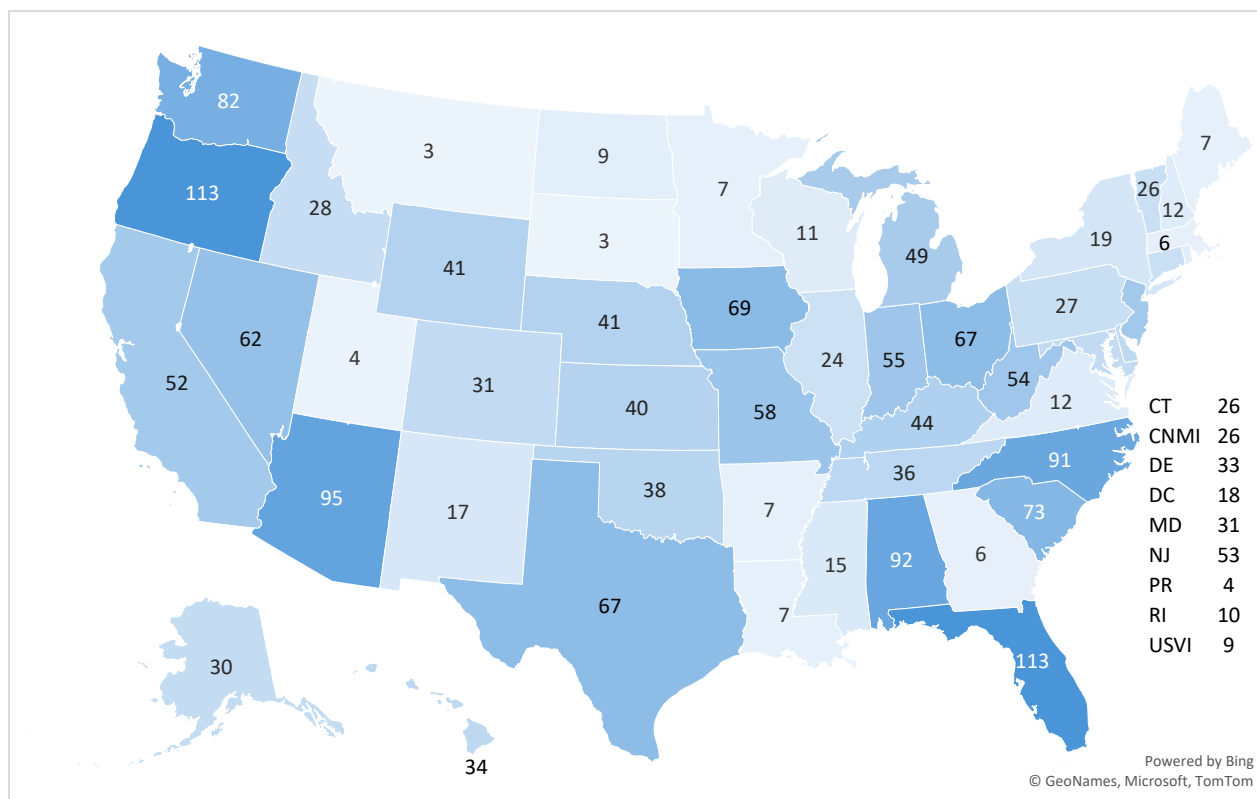


Table 1 below shows the all-time and 2023 enrollment and completions for the trainings highlighted in this evaluation. The Operations Integrity certificate had the highest all-time enrollment (7,483), followed by Fact-Finding and Adjudication (6,843). The Operations Integrity certificate also had the highest number of all-time completions (3,042), followed by Fact-Finding and Adjudication (2,768). About 40 percent of learners were enrolled in multiple certificates and 4.6 percent of learners were enrolled in multiple training areas. The most commonly enrolled training area was UI Integrity.

The Fact-Finding and Adjudication certificate received the highest new enrollment in 2023 (1,247), followed by Fraud Investigations (516). In 2023, Fact-Finding and Adjudication had the highest number of completions (885), followed by Operations Integrity (270). Additionally, about one third of learners (742 learners or 29.5 percent) enrolled in more than one certificate and 203 learners (8.1 percent) were enrolled in more than one training area in 2023. The most commonly enrolled training area in 2023 was UI Integrity.

Table 1: Certificate Cumulative and 2023 Enrollment and Completions

Training Area	Training	Enrollment		Completions		Total Completion Rate
		Total	2023	Total	2023	
UI Integrity	Behavioral Insights*	491	149	3	3	0.6%
	Data Analysis for Beginner Data Analysts	571	108	121	50	21.2%
	Fact-Finding & Adjudication	6,843	1,247	2,768	885	40.5%
	Fraud Investigations	4,506	516	1,197	241	26.6%
	Integrity Data Hub*	220	97	24	24	10.9%
	Operations Integrity	7,483	399	3,042	270	40.7%
	Program Leadership	1,235	90	114	16	9.2%
	Tax Auditing	1,264	134	446	78	35.3%
	Tax Investigations	1,585	278	247	95	15.6%
ICON	ICON Claims	277	101	185	59	66.8%
	ICON Federal Claims	222	91	77	42	34.7%
	UI ICON Master*	370	136	19	19	5.1%
WITSC	WITSC 1 Business Analysis Module	291	38	129	17	44.3%
	WITSC 1 Planning Module*	34	34	5	5	14.7%
	WITSC 1 Building Requirements Module	135	29	57	16	42.2%
SIDES	Fact-Finding for TPAs & Employers*	111	111	56	56	50.5%

* Trainings completed in 2023

Washington was commonly the highest enrolled state in 2023 across various UI Integrity certificates and drove enrollment in all three ICON certificates (127 learners). This could be due to two factors, the first being that Washington utilizes Learning as part of their onboarding process for new staff. Second, Washington issued a legislative mandate in 2021 to have adjudication staff prepared to quickly help in situations of high volume, such as another pandemic. This mandate was bolstered in 2022.

Indiana had the second highest enrollment in the three ICON certificates in 2023 (46 learners). Enrollment in Business Analysis for Workforce System Professionals (WITSC 1) in 2023 was primarily driven by Washington and Virginia (8 learners each). Pennsylvania contributed the largest number of enrolled learners (381) in Fact-Finding and Adjudication in 2023, and Wyoming had the highest enrollment in Behavioral Insights (28 learners).

Certificate completions in 2023 followed similar patterns as enrollment. Washington contributed to large numbers of completions in Fact-Finding and Adjudication (86), ICON Claims (24) and Federal Claims (15), and Operations Integrity (92). Pennsylvania had the

highest number of completions (322) in Fact-Finding and Adjudication. Overall, Pennsylvania recorded the highest number (343) of certificate completions in 2023, making up 18.6 percent of the 2023 completions.¹⁷ Washington had the second highest (236), with 12.8 percent of 2023 completions. This is followed by Florida (102) and South Carolina (98), both of which contributed about 5 percent of the total completions in 2023. See Table C1 in Appendix C for more information about completion rates by state.

Overall, the trainings have an average completion rate of 31.3 percent. Trainings completed prior to 2023 had an average completion rate of 36.1 percent. As shown in Table 1 above, the ICON Claims Certificate has the highest all-time completion rate at 66.8 percent, followed by Fact-Finding for TPAs and Employers at 50.5 percent. The trainings with the lowest completion rates were Behavioral Insights (0.6 percent), UI ICON Master (5.1 percent) and Program Leadership (9.2 percent). However, Behavioral Insights and UI ICON Master were both completed in the second half of 2023, with less time for learners to complete the certificate before Wave 2 surveys were distributed. The low completion rates reflect this timeline and the same should be considered for other trainings completed in 2023.

In addition, the UI ICON Master certificate may have a low completion rate because most learners complete just one of the ICON sub-certificates required for completing the Master certificate. Fewer learners are anticipated to finish the entire certificate than are anticipated to finish one of the sub-certificates, as each sub-certificate is geared towards specific job responsibilities. The completion rate for Program Leadership should also be considered contextually; this curriculum was designed for learners to “cherry-pick” the content that was most helpful and relevant to their job rather than completing the entire certificate. As such, a lower certificate completion rate here is more indicative of the curriculum design than it is of learner progress through the certificate.

Learning is Successfully Reaching a Wide State Workforce Agency Population

Learning aims to support workforce agency staff across various training areas, with many trainings intended for beginner or entry level staff. To determine whether Learning is successfully reaching a wide audience of professionals, learners' job levels, organizations, and areas of work were analyzed.

¹⁷ Total completions are referring to only those modules and certificates included in this evaluation.

Table 2: Learning Demographics

Demographic	Percent of Learners	Number of Learners
Job Level		
Entry/Beginner Staff	37.8%	5,978
Intermediate Staff	11.6%	1,834
Senior/Experienced Staff	3.2%	512
Manager/Supervisor	4.0%	636
Director	0.5%	78
Executive Management	0.8%	133
Not Available	42.0%	6,635
Organization		
State Workforce Employees	98.0%	15,486
Employers/TPAs	0.0%	4
Federal Employees	0.5%	75
NASWA Employees	0.7%	116
Other	0.6%	89
Special Viewers	0.0%	2
Vendors	0.2%	31
Workforce Partners	0.0%	3

Note: Data as of June 30, 2024.

Learners are asked to identify their job level when registering in the LMS and responding to surveys. Out of those who provided job level information at registration, the majority of SWA staff reported their job level as entry/beginner staff (65.2 percent), followed by intermediate staff (20.0 percent). In addition, 98 percent of learners registered in the LMS are State Workforce Employees, indicating that Learning is successfully reaching its goal of supporting SWA staff across all job levels. See Table 2 for more information on the demographics of learners.

Table 3: Areas of Work

Area of Work	UI Integrity	WITSC	ICON
Appeals	3		2
Benefits - Adjudication	62		13
Benefits - BAM	9		2
Benefits - Claims	64		15
Benefits - Collections	2		1
Benefits - Fraud Investigations	51		3
Employment Services	13		
Executive Leader	1		
Other	51		3
Tax	30		
WIOA 1		7	
WIOA 2		1	
WIOA 3		5	
WIOA 4		1	
RESEA		4	
Workforce Information		4	
TANF-SNAP		2	
UI/Benefits		16	
Other		5	
Apprenticeship		2	

The Wave 2 surveys also collected information on UI Integrity and ICON respondents' areas of work to provide insight into what workforce divisions most survey respondents work in, as shown in Table 4. For UI Integrity and ICON trainings, most respondents worked in Benefits, specifically Claims, Adjudication, and Fraud Investigations. This aligns with the highest 2023 enrollments being in the Fact-Finding and Adjudication Operations Integrity, and Fraud Investigations certificates. WITSC respondents were asked which WIOA programs they were affiliated with. The most common affiliation was Unemployment Insurance/Benefits, followed by WIOA Title I. As discussed above, although the Wave 2 survey respondents represented a small group of learners, it was a reasonably representative sample of Learning learners and provided insights into how

Learning is reaching workforce development professionals across many areas of work.

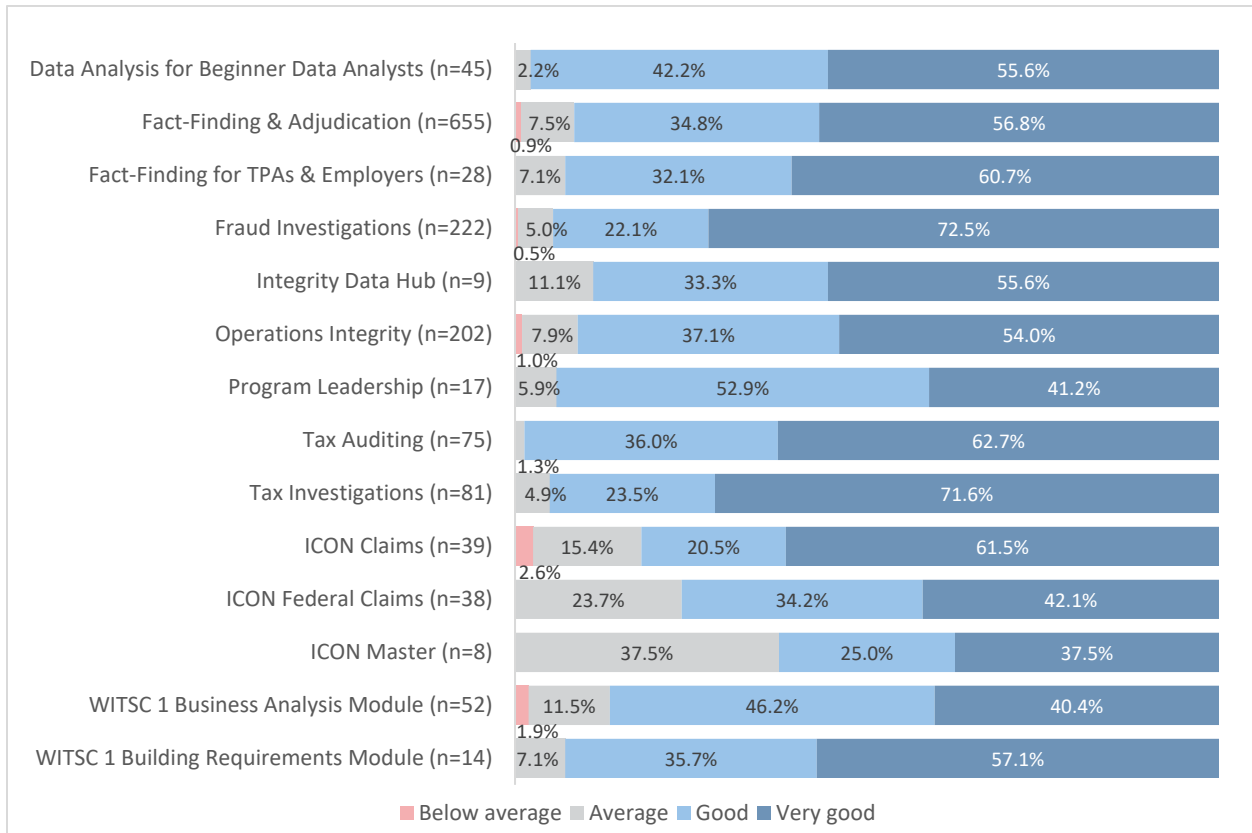
3. Training Feedback and Skill Gains Analyses

Learning Trainings are Highly Satisfactory

The 2023 Wave 1 surveys asked learners to indicate how they would rate the training they completed. Response options ranged from “Poor” to “Very good”. Figure 2 below details learner ratings by training in 2023.¹⁸ Learners who did not respond to the question are not included in the figure. Overall, most learners rated each training as being “Good” or “Very good”, with minimal ratings falling below “Average”. This indicates that learners generally find the training offered by Learning to be satisfactory. The UI ICON Master certificate had the highest percentage of “Average” ratings (37.5 percent), and the Fraud Investigations certificate had the highest percentage of “Very good” ratings (72.5 percent). The Tax Investigations certificate followed closely with 71.6 percent of respondents rating it “very good”.

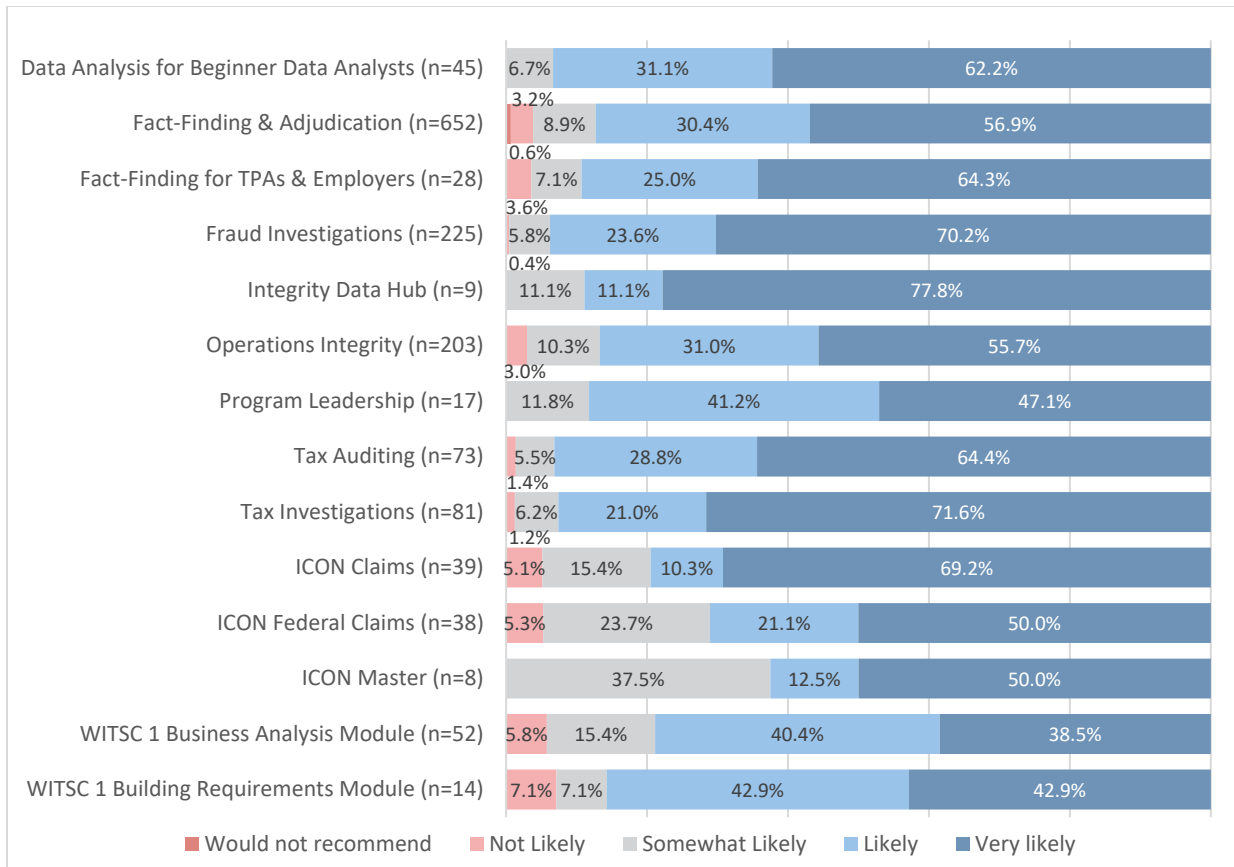
¹⁸ Trainings that were completed in 2023 and did not have any responses to the Wave 1 survey as of December 31, 2023 are not included in the analyses.

Figure 2: Wave 1 Training Ratings



Learners were additionally asked in the Wave 1 surveys about their likelihood of recommending the training to colleagues. Response options ranged from “Would not recommend” to “Very likely”. As shown in Figure 3, most learners indicated that they were “Likely” or “Very likely” to recommend the training to others. The Integrity Data Hub certificate had the highest percentage (77.8 percent) of learners responding they were “Very likely” to recommend the certificate followed by Tax Investigations (71.6 percent). The UI ICON Master certificate survey respondents had the highest percentage of being “Somewhat likely” to recommend the certificate (37.5 percent). The WITSC 1 Building Requirements module narrowly received the highest percentage of “Not likely” to be recommended, and Fact-Finding and Adjudication was the only training to receive the “Would not recommend” rating. However, the number of respondents represented by these percentages is very small; only one respondent indicated they were “Not likely” to recommend the WITSC 1 Building Requirements module and four respondents indicated they “Would not recommend” the Fact-Finding and Adjudication certificate.

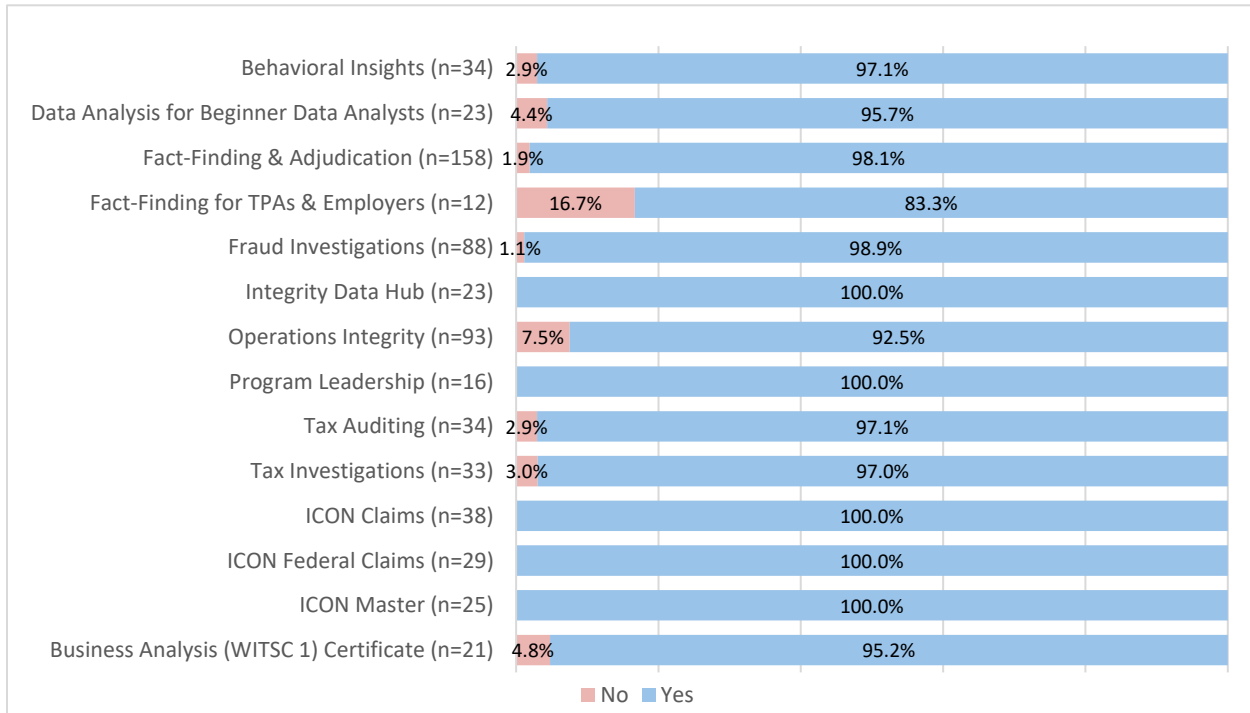
Figure 3: Wave 1 Likelihood to Recommend Trainings



Respondents who had rated the training as “Below average” often responded that they were “Not likely” to recommend or “Would not recommend” the training. In addition, many of these same respondents reported their job levels to be “senior/experienced” or “manager/supervisor”, which likely made some basic trainings less suitable for them. One learner, for example, commented that the training was “too basic”, while others requested trainings to be more state-specific, more detailed, or more interactive.

Learners were again asked in the Wave 2 surveys to indicate whether or not they would still recommend the training they had completed. Response options included “Yes” or “No”, with “Not Applicable” for respondents who had not completed a given training. Figure 4 below shows that most of the respondents would still recommend the training to others. The Fact-Finding for TPAs and Employers certificate received the highest percentage (16.7 percent) of respondents indicating they would not recommend the training. However, this percentage represented only two learners. Other “No” responses to trainings also consisted of only one or two learners, and most learners that indicated they would not recommend the Operations Integrity certificate had started the certificate but not completed it.

Figure 4: Wave 2 Likelihood to Recommend Trainings

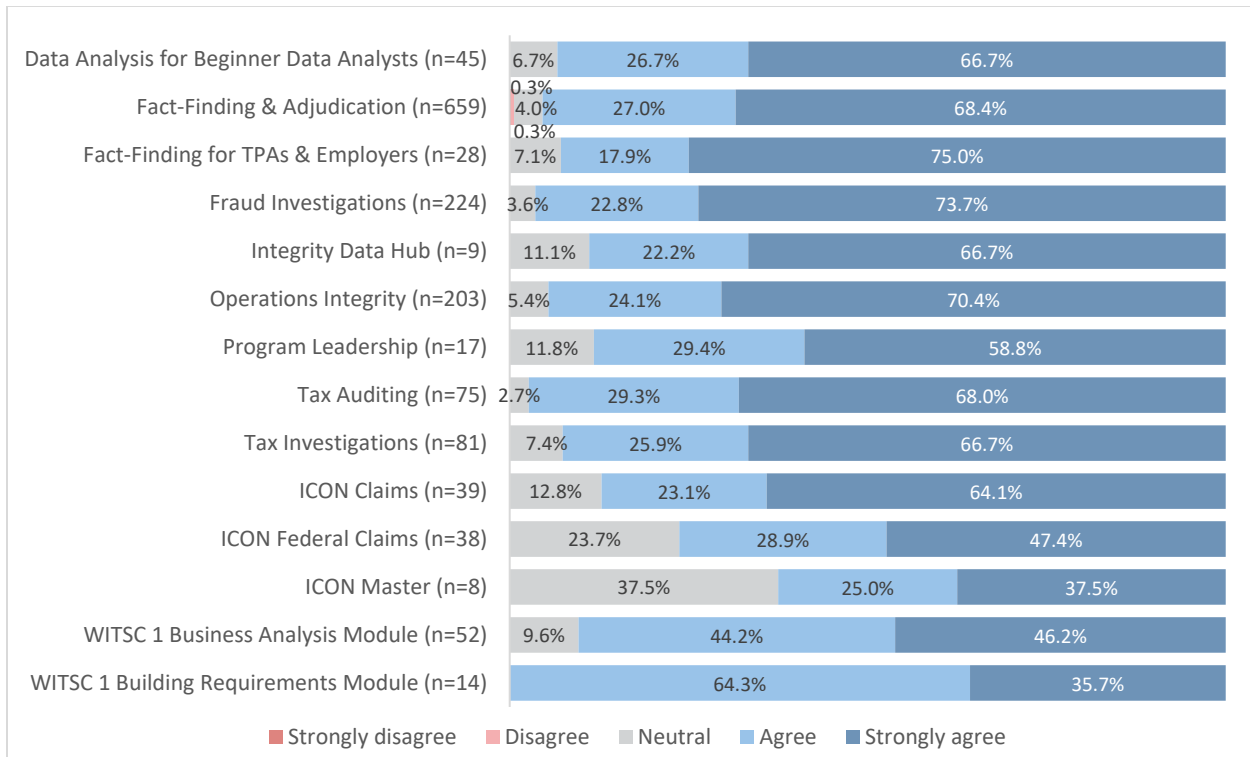


Similar to the Wave 1 responses, some respondents that indicated they would not recommend a training also had a job level above the level generally targeted by training. Each training that received a “No” rating had between one and three respondents with a “senior/experienced”, “manager/supervisor”, or “director” job level. In addition, there were very minimal changes between waves, indicating that the length of time between completing the training and the Wave 2 survey did not sway many opinions. On average, only one or two respondents switched their recommendation rating. The most changes were seen from respondents erroneously selecting “Not Applicable” in their Wave 2 response.

Learning Trainings are Highly Applicable to Jobs

The Wave 1 survey asked learners if they plan to apply what they learned from the training to their job. Figure 5 below details learners’ responses. The majority of learners reported that they “Agree” or “Strongly agree” that they planned to apply what they learned to their jobs. The Fact-Finding for TPAs and Employers certificate received the highest percentage of “Strongly agree” responses (75.0 percent), followed by Fraud Investigations. The UI ICON Master certificate received the highest percentage of “Neutral” sentiments (37.5 percent), followed by ICON Federal Claims (23.7 percent). Fact-Finding and Adjudication was the only training to receive “Strongly disagree” or “Disagree” responses, but this was contributed by only two respondents.

Figure 5: Learners' Plans to Apply Training to Jobs



To gain insight into whether learners applied what they learned to their jobs as they planned, Wave 2 surveys asked learners to report whether they had done so and how the trainings had improved the way they did their job. Because both Wave 1 and 2 surveys were administered in the LMS, the Evaluation Team was able to match survey responses by same individuals and conduct cross-tabulation analyses on their responses to the job application question. Only trainings with over 30 matched Wave 1 and 2 survey responses were included for this analysis to ensure a large enough sample size. This included the Fact-Finding and Adjudication, Operations Integrity, and Fraud Investigations certificates.

Learners were considered to have not applied what they learned as they had planned if they had responded to the Wave 1 survey with “Agree” or “Strongly agree” in response to the question “I plan to apply what I learned to my job” and responded to the Wave 2 survey as having “not utilized” or “not appli[ed]” the learning material.¹⁹ The results of the cross-tabulations showed that most learners of these three certificates applied the training to their jobs as planned. Fraud Investigations had the lowest percentage of learners reporting they did *not* apply the training as planned (4 learners or 17.0 percent), followed by Fact-Finding and Adjudication (11 learners or 17.9 percent). Operations

¹⁹ In response to a question regarding how the trainings improved learners' job performance in the Wave 2 surveys, respondents were instructed to select “Have not utilized” if they had not had an opportunity to apply what they learned to their job and “Not applicable” if the training was not directly relevant to their position.

Integrity had the highest percentage of learners reporting they did not apply the training to their jobs as planned (9 learners or 42.7 percent). However, these results are preliminary and limited by the small sample size of learners that completed both the Wave 1 and Wave 2 surveys and should not be used to make final assumptions about training applicability.

Learning 2023 Job Performance and Skill Gains Analyses

This section provides an analysis of the learner self-assessed skill gains upon their completion of module or certificate trainings. This section also summarizes the self-perceived improvement in job performance since completing the trainings.

Data and Methods

Wave 1 surveys ask learners to retrospectively rate their knowledge and skills before and after completing the trainings on a scale from 1 to 5, where 1 represents a Novice level and 5 represents an Expert level.²⁰ This data is used to evaluate immediate effects of the training on learners' knowledge and skills associated with the learning objectives for each training. See Table B1 in Appendix B for each training's learning objectives.

The averages of the learners' before and after skill self-assessments were aggregated to create overall averages for each learning objective. These aggregated measures were tested for normality using the Shapiro-Wilk Test²¹ and data visualizations. The tests found the aggregated learning objectives to not be normally distributed, thus failing to meet the assumption of normality required for parametric statistical tests of differences between groups. As such, the non-parametric paired Wilcoxon Signed-Rank Test was chosen as the appropriate statistical test for the data. Summary statistics were then calculated for each learning objective in each survey, providing the total number of responses and medians as reported in Table B1 in Appendix B.

The Evaluation Team then conducted the skill gains analyses via the Wilcoxon Signed-Rank Tests to determine whether there are statistically significant differences between learners' before and after self-assessed skills ratings. All missing data were removed from the analyses through pairwise deletion. The Evaluation Team additionally calculated the associated effect sizes²² to measure the magnitude of the differences between ratings.²³

²⁰ The Evaluation Team acknowledges the likely bias in self-reported retrospective skill levels by learners. However, the learner self-assessment provides a tool to examine estimates of learners' abilities before and after completing the certificate trainings.

²¹ The Shapiro-Wilk test is a hypothesis test that evaluates whether data is normally distributed. More information can be found here: [Wilk Test - an overview | ScienceDirect Topics](#)

²² Note that negative z-scores and effect sizes indicate the second group scores are higher than the first group scores in paired tests.

²³ Widely used interpretations of effect sizes are as follows: 0.10 – 0.30 (small effect; accounts for 1% of the total variance); 0.31 – 0.49 (moderate effect; accounts for 9% of the total variance); 0.50

Learners were also asked in the Wave 2 surveys to rate the extent to which the specific training had improved their job performance. Response options ranged from “Had no effect” to “Greatly improved”. As learners could self-select which training they wanted to respond to in the Wave 2 survey, all learners who had started or completed a training as of June 30, 2024, were considered valid responses. The Wave 2 survey also asked respondents to rate how the trainings had improved their job confidence with the same response options.²⁴ Wave 2 survey data is intended to evaluate long-term effects of the training on learner’s job performance and confidence.

Results

Learning Trainings Improve Job Skills and Long-term Job Performance

Overall, Wave 1 skill gain analyses show that learners find immediate improvement to their knowledge and skills after completing the trainings. Median post-training skill gains for each learning objective showed a significant increase from pre-training medians ($p < 0.05$)²⁵. The improvement to knowledge and skills for each learning objective were also found to have moderate (0.31-0.49) to large (0.50+) effect sizes, indicating noticeable and impactful changes to skills and knowledge after completion of the training. More information regarding the results of the skill gains analyses can be found in Appendix B.

The Wave 2 survey results show that over the long-term, the training improved learners’ job performance. Descriptive analyses were also conducted to determine whether self-assessed job performance wanes over time for those individuals who had the longest differences between when they completed the training and when they responded to the Wave 2 surveys.²⁶ The results of the analyses showed no significant patterns of lower job improvement ratings for learners with higher differences between training completion and Wave 2 survey completion. Figure 6 below details learners’ self-reported job performance improvement by certificate.

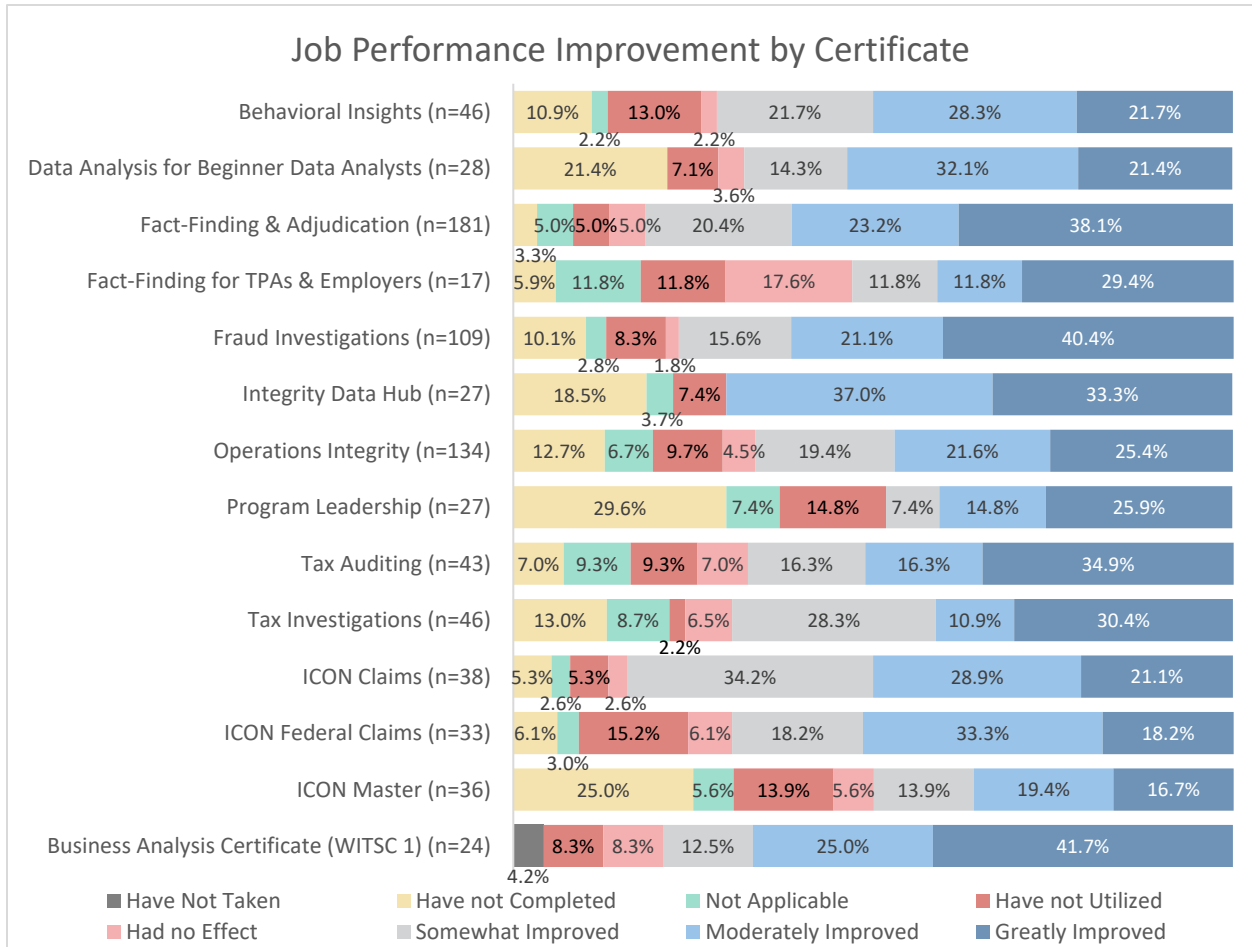
or greater (large effect; accounts for 25% of the total variance). See Cohen, J. 1988. *Statistical Power Analysis for the Behavioral Sciences* (2 ed.). Routledge: New York. <https://doi.org/10.4324/9780203771587>

²⁴ See Appendix E to review the survey questions.

²⁵ A p-value indicates how likely it is that a given outcome between two variables occurred by random chance. Here, the p-value of less than 0.05 indicates that there is less than a five percent probability that skill improvements reported after the training occurred by chance.

²⁶ Category sample sizes were too small for predictive tests of association.

Figure 6: Job Performance Improvement by Training



Overall, learners reported improvement in job performance as a result of the training, with most learners reporting “Moderate” or “Great” improvements to their performance. The Business Analysis for Workforce System Professionals (WITSC 1)²⁷ certificate received the highest amount of “Great” improvement ratings (41.7 percent), followed by Fraud Investigations (40.4 percent) and Fact-Finding & Adjudication (38.1 percent). The Integrity Data Hub certificate received the highest percentage of “Moderately improved” ratings (37.0 percent) and the ICON Claims certificate had the highest percentage (34.2 percent) of respondents indicating that the training had “Somewhat improved” their job performance. Overall, few respondents reported the trainings to have “Had no effect” on their job performance or to be “Not applicable” to their jobs.

²⁷ The Wave 2 survey for WITSC asked respondents to respond to the certificate as a whole rather than individual modules. As the certificate was not able to be completed, the survey provided the response option “Have not taken” instead of “Have not completed”.

The Evaluation Team further analyzed Wave 2 survey respondents' certificate enrollment and completion status, job levels, and area of work to provide additional insight into their reported results of job performance improvement. The findings are discussed below.

Some learners had difficulty accurately recalling the specific training they had taken. As a result, there were instances where learners erroneously selected "Have not completed" or "Have not taken" and therefore did not rate their job performance improvement. Both respondents that indicated they had not completed the ICON Claims certificate did so erroneously, as did all respondents reporting they "had not taken" the WITSC 1 training. Two out of six learners reporting they had not completed the Data Analysis for Beginner Data Analysts certificate did so erroneously. Other surveys had very few learners erroneously reporting they had not completed the training.

Many learners reporting "Have not completed" certain trainings were enrolled in multiple training courses and were initially included in the Wave 2 survey sample for completing other trainings. As mentioned previously, over 40 percent of learners were enrolled in multiple Learning certificates and often worked on different trainings simultaneously. While learners were eligible to receive the Wave 2 surveys for completing at least one of the evaluated trainings, they were also presented with questions related to trainings still in progress. It is worth noting that most of these learners correctly reported the non-completion of various trainings. In general, the Program Leadership certificate and a few newly completed trainings saw high percentages of learners reporting they had not completed the training. This is consistent with the overall low completion rate of these certificates as discussed in previous sections.

In addition, misalignment of job level and area of work with training design can reduce the applicability of training to learners' daily jobs. For example, 14.8 percent of Program Leadership respondents indicated they had not utilized the training in their jobs. Over half of these respondents had a reported job level of "entry/beginner" or "intermediate" staff. While anyone can take the certificate, it was designed for UI directors, UI supervisors and managers, and executive leadership. It is likely the learners with more junior job roles have not utilized the training due to their job role.

The Fact-Finding for TPAs and Employers certificate had the highest percentage of respondents (17.6 percent) reporting that the training "Had no effect" on their job performance. In addition to the small number of responses, this result likely stems from the fact that many of the learners who took the Fact-Finding for TPAs and Employers training were not Third-Party Administrators (TPAs) or Employers, but rather were State Workforce Employees. Due to the majority of learners not having job roles the training was designed for, it is not surprising that many learners had "not utilized" the training, found it to be "not applicable" to their jobs, or did not find their job performance improved by the training.

Learners Reporting Immediate Gains in Knowledge and Skills Often Had Greater Job Performance Improvement

Using the matched Wave 1 and 2 survey responses discussed above regarding training applicability, the Evaluation Team conducted a preliminary analysis of the association between short-term skill gains and long-term job performance improvement. For each certificate, Wave 1 respondents who reported skill gains in 75 percent or more of the respective certificate learning objectives were considered a “yes” – immediate skill gains were achieved. Those who reported skill gains in fewer than 75 percent of the learning objectives were considered to not have substantial skill gains and were listed as “no”. The skill gains were then cross tabulated against reported job performance improvements in Wave 2 surveys to analyze the trends between skill gains and job performance. Due to the small sample sizes, no statistical analysis was conducted; however, a review of the tabulated responses suggested that learners who reported immediate gains in knowledge and skills often indicated greater improvement in their job performance over time. The results of the analysis are discussed below.²⁸

The results for the Fact-Finding and Adjudication certificate determined that overall, most respondents reported finding their job performance had improved in Wave 2, even if they did not report skill gains in 75 percent of the certificate learning objectives in Wave 1. Almost half of respondents who had achieved skill gains in Wave 1 reported finding their job performance to have “greatly improved” in Wave 2. In addition, very few learners report that they have not seen any immediate or long-term skill gains resulting from the training. These results indicate that learners generally find that the Fact-Finding and Adjudication certificate results in job improvements over the long-term, even if learners do not report immediate improvement.

The results of the analysis for the Operations Integrity certificate found that overall, a majority of respondents reported long-term improvement to their job performance after taking the certificate, with most respondents reporting their job performance having “greatly improved”. In addition, many respondents who reported no immediate skill gains later reported finding that the certificate improved their job performance in the long-term. No learners reported that the certificate had “no effect” on their job performance.

And finally, the results of the same analysis for the Fraud Investigations certificate found that over half of respondents that reported immediate skill gains in 75 percent or more of the learning objectives also reported that their job performance had “greatly improved” in the Wave 2 survey. A majority of learners that did not report immediate skill gains reported finding that their job performance had “moderately improved” in the long-term. A very small percentage of respondents reported seeing no immediate skill gains, and no learners reported finding no immediate or long-term improvement to their skills and job performance. Overall, the cross-tabulation shows that most respondents report long-

²⁸ See Tables D1 – D3 in Appendix D for more information about the results.

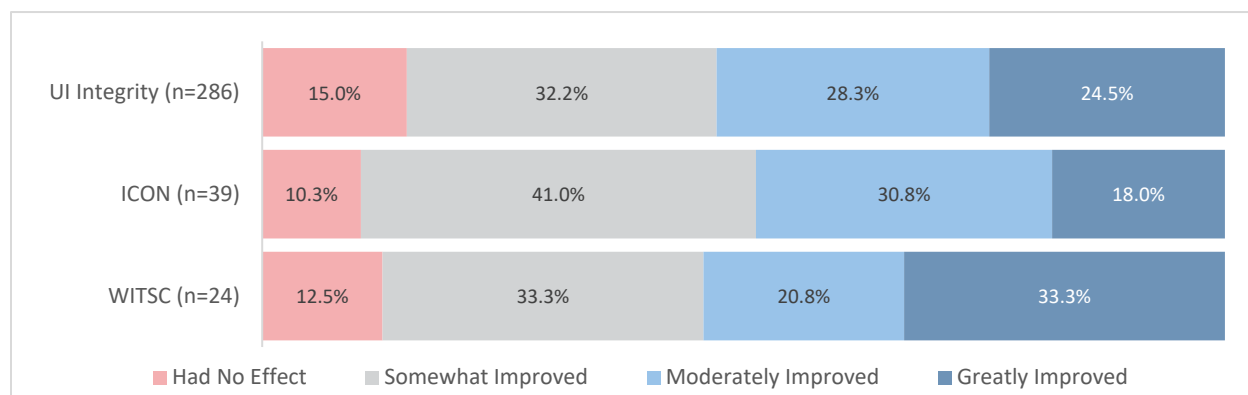
term improvement to their job performance after taking the Fraud Investigations certificate.

It is important to note that the findings are based on descriptive data from a small sample of learners and further analysis with a larger number of respondents would be needed to determine the strength of the relationship between the categories. Moreover, learners' immediate skill gains reported in Wave 1 surveys were aggregated into a dichotomous variable using a 75 percent threshold. This did not take into account the weight of each learning objective in relation to individual learners' job roles. Therefore, the results should be interpreted with caution.

Learning Trainings Improve Job Confidence Over the Long-Term

Learners were asked in each Wave 2 survey whether the training improved their overall confidence in their abilities to perform their job duties. Learners were asked to rate this improvement by the training area, rather than by individual modules or certificates. See Figure 6 below for the results.

Figure 7: Long-Term Improvements to Job Confidence



The Wave 2 survey results show that the Learning trainings have a long-term and positive impact on learners' job confidence. Most learners indicated that the trainings did improve their job confidence. The WITSC trainings received the highest percentage of "Greatly improved" ratings (33.3 percent), followed by UI Integrity (24.5 percent). The majority of respondents indicated they felt that their job performance had "Somewhat improved", and very few respondents felt the trainings "Had no effect" on their job confidence. These respondents typically had a job level of senior/experienced or manager/supervisor, with some respondents to the ICON survey having an intermediate job level. These learners may have been too advanced for the trainings, resulting in their ratings that the training did not affect their job confidence.

Learners' Feedback to the Learning Trainings

Both the Wave 1 and Wave 2 surveys asked respondents for their feedback on the training they completed. The Wave 1 survey asked respondents what they especially

liked about the training and what could be improved, and the Wave 2 survey asked respondents what they found most helpful about the training and what could be improved. Overall, learners appreciated the interactive and well-organized nature of the training; the relevant case studies, scenarios, and examples; and the knowledge checks and questions throughout the trainings. Learners generally suggested the trainings be improved by incorporating more audio and video; increasing the number of interactive and practical scenarios, case studies, and examples; completing unfinished certificates; adding refresher or state-specific training; improving knowledge checks; and streamlining long certificates. The sections below detail the most common feedback for each training area.

UI Integrity

Liked and Helpful

The Wave 1 responses generally indicated that learners liked how in-depth and detailed the trainings were and felt there was “a wealth of information”. Learners frequently appreciated how thorough, comprehensive, and well-explained the trainings were and liked the tips and facts. The most frequently liked aspect mentioned by respondents was the interactivity of the trainings, especially scenarios and virtual instructor-led (VILT) portions.²⁹ Many also mentioned the format of the trainings kept them engaged. The second most liked aspect of the UI Integrity trainings were the scenarios, case studies, and examples. Third, learners felt the trainings were clear and easy to understand, well-organized and presented, and contained good explanations of course content. The fourth most liked aspect of the trainings were the knowledge checks, quizzes, and questions throughout the content.

Respondents to the Wave 2 survey commonly reported the Fact-Finding and Adjudication and Fraud Investigations certificates to be most helpful. These two certificates also received the most responses to the Wave 2 surveys, which could influence the frequent mentions in the feedback. Respondents also commonly found the content of the UI Integrity trainings to be most helpful, followed by the Data Analysis for Beginner Data Analysts certificate, interactivity, and reference materials.

Suggestions for Improvement

Respondents to the UI Integrity Wave 1 surveys most requested more audio or video in the trainings, especially in place of lengthy reading. This included requests for closed captioning and translation for accessibility. The second most requested improvement was that certificates be condensed, shortened, or streamlined, as many respondents felt the certificates were long. The third most commonly requested improvement centered on course content, including spelling and grammar mistake corrections, reducing repetitive or redundant information, and updating module information. Finally, the fourth

²⁹ Learners especially liked the instructors, engaging with other students and states, and the in-person aspects of the VILT trainings.

most requested improvement was to add more scenarios, case studies, and examples to the trainings.

Respondents to the Wave 2 survey provided suggestions for improvement that generally centered on course content. Common themes within course content included creating refresher courses for Fact-Finding and Adjudication and Operations Integrity; adding up-to-date techniques and trends for fraud investigations, including current information and laws; making state-specific trainings;³⁰ and completing certificates that are listed as “in grading” (specifically Data Analysis). The majority of respondents left no suggestions or otherwise stated that all the trainings have been “great”.

ICON

Liked and Helpful

Respondents to the Wave 1 ICON surveys generally liked the course organization and presentation, the self-paced nature of the certificates, and the audio and video components. The most liked aspect of all three ICON certificates was the clarity of the curriculum presentation and navigation. The second most liked aspect was the infographics, flowcharts, and detailed information included in the certificates, and the third most liked aspect were the knowledge checks (especially in the Claims certificate), scenarios, and examples. Respondents to the ICON Claims and Federal Claims certificates also particularly liked the interactive components, and learners responding to the UI ICON Master survey especially liked the reference materials associated with the training. Although the ICON Wave 2 survey had a small response population, respondents generally felt that the overview of the system and the skills reviews provided were the most helpful aspects of the certificates.

Suggestions for Improvement

ICON Wave 1 respondents generally requested that there be more scenarios and examples, especially in the ICON Claims and Federal Claims certificates. The most common scenarios and examples requests centered on specific claims scenarios and practical applications. The second most requested improvement was that there be more audio and video included in the course, especially in place of lengthy reading. Knowledge checks were also frequently mentioned in requests for improvements, such as streamlining them or providing additional information on which answers were correct and where to find relevant information in the certificate for review.

The Wave 2 survey responses did not include many suggestions for improvement. The few responses received were centered on job applicability. However, one learner took the training outside of their normal job focus and felt the training was not directly applicable. The other recommendation centered on including topics adjudicators would use in their day-to-day jobs, citing the “behind the scenes” information as interesting but not as

³⁰ Fact-Finding and Adjudication received the most requests for state-specific trainings.

applicable. Another respondent suggested including the ability to test out of modules or lessons that cover skills they already have, thus reducing the amount of reviewed information and focusing only on new information.

WITSC

Liked and Helpful

Due to the WITSC 1 Planning module being completed in late 2023, no Wave 1 survey responses were received as of the end of 2023. The responses provided here thus stem from the Business Analysis and Building Requirements modules Wave 1 survey responses. Respondents mentioned liking the organization, format, and flow of the modules, as well as their self-paced nature. Most respondents also mentioned finding the modules applicable to their jobs. The scenarios and examples were the most frequently liked aspect of the modules, along with the content being clear and easy-to-understand. The second most liked aspect was the interactive training and the reference materials, particularly the Business Analysis Corner Communications. Respondents of the Business Analysis module survey also frequently mentioned liking the knowledge checks.

Though the number of responses to the WITSC Wave 2 survey was small, learners generally found the training to be helpful and useful. Responses indicated that learners found the material to be applicable to their day-to-day jobs and found the Business Analysis and Building Requirements modules specifically to be helpful.

Suggestions for Improvement

The most requested improvement stemming from the Wave 1 surveys was that the knowledge checks and questions throughout the training be improved. Learners mentioned finding the knowledge check questions to be more about memorization rather than learned skills, and that some of the exams were too difficult or lengthy. One learner suggested including more problem-solving activities in place of some quizzes, and another recommended adding more questions throughout the modules rather than testing definitions at the end of the module. The second most requested improvement was to add more audio and video in place of reading. Business Analysis respondents also requested more scenarios and interactive components be added, and both module surveys received requests to complete the WITSC 1 certificate.

Respondents to the Wave 2 survey most commonly requested that the certificate be completed.³¹ Some respondents also suggested improving the reference materials by adding more links to them into the modules. One respondent also requested more Business Analysis Corner communications.

³¹ The Business Analysis for Workforce System Professionals (WITSC 1) certificate was completed in September 2024, a few months after these survey responses were received.

Conclusion

The results of the evaluation show positive findings for each research question. First, the Learning trainings are successfully reaching a wide target audience of SWA staff. Second, SWA staff generally find the Learning trainings to be satisfactory and highly applicable to their jobs. Most learners reported that they would recommend the training to a colleague, indicating that there was high satisfaction with the quality and applicability of the trainings. Third, the Learning trainings have a positive impact on SWA learners' immediate skills and knowledge. The skill gains analyses show that learners significantly improved their immediate skills and knowledge associated with each learning objective after completing the training ($p < 0.05$). Fourth, the vast majority of learners indicated that the skills and knowledge acquired in the trainings improved their long-term job performance and confidence. And finally, learners generally suggested the trainings be improved by incorporating more audio and video; increasing the number of interactive and practical scenarios, case studies, and examples; completing unfinished certificates; adding refresher or state-specific trainings; improving knowledge checks; and streamlining long certificates.

There are several limitations to consider when interpreting the results contained in this report. A key limitation is that the results from the surveys should not be generalized to the total Learning population due to low sample sizes and response rates (see Tables A1 and A2 in Appendix A). Administering the Wave 2 surveys through the LMS did not result in the expected higher response rates across all trainings. This could be due to survey fatigue. Furthermore, an estimated 10.0 percent of active learners in the overall survey sample were affected by bounced back undeliverable emails, which were largely due to security features in SWA email systems or rejected email addresses.³² In addition, survey sample sizes were further limited by the LMS not contacting inactive learners, which decreased ICON and WITSC sample sizes. The resulting small sample sizes also did not allow for more in-depth analysis. While the survey response population is fairly representative of the population of learners that completed a training in 2023, more statistical analyses and data would be required to determine if the responses in these surveys are representative of the entire Learning population. Another limitation to determining the representativeness of survey response populations is that 42 percent of learners registered in the LMS have a job level listed as "not available". Such a large proportion of unknown job levels makes it difficult to know if survey response populations accurately represent the job level distribution of the Learning learner population. Therefore, the survey results in this report speak only to the views of those learners who completed these surveys, and larger statements about the Learning population cannot be made.

³² The UI Integrity Wave 2 survey is estimated to have a 16.4 percent bounce-back rate, with ICON having an estimated 9.9 percent bounced back and WITSC having an estimated 14.0 percent bounce-back rate.

A second limitation of this report is the accuracy of the self-reported data affected by survey capabilities available in the LMS. Due to the lack of advanced features to set skip logic and survey questions based on a learner's training completion, Wave 2 surveys allowed learners to self-select which trainings they wanted to respond to, whether or not they had taken or completed the training in 2023. As a result, the Evaluation Team found that some respondents did not accurately answer questions according to training completion records. While these proportions tended to be small, it did reduce the number of accurate responses. In addition, the Wave 2 surveys are intended to be sent out to learners at least 60 days after they completed the training in order to evaluate long-term effects of the training. However, due to learners self-selecting which training they wanted to respond to, a small proportion of learners provided feedback on a certificate they had very recently completed or had not yet completed. Therefore, their responses may not accurately reflect the long-term effects of the training.

A final primary limitation of this report is that the skill gains analyses rely on self-assessment data which is likely subject to self-report response biases. One common self-report response bias is known as social desirability bias, where respondents provide "better" answers due to the human tendency to want to "look good". In addition, the LMS surveys are tied to learners' accounts, thus including some identifying demographic details such as state, job level, and organization. This could also lead to increased social desirability bias. The use of retrospective self-assessment surveys is also subject to recall bias, wherein respondents may not be able to accurately recall their knowledge and skills of UI before the completion of the certificate. This is also true for the job performance and confidence ratings requested in the Wave 2 surveys.

The Evaluation Team intends to keep evaluating the outcomes of Learning trainings in the future. Methods of increasing the response rates to the Wave 2 surveys and obtaining improved job level information in the LMS will be explored to improve generalizability to the larger Learning population. Alternative means of evaluation will also be explored with the intent to minimize the above-stated self-report response biases and obtain a more objective and representative assessment of learners' skill gains.

Appendix A: Survey Response Rates

Table A1: 2023 Completion Survey (Wave 1) Response Rates

Training	Number of Eligible Survey Recipients	Number of Complete Responses	Response Rate
Data Analysis for Beginner Data Analysts Certificate	50	45	90.0%
Fact-Finding & Adjudication Certificate	884	662	74.9%
Fact-Finding for TPAs & Employers Certificate	56	29	51.8%
Fraud Investigations Certificate	241	226	93.8%
Integrity Data Hub Certificate	24	9	37.5%
Operations Integrity Certificate	267	206	77.2%
Program Leadership Certificate	21	17	81.0%
Tax Auditing Certificate	78	75	96.2%
Tax Investigations Certificate	95	81	85.3%
Business Analysis Module (WITSC 1)	128	52	40.6%
Planning Module (WITSC 1)	5	1	20.0%
Building Requirements Module (WITSC 1)	57	14	24.6%
ICON Claims Certificate	185	40	21.6%
ICON Federal Claims Certificate	77	39	50.6%
UI ICON Master Certificate	19	9	47.4%

Note: The Behavioral Insights Certificate did not receive any Wave 1 survey responses during 2023 and is not included in this table.

Table A2: 2023 Annual Evaluation (Wave 2) Survey Response Rates

Survey	Training	Number of Eligible Survey Recipients	Number of Complete Responses	Response Rate
UI Integrity Annual Evaluation Survey	Behavioral Insights Certificate	164	46	28.0%
	Data Analysis for Beginner Data Analysts Certificate	134	28	20.9%
	Fact-Finding & Adjudication Certificate	1,373	181	13.2%
	Fact-Finding for TPAs & Employers Certificate	82	17	20.7%
	Fraud Investigations Certificate	656	109	16.6%
	Integrity Data Hub Certificate	107	27	25.2%
	Operations Integrity Certificate	1,018	134	13.2%
	Program Leadership Certificate	174	27	15.5%
	Tax Auditing Certificate	191	43	22.5%
	Tax Investigations Certificate	246	46	18.7%
	UI Integrity Annual Evaluation Survey Total	1,619	286	17.7%
ICON Annual Evaluation Survey	ICON Claims Certificate	155	38	24.5%
	ICON Federal Claims Certificate	136	33	24.3%
	UI ICON Master Certificate	136	36	26.5%
	ICON Annual Evaluation Survey Total	161	39	24.2%
WITSC Annual Evaluation Survey	WITSC Annual Evaluation Survey Total	86	24	27.9%

Appendix B: Skill Gains Analyses³³

Table B1: Skill Gains Analyses

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
	Data Analysis for Beginner Data Analysts Certificate [†]					
Foundations	44	2.90	45	4.00***	-4.97	-0.52
Key Skills	44	2.69	44	4.00***	-4.79	-0.50
Fact-Finding & Adjudication Certificate						
Fundamentals	638	4.00	649	4.60***	-16.50	-0.45
UI Eligibility Issues	651	4.00	652	4.33***	-15.97	-0.44
Interviewing	647	3.50	646	4.25***	-17.47	-0.48
Fact-Finding Process	638	4.00	638	4.40***	-16.09	-0.44
Fact-Finding for TPAs & Employers [†]						
Integrity in Fact-Finding	49	4.00	51	4.00***	-3.71	-0.36
Overview of UI Eligibility Issues	52	4.00	52	4.00***	-3.83	-0.37
Additional UI Eligibility Issues	51	3.67	51	4.00***	-4.36	-0.42
Providing Employee Separation Information	51	4.00	51	4.00***	-4.23	-0.41
Fraud Investigations Certificate						
Interviewing	219	3.00	225	4.25***	-11.65	-0.55
Investigation Basics	219	3.00	218	4.00***	-11.25	-0.53
Investigating UI Fraud	219	3.00	220	4.10***	-11.43	-0.54
Investigating Complex UI Fraud	218	2.67	222	4.00***	-11.41	-0.54
ICON Claims Certificate [†]						
UIQ, SID, IBIQ	39	2.40	39	4.00***	-5.08	-0.57
IB4, IB5	38	2.00	38	4.00***	-4.76	-0.53
IB6	37	1.40	38	3.20***	-4.80	-0.54
WIC2	38	2.00	39	4.00***	-4.31	-0.48
IB14	36	1.00	39	3.00***	-4.87	-0.54
ICON Federal Claims Certificate [†]						
FSDEB Billing	34	1.00	37	3.00***	-4.47	-0.51
MSDES	36	1.00	36	3.00***	-4.46	-0.51
FCCC: UCX Claims	37	1.00	33	3.60***	-4.47	-0.51
UCFE	36	1.50	31	3.60***	-4.16	-0.47
FCCC: Data Entry Type 1-6	38	1.00	37	3.25***	-4.69	-0.53
FCCC Exceptions	38	1.00	34	3.00***	-4.57	-0.52
Operations Integrity Certificate						
Claim Intake and Processing	204	3.67	200	4.67***	-9.52	-0.47
Adjudication	200	3.17	202	4.00***	-9.70	-0.48

³³ Note that negative z-scores and effect sizes indicate the second group (retrospective after skill gains) scores are higher than the first group scores in paired tests.

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Operations Integrity Certificate, cont.						
Overpayment/Recovery	203	3.00	201	4.00***	-9.97	-0.49
Customer Services	200	4.00	201	5.00***	-8.48	-0.42
Program Leadership Certificate †						
Strategic Management	17	3.00	17	4.25***	-3.17	-0.54
UI Integrity Funding	15	3.00	16	4.00**	-2.62	-0.45
Assessing the UI Environment	16	3.00	16	4.00**	-2.61	-0.45
Reducing Improper Payments	16	3.00	17	4.00**	-2.76	-0.47
Evaluating UI Integrity Strategies	17	3.00	17	4.00***	-2.91	-0.50
Tax Auditing Certificate						
Tax Foundations	70	3.00	71	4.00***	-6.44	-0.53
Tax Auditing	74	2.40	71	4.00***	-6.33	-0.52
Interviewing	74	3.00	74	4.00***	-6.39	-0.52
Tax Investigations Certificate						
Tax Foundations	80	3.20	79	4.40***	-6.73	-0.53
Interviewing	79	3.25	79	4.50***	-6.51	-0.51
Investigation Basics	79	3.00	79	4.00***	-6.31	-0.50
Investigating UI Fraud	79	3.00	80	4.10***	-6.52	-0.51
WITSC 1 Business Analysis Module †						
Introduction to Analysis	51	3.00	51	4.00***	-5.65	-0.55
Exploring the Business Need	49	2.71	52	4.00***	-5.66	-0.56
Conducting the Needs Assessment	48	2.71	49	4.00***	-5.03	-0.49
Creating the Product Scope	52	2.80	52	4.00***	-5.51	-0.54
Recommending the Solution Approach	52	2.50	52	4.00***	-5.65	-0.55
Writing the Business Case	51	2.80	50	4.00***	-5.43	-0.53
WITSC 1 Building Requirements Module †						
Introduction to Building Requirements	14	2.00	14	4.00***	-3.03	-0.57
Plan and Prepare for Elicitation	14	2.00	14	4.00***	-3.03	-0.57
Conduct and Document Elicitation	14	1.50	14	4.00***	-3.02	-0.57
Requirements Analysis	14	1.60	13	4.00***	-3.03	-0.57
Write Requirements	14	1.88	14	4.00***	-3.03	-0.57
Develop Effective Use Cases	14	1.90	14	4.00***	-3.04	-0.57
Verify and Validate Requirements	14	2.00	14	4.00***	-3.06	-0.58
Manage Requirements	14	1.40	14	4.00***	-3.04	-0.57

Note: * : $p < 0.10$; ** : $p < 0.05$; *** : $p < 0.01$

Note: A p-value indicates how likely it is that a given outcome occurred by random chance. A p-value of less than 0.01 indicates a less than one percent probability that skill improvements reported after the training occurred by chance.

† In these tests the exact p-value and confidence interval cannot be computed due to low sample size or too few changes between scores. The reported numbers are approximations.

Note: The UI ICON Master, Behavioral Insights, WITSC 1 Planning Module, and Integrity Data Hub surveys had too few responses from 2023 to perform statistical tests and were not included in this analysis.

Appendix C: 2023 Sample and Survey Responses by Demographic

Table C1: 2023 Sample and Survey Responses by State

State	Wave 1 Survey			Wave 2 Survey		
	2023 Completions	Survey Respondents	Difference	2023 Completions	Survey Respondents	Difference
AK	1.13% (21)	1.26% (16)	-0.13%	1.13% (21)	1.52% (5)	-0.39%
AL	3.55% (66)	3.38% (43)	0.17%	3.55% (66)	5.18% (17)	-1.63%
AR	0.11% (2)	0.16% (2)	-0.05%	0.11% (2)	0.03% (1)	-0.20%
AZ	2.96% (55)	3.30% (42)	-0.34%	2.96% (55)	2.74% (9)	0.21%
CA	0.54% (10)	0.63% (8)	-0.09%	0.54% (10)	0.00% (0)	0.54%
CNMI	1.24% (23)	1.81% (23)	-0.57%	1.24% (23)	0.30% (1)	0.93%
CO	0.59% (11)	0.71% (9)	-0.12%	0.59% (11)	1.22% (4)	-0.63%
CT	0.86% (16)	0.94% (12)	-0.08%	0.86% (16)	0.91% (3)	-0.05%
DC	0.65% (12)	1.10% (14)	-0.46%	0.65% (12)	0.61% (2)	0.04%
DE	1.24% (23)	1.10% (14)	0.14%	1.24% (23)	1.22% (4)	0.02%
FL	5.22% (97)	5.19% (66)	0.03%	5.22% (97)	1.22% (4)	4.00%***
GA	0.43% (8)	0.24% (3)	0.19%	0.43% (8)	0.30% (1)	0.13%
HI	0.22% (4)	0.16% (2)	0.06%	0.22% (4)	0.00% (0)	0.22%
IA	2.21% (41)	2.04% (26)	0.16%	2.21% (41)	1.22% (4)	0.99%
ID	2.90% (54)	2.75% (35)	0.15%	2.90% (54)	2.13% (7)	0.77%
IL	1.13% (21)	0.94% (12)	0.19%	1.13% (21)	1.52% (5)	-0.39%
IN	2.21% (41)	2.44% (31)	-0.23%	2.21% (41)	0.91% (3)	1.29%
KS	0.91% (17)	0.94% (12)	-0.03%	0.91% (17)	1.22% (4)	-0.31%
KY	0.97% (18)	1.10% (14)	-0.13%	0.97% (18)	0.61% (2)	0.36%
LA	0.22% (4)	0.08% (1)	0.14%	0.22% (4)	0.00% (0)	0.22%
MA	0.59% (11)	0.55% (7)	0.04%	0.59% (11)	1.52% (5)	-0.93%*
MD	1.08% (20)	1.18% (15)	-0.10%	1.08% (20)	1.22% (4)	-0.14%
ME	0.54% (10)	0.47% (6)	0.07%	0.54% (10)	1.22% (4)	-0.68%
MI	4.95% (92)	4.64% (59)	0.31%	4.95% (92)	5.79% (19)	-0.84%
MN	0.11% (2)	0.16% (2)	-0.05%	0.11% (2)	0.30% (1)	-0.20%
MO	1.13% (21)	1.10% (14)	0.03%	1.13% (21)	3.05% (10)	-1.92%***
MS	0.43% (8)	0.39% (5)	0.04%	0.43% (8)	0.61% (2)	-0.18%
MT	1.02% (19)	1.02% (13)	0.00%	1.02% (19)	0.61% (2)	0.41%
NC	1.34% (25)	1.26% (16)	0.09%	1.34% (25)	1.52% (5)	-0.18%
ND	0.86% (16)	0.63% (8)	0.23%	0.86% (16)	2.44% (8)	-1.58%**
NE	3.01% (56)	1.65% (21)	1.36%**	3.01% (56)	3.96% (13)	-0.95%
NH	0.81% (15)	0.94% (12)	-0.14%	0.81% (15)	0.61% (2)	0.20%
NJ	1.08% (20)	1.49% (19)	-0.42%	1.08% (20)	0.91% (3)	0.16%
NM	0.59% (11)	0.55% (7)	0.04%	0.59% (11)	1.52% (5)	-0.93%*
NV	1.99% (37)	2.12% (27)	-0.13%	1.99% (37)	0.91% (3)	1.08%
NY	0.86% (16)	1.18% (15)	-0.32%	0.86% (16)	0.30% (1)	0.56%
OH	1.72% (32)	1.18% (15)	0.54%	1.72% (32)	2.44% (8)	-0.72%
OK	0.81% (15)	0.94% (12)	-0.14%	0.81% (15)	1.22% (4)	-0.41%

State	Wave 1 Survey			Wave 2 Survey		
	2023 Completions	Survey Respondents	Difference	2023 Completions	Survey Respondents	Difference
OR	3.01% (56)	1.57% (20)	1.44%***	3.01% (56)	3.05% (10)	-0.04%
PA	18.07% (336)	17.37% (221)	0.70%	18.01% (336)	14.02% (46)	4.05%*
PR	0.22% (4)	0.31% (4)	-0.10%	0.22% (4)	0.30% (1)	-0.09%
RI	0.00% (0)	0.16% (2)	-0.16%*	0.00% (0)	0.00% (0)	0.00%
SC	5.27% (98)	6.76% (86)	-1.49%*	5.27% (98)	5.49% (18)	-0.22%
SD	1.13% (21)	0.86% (11)	0.26%	1.13% (21)	2.74% (9)	-1.61%*
TN	1.02% (19)	1.10% (14)	-0.08%	1.02% (19)	0.91% (3)	0.11%
TX	1.83% (34)	2.04% (26)	-0.22%	1.83% (34)	1.22% (4)	0.61%
UT	0.32% (6)	0.39% (5)	-0.07%	0.32% (6)	1.22% (4)	-0.90%*
VA	3.23% (60)	3.46% (44)	-0.23%	3.23% (60)	2.13% (7)	1.09%
VI	0.16% (3)	0.16% (2)	0.00%	0.16% (3)	0.30% (1)	-0.14%
VT	0.97% (18)	0.94% (12)	0.02%	0.97% (18)	2.13% (7)	-1.17%*
WA	8.39% (156)	8.18% (104)	0.22%	8.39% (156)	7.01% (23)	1.38%
WI	0.81% (15)	0.79% (10)	0.02%	0.81% (15)	1.52% (5)	-0.72%
WV	1.08% (20)	1.49% (19)	-0.42%	1.08% (20)	1.22% (4)	-0.14%
WY	2.31% (43)	2.67% (34)	-0.36%	2.31% (43)	3.35% (11)	-1.04%
Total	100% (1,859)	100% (1,272)		100% (1,859)	100% (328)	

Note: * $p < 0.10$; ** $p < 0.05$; *** $p < 0.01$

Table C2: 2023 Sample and Survey Responses by Demographic

Demographic	Wave 1 Survey			Wave 2 Survey		
	2023 Completions	Survey Respondents	Difference	2023 Completions	Survey Respondents	Difference
Job Level						
Entry/Beginner	34.23% (637)	29.33% (383)	4.9%**	34.23% (637)	12.50% (41)	21.73%***
Intermediate	21.98% (409)	38.51% (503)	-16.53%***	21.98% (409)	36.89% (121)	-14.91%***
Senior/Experienced	5.10% (95)	20.52% (268)	-15.42%***	5.10% (95)	28.96% (95)	-23.86%***
Manager/Supervisor	6.39% (119)	12.56% (164)	-6.17%***	6.39% (119)	20.43% (67)	-14.04%***
Director	0.48% (9)	0.54% (7)	-0.06%	0.48% (9)	0.61% (2)	-0.13%
Executive Management	1.18% (22)	0.46% (6)	0.72%*	1.18% (22)	0.61% (2)	0.57%
Not Available	30.63% (570)	2.22% (29)	28.41%***	30.63% (570)	0.00% (0)	30.63%***
Total	100.00% (1,861)	100.00% (1,306)		100.00% (1,861)	100.00% (328)	
Organization						
State Workforce Employees	98.44% (1,832)	98.21% (1,263)	0.23%	98.44% (1,832)	98.48% (323)	-0.04%
Employers/TPAs	0.05% (1)	0.08% (1)	-0.03%	0.05% (1)	0.00% (0)	0.05%
Other	1.45% (27)	1.63% (21)	-0.18%	1.45% (27)	1.52% (5)	-0.07%
Workforce Partners	0.05% (1)	0.08% (1)	-0.03%	0.05% (1)	0.00% (0)	0.05%
Total	100.00% (1,861)	100.00% (1,286)		100.00% (1,861)	100.00% (328)	

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Note: Not Available in Wave 1 Survey Respondents were from the Fact-Finding for TPAs & Employers survey, which did not ask this question.

Note: Organization was restricted to the four included in the Wave 2 survey population. Additional organizations captured in Wave 1 survey responses were excluded from the analysis.

Appendix D: Skill Gains and Job Performance Improvement

Table D1: Fact-Finding & Adjudication Job Performance Improvement and Skill Gains

Job Improvement Rating (Wave 2)	Improved Skill Gains (Wave 1)		
	No	Yes	Total
Greatly improved	11	34	45
	28.9%	43.0%	38.5%
Moderately improved	12	20	32
	31.6%	25.3%	27.4%
Somewhat improved	5	16	21
	13.2%	20.3%	17.9%
Had no effect	5	1	6
	13.2%	1.3%	5.1%
Have not completed	1	1	2
	2.6%	1.3%	1.7%
Have not utilized	2	5	7
	5.3%	6.3%	6.0%
Not applicable	2	2	4
	5.3%	2.5%	3.4%
Total	38	79	117
	100%	100%	100%

Table D2: Operations Integrity Job Performance Improvement and Skill Gains

Job Improvement Rating (Wave 2)	Improved Skill Gains (Wave 1)		
	No	Yes	Total
Greatly improved	7	14	21
	35.0%	38.9%	37.5%
Moderately improved	6	9	15
	30.0%	25.0%	26.8%
Somewhat improved	4	4	8
	20.0%	11.1%	14.3%
Have not completed	1	2	3
	5.0%	5.6%	5.4%
Have not utilized	2	4	6
	10.0%	11.1%	10.7%
Not applicable	0	3	3
	0.0%	8.3%	5.4%
Total	20	36	56
	100%	100%	100%

Table D3: Fraud Investigations Job Performance Improvement and Skill Gains

Job Improvement Rating (Wave 2)	Improved Skill Gains (Wave 1)		
	No	Yes	Total
Greatly improved	2	26	28
	25.0%	56.5%	51.9%
Moderately improved	3	10	13
	37.5%	21.7%	24.1%
Somewhat improved	1	6	7
	12.5%	13.0%	13.0%
Had no effect	0	1	1
	0.0%	2.2%	1.9%
Have not completed	0	1	1
	0.0%	2.2%	1.9%
Have not utilized	2	1	3
	25.0%	2.2%	5.6%
Not applicable	0	1	1
	0.0%	2.2%	1.9%
Total	8	46	54
	100%	100%	100%

Appendix E: Learner Surveys

Generic Wave 1 Survey

The information gathered in this survey will be kept strictly confidential. The data will be seen only by the Learning team. Only aggregate data will be reported in any presentation or publication.

Demographic Information

1. State or Territory:* _____

2. Please select your job level.*

- Entry/Beginner Staff
- Intermediate Staff
- Senior/Experienced Staff
- Manager/Supervisor
- Director
- Executive Management

3. Total Years in UI:* _____

Improvement of Skills and Knowledge—<module 1>
--

4. For each of the topics listed below, please rate your knowledge and skills BEFORE the training using a scale from 1 to 5, where 1 represents a Novice level and 5 represents an Expert level.

	<div style="display: flex; justify-content: space-between; width: 100%;"> Novice Expert </div>				
<skill/knowledge 1>.....	0 1	0 2	0 3	0 4	0 5
<skill/knowledge 2>.....	0 1	0 2	0 3	0 4	0 5
<skill/knowledge 3>.....	0 1	0 2	0 3	0 4	0 5

Note: * indicates a required question

5. For each of the topics listed below, please rate your knowledge and skills AFTER the training using a scale from 1 to 5, where 1 represents a Novice level and 5 represents an Expert level.

	Novice Expert				
<skill/knowledge 1>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<skill/knowledge 2>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<skill/knowledge 3>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Improvement of Skills and Knowledge—<module 2>

6. For each of the topics listed below, please rate your knowledge and skills BEFORE the training using a scale from 1 to 5, where 1 represents a Novice level and 5 represents an Expert level.

	Novice Expert				
<skill/knowledge 1>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<skill/knowledge 2>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<skill/knowledge 3>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

7. For each of the topics listed below, please rate your knowledge and skills AFTER the training using a scale from 1 to 5, where 1 represents a Novice level and 5 represents an Expert level.

	Novice Expert				
<skill/knowledge 1>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<skill/knowledge 2>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<skill/knowledge 3>.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Certificate Overall

8. How would you rate this curriculum overall?

- Very Good
- Good
- Average
- Below Average
- Poor

9. I plan to apply what I learned from this curriculum to my job.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. How likely are you to recommend this curriculum to others?

- Very Likely
- Likely
- Somewhat Likely
- Not Likely
- Would Not Recommend

11. What did you especially like about this curriculum?

12. What aspects of this curriculum could be improved?

13. What topics were you expecting, or would have liked to be addressed, that were not covered?

14. What additional or advanced training in <certificate> are you interested in receiving in the future?

15. Did you experience any technical issues while taking the training?

- Yes
- No

18. Please explain your technical issue(s).

Generic Wave 2 Survey

NASWA Learning is conducting an annual survey on the [program areas] curriculum(s) you completed by the end of last year (2023). The purpose of this survey is to understand how you have applied the knowledge and skills learned through the curriculum(s) in your daily job activities. The information gathered in this survey will be kept strictly confidential. Your response will be seen only by the NASWA Learning Team and Evaluation Team and only aggregate data will be reported in any presentation or publication. This survey will take about 3-5 minutes to complete. We appreciate you taking the time to help improve the training we provide to you and other UI personnel! Thank you!

Demographic Information

1. Please select your job level.*

- Entry/Beginner Staff
- Intermediate Staff
- Senior/Experienced Staff
- Manager/Supervisor
- Director
- Executive Management

2. Please select your area of work.*

- <area>
- <area>
- <area>
- <area>

3. Please enter your job title. _____

4. Total Years in UI:* _____

Impact of Training

You may have completed some lessons from Certificates, but not yet completed the entire Certificate. In the questions below, please consider only those Certificates in which you have completed all available lessons. For Certificates you have not yet finished or have taken no lessons from, please select "Have Not Completed" where applicable.

5. Please describe how the curriculum(s) listed below have improved the way you do your job. If the training is not directly relevant to your position, please select "Not Applicable". If you have not had an opportunity to apply what you learned to your job, please select "Have Not Utilized." If you have not completed all available lessons in a curriculum, please select "Have Not Completed". *

	Had no Effect	Somewhat Improved	Moderately Improved	Greatly Improved	Have Not Completed	Have Not Utilized	Not Applicable
<certificate 1>.....	0	0	0	0	0	0	0
<certificate 2>.....	0	0	0	0	0	0	0
<certificate 3>.....	0	0	0	0	0	0	0
<certificate 4>.....	0	0	0	0	0	0	0

6. To what extent have the [program area] trainings improved your overall confidence in your ability to perform your job duties?*

- Had no effect
- Somewhat Improved
- Moderately Improved
- Greatly Improved

7. Please tell us about [program area] curriculums, trainings, or resources that have been most helpful to you in your job role.

8. Are there any [program area] curriculums, trainings, or resources that you feel could be improved to make it more useful? Please describe.

9. Would you recommend any of the following curriculums to your colleagues? If you have not completed all available lessons in a curriculum, please select "Not Applicable". *

	Yes	No	Not Applicable
<certificate 1>.....	0	0	0
<certificate 2>.....	0	0	0
<certificate 3>.....	0	0	0
<certificate 4>.....	0	0	0