

2021

UI NATIONAL INTEGRITY ACADEMY ANNUAL EVALUATION REPORT

Published June 2022



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Executive Summary

The Unemployment Insurance (UI) Integrity Center (Center) is operated by the National Association of State Workforce Agencies (NASWA) and seeks to provide state workforce agencies (SWAs) with resources and information related to UI integrity. One of the Center's key resources is the National Integrity Academy (NIA), which provides rigorous integrity-related training and certification programs to SWAs. The skill gains of NIA learners resulting from the certificate programs are evaluated annually to determine if the trainings are meeting the skill development needs of SWAs. This report provides the findings associated with the evaluation of the 2021 NIA learner skill gains for the following six certificate programs:

- UI Operations Integrity (NIA 1)
- UI Fraud Investigations (NIA 2)
- UI Program Leadership (NIA 4)
- UI Tax Auditing (NIA 5A)
- UI Tax Investigations (NIA 5I)
- Fact-Finding & Adjudication (NIA FF)

The data utilized to inform these findings rely on two waves of surveys administered to learners who completed an NIA certificate during 2021: one immediately after completing the certificate, and one at the beginning of 2022. Learners were asked to retrospectively self-rate their skills and knowledge both before, and after, taking the training in Wave 1 surveys, in addition to providing feedback on the certificate program. The Wave 2 surveys focused on learners' perceived improvement in job confidence and performance after completing a certificate. The analyses were conducted via paired Wilcoxon Signed-Rank tests, descriptive statistics, and data visualizations.

As of the end of 2021, the NIA had 12,321 total learners enrolled, 5,174 of which enrolled during 2021. There were 2,578 NIA certificates completed during 2021. The results of the skill gains analyses for each certificate show that the learners' ratings of their skills and knowledge associated with each learning objective were significantly higher after completing the training ($p < 0.01$ ¹). Furthermore, the vast majority of learners reported that the skills and knowledge obtained through the certificates "greatly improved" their job performance and increased their confidence. Learners generally reported being very satisfied with the certificates. Most learners reported finding the training to be relevant and applicable to their work.

The findings of the 2021 NIA evaluation indicate that the certificate programs offered through the NIA are contributing to significant increases in the skills and knowledge of SWAs. It should be noted that these findings should not be generalized to populations

¹ 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 0.01 indicates that there is less than a one percent probability that skill improvements reported after the training occurred by chance.

external to those included in this report. Future NIA evaluation endeavors include refining the evaluation methodology to reduce self-report response biases and increasing the response rates to surveys.

1. Introduction

National Integrity Academy Overview

The Unemployment Insurance (UI) Integrity Center (Center) is a joint federal-state initiative funded by the U.S. Department of Labor (USDOL) and is operated through a Cooperative Agreement by the National Association of State Workforce Agencies (NASWA). The Center's mission is to be a resource for UI integrity strategies, focusing on the prevention, detection, and recovery of improper payments. The Center provides a single place for state workforce agencies (SWAs) to access information, resources, and promising practices related to UI program integrity. One of these key efforts is the UI National Integrity Academy (NIA).

The NIA provides rigorous integrity-related training and certification programs to SWAs. With input from SWA staff throughout the national UI system and UI Subject Matter Experts (SMEs) from the Center, the NIA has developed a series of interrelated certificates 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. The NIA currently offers six certificates for SWA staff across the UI operational spectrum:²

1. UI Operations Integrity (NIA 1)
2. UI Fraud Investigations (NIA 2)
3. UI Program Leadership (NIA 4)
4. UI Tax Auditing (NIA 5A)
5. UI Tax Investigations (NIA 5I)
6. Fact-Finding and Adjudication (NIA FF)

The Center delivers the NIA certificate programs through several different learning modalities that include online eLearning modules and simulations, virtual instructor-led training (VILT), and virtual classes. All eLearning lessons are delivered through the internet via the NIA's Learning Management System (LMS) and can be taken at the pace of the learner. Basic Fraud Investigations VILT, converted from the original three-day in-person instructor-led-training during the COVID-19 Pandemic, is offered via Adobe Connect as a required component of the Fraud Investigations (NIA 2) and Tax Investigations (NIA 5I) certificates.

² Data Analysis for Beginner Data Analysts Certificate (NIA 3a) became available in April 2022, and more data analysis certificates are currently under development. More information on each certificate, including the intended learner population and the respective curriculum lesson components, can be found in the [National Integrity Academy Course Catalog](#).

National Integrity Academy Evaluation Purpose and Approach

The Center's Evaluation Team works with the NIA staff to evaluate if the above-mentioned training meets the skill development needs of SWAs.³ The Center's 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.⁴ The performance measurement framework consists of five components meant to align with the stages of T/TA delivery:

- Content Development,
- Use,
- Response,
- Learning, and
- Results

In May 2020, the Center procured and migrated to a new LMS, which provides rich administrative data and embedded course survey functionality. Since then, the evaluation approach has been adjusted accordingly to reflect changes in the data collection methods. Currently, the Center uses the following data collection strategies to inform the NIA evaluation including:

- LMS administrative and enrollment data;
- Certificate self-assessment surveys embedded in the LMS, available to all learners who complete a certificate;
- Annual web-based survey sent to a sample of NIA learners who have completed a certificate at least two months prior to the survey administration; and
- Survey of VILT attendants.

Specifically, the LMS captures evaluation data related to NIA content development and use. Example measures include, but are not limited to, the number of trainings available, number of VILTs provided, number of learners enrolled, number of active learners, and number of certificate completions. The Center administers two waves of self-assessment surveys to NIA 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 certificate completion and a reminder email is sent automatically via the LMS to learners on the day following certificate completion. All learners are required to complete the survey to fully receive the certification. This survey asks learners to retrospectively self-assess their skills and

³ The Center has completed three prior evaluations of the NIA, with the most recent report published in 2019. See the 2019 NIA Skill Gains Analysis Report [here](#).

⁴ See [Measuring T/TA Effectiveness | ASPE \(hhs.gov\)](#).

knowledge on the respective certificate learning objectives before and after completing the certificate.⁵ It also solicits learners' feedback on the overall quality of the certificates and their satisfaction with the certificates.

The second wave of surveys are annual web-based surveys, focusing on learners' perceived changes in job confidence and performance. The Center sends the survey to a sample of learners at the end of the calendar year in which they completed the respective certificate. Where possible, the Center aims to send the survey to learners who completed the certificate at least two months prior, so that learners have adequate opportunity to apply what they learned to their jobs before responding to the survey.

VILT learners are also asked to complete a learner satisfaction survey upon completing the course. This survey asks learners about their overall ratings of the course, plans to apply the skills, and likelihood to recommend the course. A generic copy of each survey instrument can be found in Appendices A-C.

Survey Response Rates and Sample Sizes

As learners are requested to respond to the Wave 1 surveys immediately upon completion of the certificate and certificates can be completed at any time during the year, survey responses are collected from learners throughout the year. The sample sizes reflected in Table 1 below report the total number of learners that completed the certificate and respective certificate surveys in 2021.

The Wave 2 surveys were sent out to the samples of selected learners in January 2022, followed by a reminder in early February. For each Wave 2 certificate survey, a random sample was gathered from the total population of learners that completed the respective certificate between January and October 2021.⁶ Certificates with less than 100 completions in 2021 included all learners in the survey sample to ensure a sufficient sample size. Learners who completed multiple certificates in 2021 were sent only one survey, prioritizing the smallest certificate completion populations. Due to the larger completion populations, learners who completed both the Fact-Finding & Adjudication (NIA FF) and Operations Integrity (NIA 1) Certificates were randomly assigned to one of the two respective samples. Historical response rates to NIA surveys were used to determine the ideal sample size for these certificates.

Due to the Wave 1 surveys being required and available through LMS, the response rates are relatively high, ranging between about 53 to 100 percent. The Wave 2 surveys, however, received lower response rates than expected, ranging between about 11 to

⁵ 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.

⁶ Samples excluded learners who completed a certificate in November or December 2021 as those learners will have had insufficient opportunity to implement the learning into their job roles.

22 percent. The low response rates could be due to insufficient sample sizes or survey fatigue, as learners were asked earlier in the year to respond to the Wave 1 surveys. Due to changes in survey delivery modes and timing, response rates are not comparable with previous years. See Table 1 below for more information regarding the sample sizes and response rates⁷ of each survey.

Table 1: 2021 Survey Response Rates

Certificate	Survey	Sample Size	Number of Complete Responses	Response Rate
Operations Integrity Certificate (NIA 1)	Operations Integrity Certificate Wave 1 Survey	875	729	83.31%
	Operations Integrity Certificate Wave 2 Survey	366	60	16.39%
Fraud Investigations Certificate (NIA 2)	Fraud Investigations Certificate Wave 1 Survey	221	129	58.37%
	Fraud Investigations Certificate Wave 2 Survey	156	35	22.44%
VILT	VILT Survey	345	283	82.03%
Fact-Finding & Adjudication Certificate (NIA FF)	Fact-Finding Certificate Wave 1 Survey	1,279	814	63.64%
	Fact-Finding Certificate Wave 2 Survey	467	53	11.35%
Program Leadership Certificate (NIA 4)	Program Leadership Certificate Wave 1 Survey	23	25	100.00% ⁸
	Program Leadership Certificate Wave 2 Survey	19	3	15.79%
Tax Auditing Certificate (NIA 5A)	Tax Auditing Certificate Wave 1 Survey	124	101	81.45%
	Tax Auditing Certificate Wave 2 Survey	97	14	14.43%

⁷ Response rates were calculated by dividing the number of complete responses by the number of surveys sent for the Wave 2 surveys, or by the number of completed certificates for the Wave 1 surveys. Partial responses were removed in the Wave 2 surveys and are not included in the number completed surveys, response rates, or analyses.

⁸ Learners who completed the certificate prior to 2021 responded to the Wave 1 survey in 2021, causing there to be a higher number of survey responses than completed surveys.

Certificate	Survey	Sample Size	Number of Complete Responses	Response Rate
Tax Investigations Certificate (NIA 5I)	Tax Investigations Certificate Wave 1 Survey	52	28	53.85%
	Tax Investigations Certificate Wave 2 Survey	49	9	18.37%

Only learners who completed the training and responded to the surveys in 2021 were included in the analyses. Any identifying data was removed for the analyses. All data remain confidential and are only accessible by the Center Evaluation team. Findings included in this report are presented only at the aggregate level. As the Program Leadership Certificate (NIA 4) and Tax Investigation Certificate (NIA 5I) Wave 2 surveys received minimal learner responses, the results of the surveys are not included in this report as there is not enough data available to analyze learners' responses.

Report Structure

The remainder of the report will detail the outcomes of the NIA evaluation for 2021. Due to changes in the evaluation approach, certificate structures, and data collection methods, the present report and prior reports are not comparable.

Section 2 will focus on the 2021 enrollment and certificate completion analyses. The evaluation of the learner's satisfaction with the trainings, improvement to job performance, and the skill gains analyses will then be discussed in Section 3. The report will conclude with a summary of the findings, limitations, and plans for future evaluations.

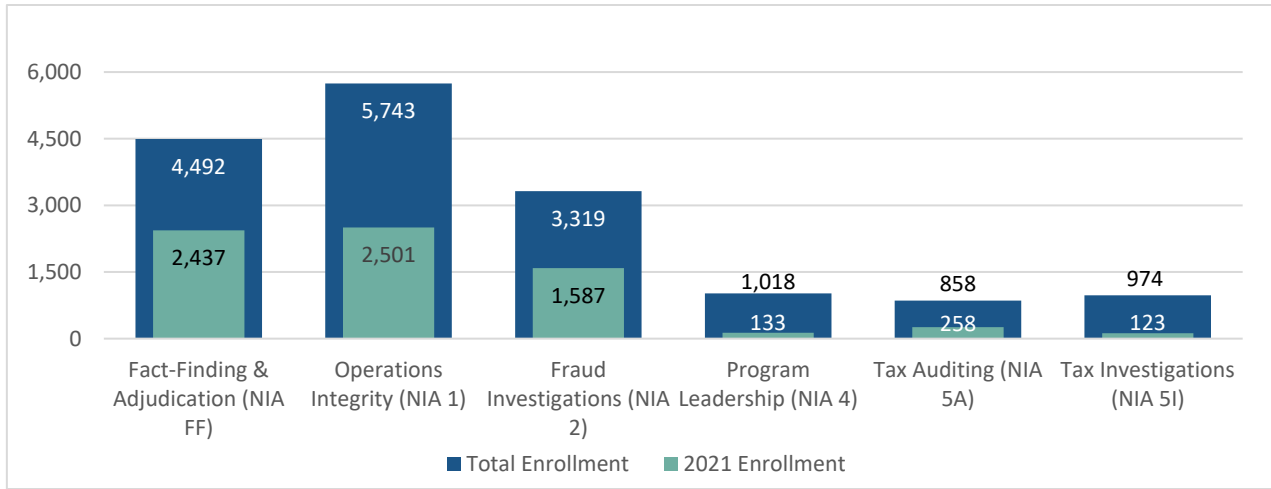
2. Academy Enrollment and Certificate Completion Analysis

Academy Enrollment

As of December 31, 2021, the National Integrity Academy had 12,321 total learners from 53 states and territories, with 6,480 active learners.⁹ In 2021 5,174 new learners enrolled in the NIA. The Operations Integrity Certificate (NIA 1) had the highest total and 2021 enrollment (5,743 and 2,501, respectively). The Tax Auditing Certificate (NIA 5A) had the lowest total enrollment, with 858 learners, and the Tax Investigations Certificate (NIA 5I) had the lowest 2021 enrollment (123). See Figure 1 below for more information on certificate enrollments.

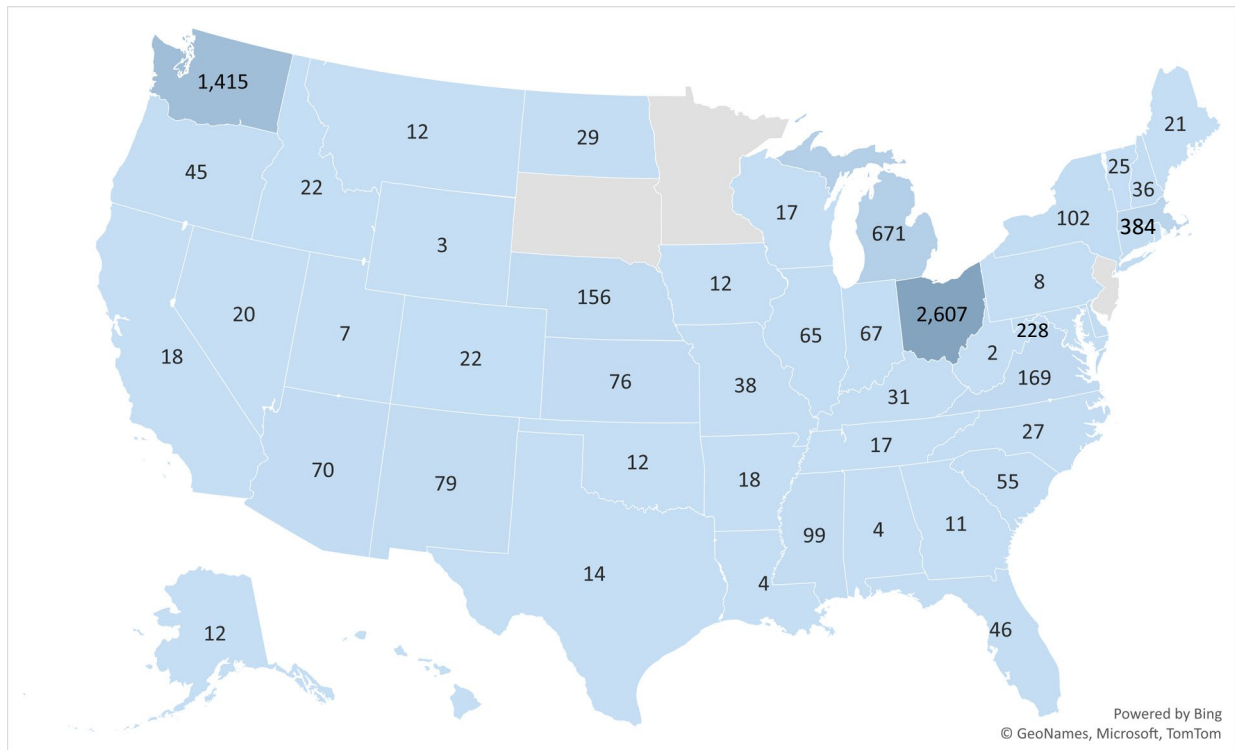
⁹ Learners without any login or learning activities in a 12-month period are considered inactive, though retain enrollment status in the LMS.

Figure 1: Total NIA Enrollment by Certificate



Fifty-one states and territories had learners enrolled in the NIA during 2021, with Ohio having the most new learners (2,607), followed by Washington (1,415). Ohio and Washington also had the highest number of active learners, with 2,121 and 1,219 learners, respectively. See Figure 2 below for more details on NIA enrollment in 2021 by state.

Figure 2: 2021 NIA Enrollment by State



Academy Enrollee Certificate Completion

Figure 3 below compares the total and 2021 NIA certificate completion numbers. The Fact-Finding & Adjudication Certificate (NIA FF) had the highest number of certificate completions in 2021 (1,279), followed by the Operations Integrity Certificate (NIA 1) (875). The Program Leadership Certificate (NIA 4) had the fewest completions in 2021 (23), followed by the Tax Investigations Certificate (NIA 5I) (52). The VILT components of the Fraud Investigations Certificate (NIA 2) and Tax Investigations Certificate (NIA 5I) were released in 2021, contributing to increases in the associated certificate completions.

Figure 3: Total NIA Certificate Completions

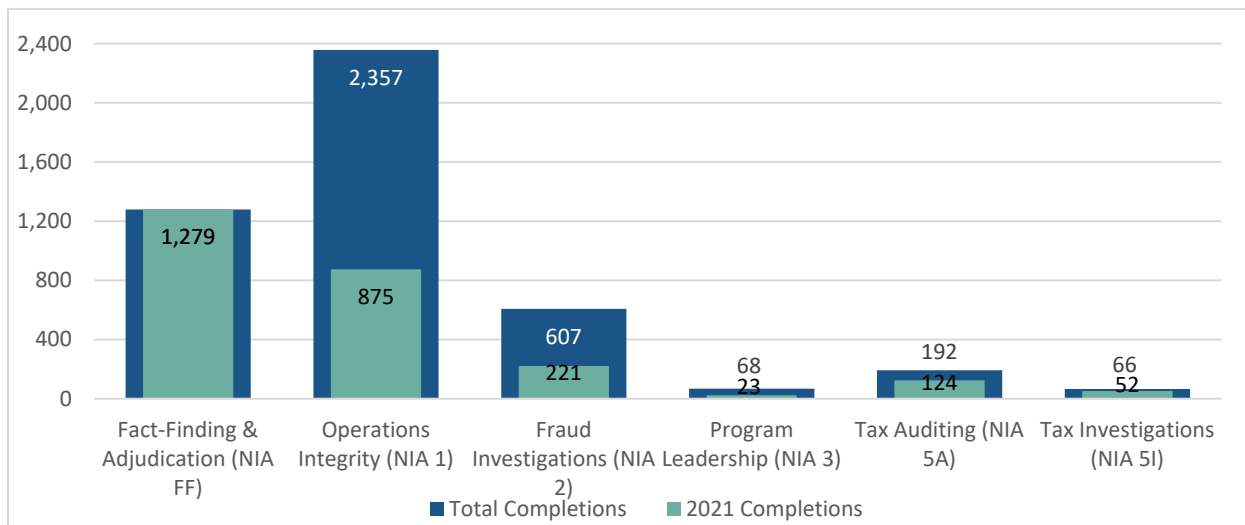
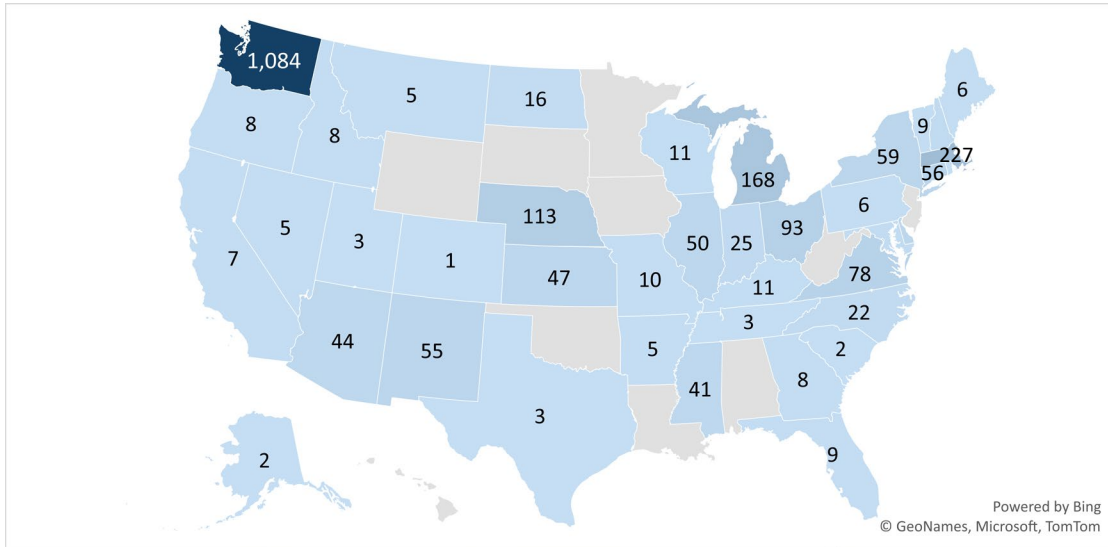


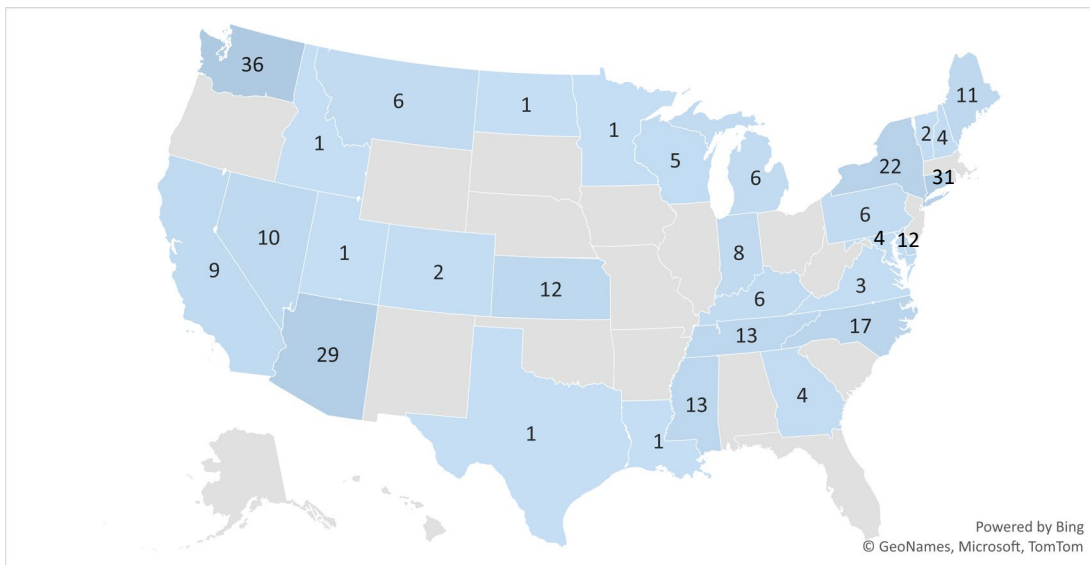
Figure 4 below details the number of NIA certificate completions by state in 2021. Washington completed the highest number of certificates (1,084), followed by Massachusetts (227) and Washington D.C. (186). Overall, learners in 42 states and territories completed 2,578 certificates during 2021.

Figure 4: 2021 NIA Certificate Completions by State



The VILT course, launched in 2021, held 35 virtual classes with a total of 345 attending learners. Figure 5 below shows the distribution of the 2021 VILT attendance by state. Washington had the highest VILT attendance with 36 learners, followed by Connecticut with 31 learners and Arizona with 29 learners. Most learners responding to the VILT survey indicated that their job role was a Fraud Investigator (148 learners) or a Tax Auditor (33 learners).

Figure 5: 2021 VILT Enrollment by State



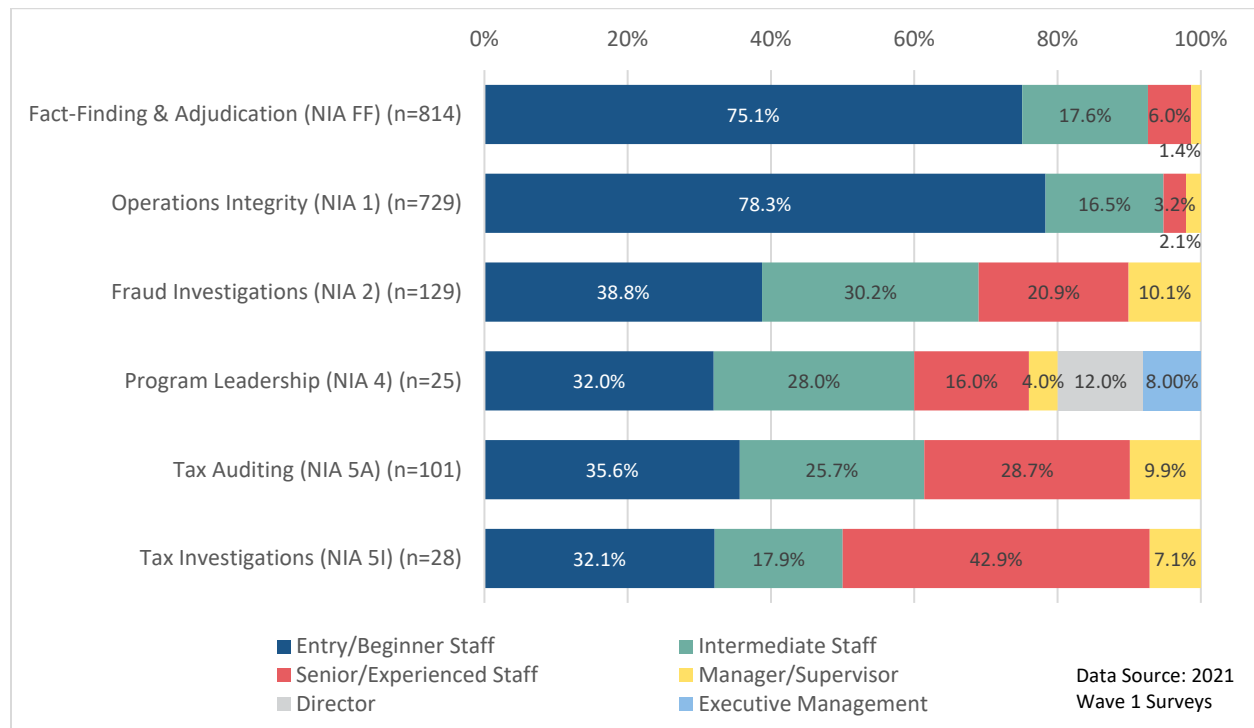
3. Evaluation Findings

Demographic Information

The demographic information collected by the Wave 1 surveys indicates that learners have worked for an average of 2.45 years in UI (*std dev* = 5.53), ranging from working less than 1 year in UI to 46 years. About 86 percent of the learners report having worked in UI between 0 and 5 years. The majority of learners also report having 0 to 5 years of experience working in each certificate topic area. Learners from 48 states and territories responded to the Wave 1 surveys, with the state with the highest number of responses being Washington (985 responding learners). They are followed by Massachusetts, with 146 learner responses.

Overall, most learners indicated that their job level at the time of survey response was entry/beginner staff (70.4 percent), followed by intermediate staff (18.6 percent). This pattern again holds by certificate. However, certain nuances can be seen in each Wave 1 survey response population. For example, the Program Leadership Certificate (NIA 4) contained the only learners holding a director or executive management position (12 and 8 percent, respectively). This certificate also had the lowest number of responding learners who report being in entry/beginner staff positions (32 percent). The Operations Integrity Certificate (NIA 1) was found to have the highest percentage of learners reporting to hold an entry/beginner position (78.3 percent). See Figure 6 below for more information regarding the distribution of learners' job levels.

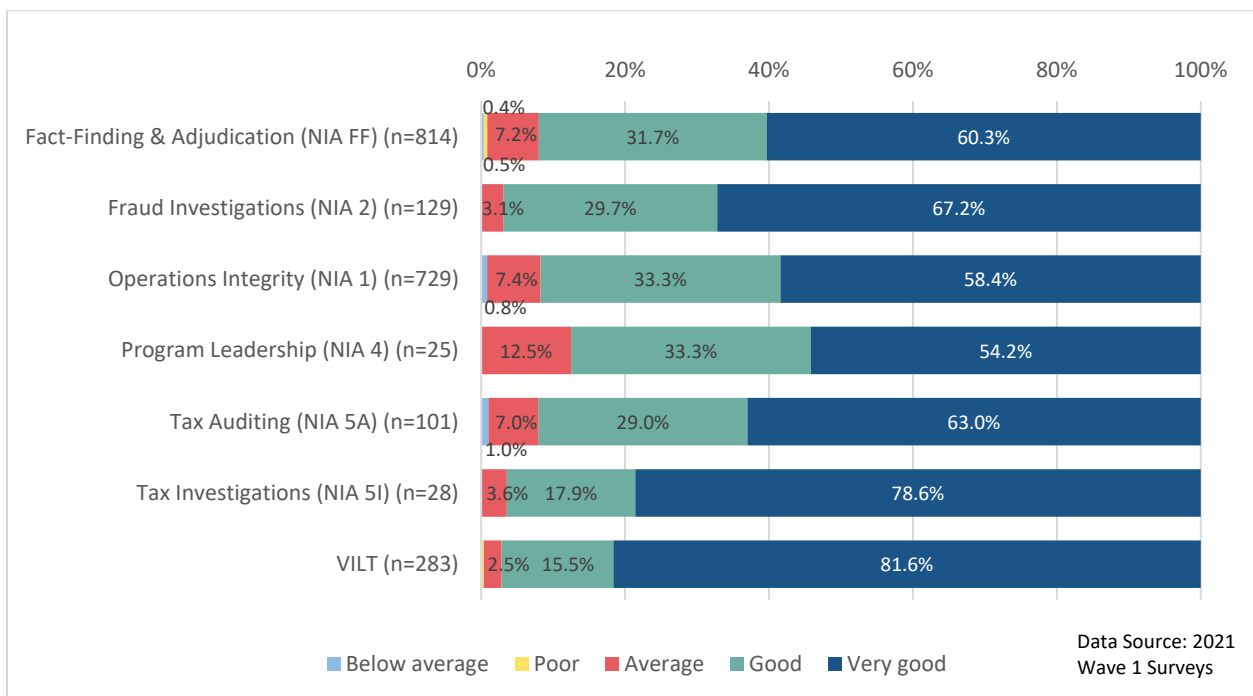
Figure 6: Distribution of Learners' Job Levels



Learner Satisfaction

The 2021 Wave 1 surveys asked learners to indicate how they would rate the certificate they completed. Response options ranged from “below average” to “very good”. VILT attendees also provided ratings on the training using the same rating scale. Figure 7 below details learner ratings by certificate in 2021. Learners who did not respond to the question are not included in the figure. Overall, learners rated each certificate as being “good” or “very good”, with very minimal ratings falling below “average”. The Program Leadership Certificate (NIA 4) had the highest percentage of “average” ratings (12.5 percent), and the VILT course received the highest percentage of “very good” ratings (81.6 percent).

Figure 7: Overall Certificate Ratings



Certificate Recommendations

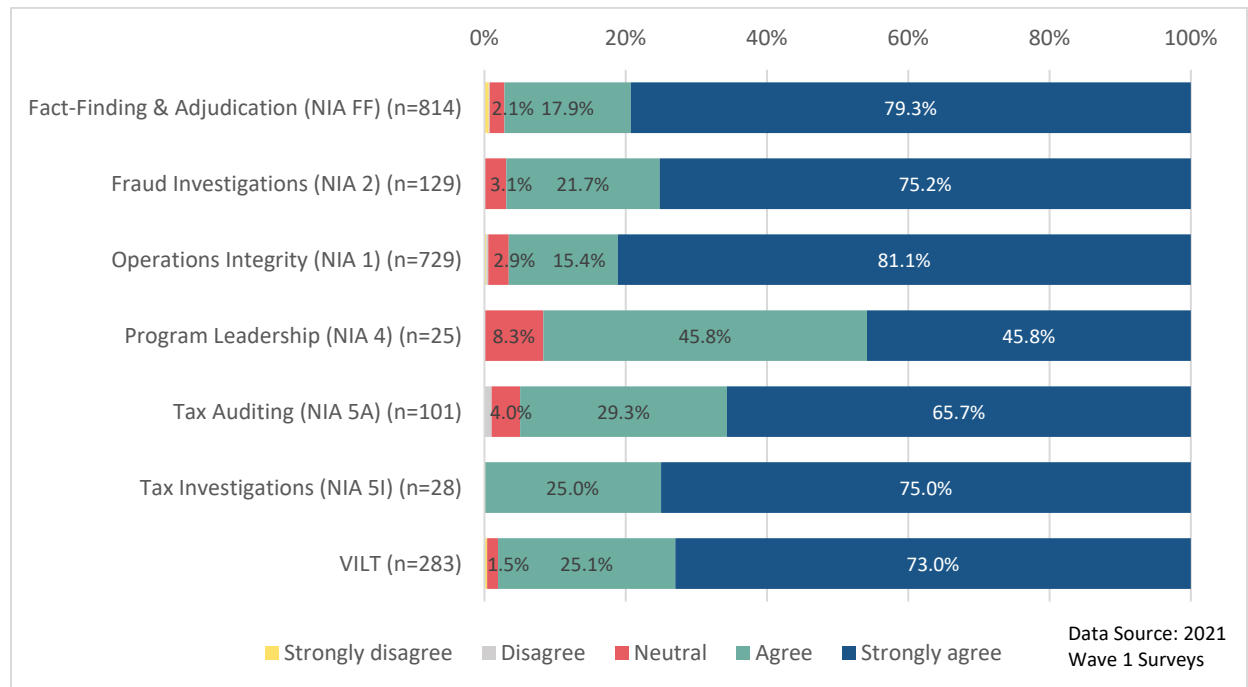
The 2021 Wave 1 surveys also asked learners what they especially liked about the certificate they completed. Many learners across certificates responded that they found the certificate to be easy to use, navigate, understand, and follow. Learners across certificates also especially liked the scenarios and interactive components of the training, as well as the knowledge checks, audio, graphics, and videos. The topics covered in the certificates were generally reported to be informative, relevant to learners' jobs, practical, and detailed. The ability to set one's own pace and be self-guided was also appreciated by learners across certificates.

Learners were also asked in the Wave 1 surveys what they felt could be improved about the certificate training. Overall, many learners suggested adding more audio and video in place of readings and slides. It was also recommended that more examples, case studies, samples, or interactive elements be added, especially to the Fact-Finding & Adjudication (NIA FF) and Operations Integrity (NIA 1) Certificates. Some learners, especially senior or experienced staff, requested to have the ability to customize the information provided in the certificate to their state. Although learners reported they liked being able to set their own pace, learners from each Wave 1 survey often requested having more time to complete the lessons or activities. In addition, some of the modules were reported to have taken learners longer than the listed duration. Learners suggested that modules or certificates be shortened or edited to have more audio or video as a solution.

Application to Jobs

The Wave 1 surveys asked learners if they plan to apply what they learned from the certificate to their job. Figure 8 below details learners' responses. The majority of learners reported that they "strongly agree" or "agree" that they plan to apply what they learned to their jobs. The Operations Integrity Certificate (NIA 1) had the highest percentage (81.1 percent) of learners strongly agreeing that they will apply what they learned from the training to their jobs, followed by the Fact-Finding & Adjudication Certificate (NIA FF) (79.3 percent). The Program Leadership Certificate (NIA 4) had the highest percent (8.3 percent) of learners reporting that they feel "neutral" about applying what they learned to their job.

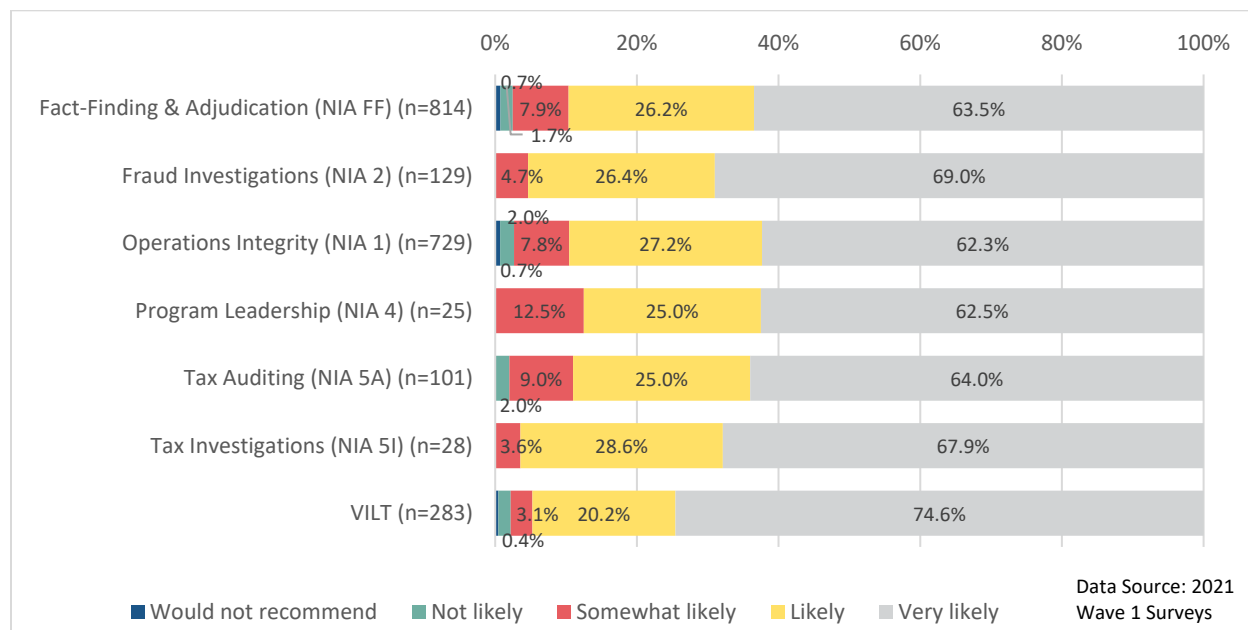
Figure 8: Will Apply Learning to Job



Likelihoods of Recommending the Certificates

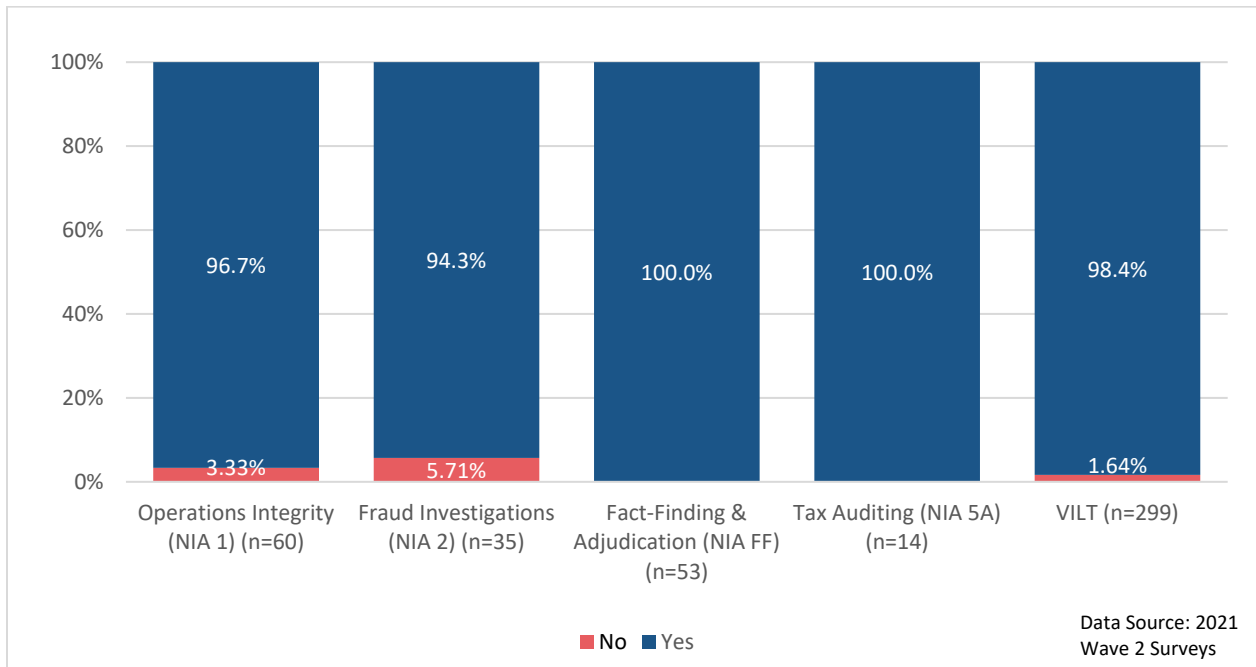
Learners were additionally asked in the Wave 1 surveys their likelihood of recommending the certificate to other colleagues. Figure 9 below details the learners' responses. The majority of learners indicated that they are "very likely" or "likely" to recommend the certificate to others. Learners responding to the VILT survey had the highest percentage of being "very likely" to recommend the certificate (74.6 percent), followed by the Fraud Investigations Certificate (NIA 2) (69 percent). Learners who completed the Program Leadership Certificate (NIA 4) had the highest percentage of being "somewhat likely" to recommend the certificate.

Figure 9: Likelihood of Recommending Certificate



Learners were asked in the Wave 2 surveys to again indicate whether or not they would recommend the certificate. Figure 10 below details their responses. Two of the certificates received 100 percent of respondents indicating they would recommend the certificate, with the Operations Integrity Certificate (NIA 1), Fraud Investigations Certificate (NIA 2) and the VILT course receiving a minimal amount of "No's".

Figure 10: Would Recommend Certificate



National Integrity Academy Job Performance and Skill Gains Analyses

This section provides an analysis of the NIA learner self-assessed skill gains upon their completion of the certificate trainings. This section also summarizes the self-perceived changes in job performance NIA learners reported during the year they completed the certificate.

Data and Analytical Procedure

The skill gains analyses rely on the data obtained from the Wave 1 surveys, in which learners were asked to retrospectively rate their knowledge and skills before and after completing the certificate on a scale from 1 to 5, where 1 represents a Novice level and 5 represents an Expert level.¹⁰ The knowledge and skills in the survey were presented to learners in individual questions under the learning objectives for each certificate¹¹. See Tables 2-7 below for each certificates' learning objectives.

The averages of the learners' before and after skill self-assessments were aggregated¹² to create overall averages for each learning objective. These aggregated measures

¹⁰ The Center 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.

¹¹ Data was not available for the VILT course due to survey differences.

¹² All data preparation and statistical analyses were executed in R Studio.

were tested for normality using the Shapiro-Wilk Test and data visualizations. Each test 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 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 Tables 2-7 below.

The Center 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 Center additionally calculated the associated effect sizes¹³ to measure the magnitude of the differences between ratings. The effect size converts the z-score¹⁴ associated with the Wilcoxon Signed-Rank Test to standardized measures which can then be used for comparing the before and after ratings on an ordinal scale.¹⁵

Learners were also asked in the Wave 2 surveys to rate the extent to which the training had improved their job performance and confidence associated with the learning objectives listed in Tables 2-7 below on a scale of 1 to 5, with 1 representing "no effect" and 5 representing "greatly improved". Responses to each learning objective skill were aggregated to find learners' averages per learning objective. Figures 11-15 below further detail the distributions of the trainings' effects on job performance and confidence by each certificate. The skill gains associated with each certificates' learning objectives are reported below in Tables 2-7.

Skill Gains Analyses Results

Overall Confidence in Job Performance

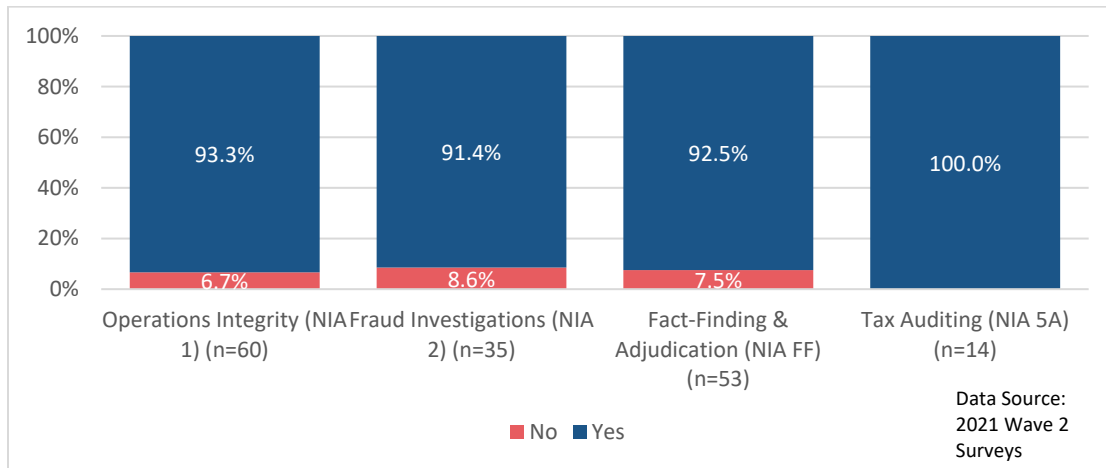
Learners were asked in the Wave 2 surveys whether completing the certificate improved their overall confidence in their abilities to perform their job duties, as shown in Figure 11 below.

¹³ Note that negative z-scores and effect sizes indicate the second group scores are higher than the first group scores in paired tests.

¹⁴ A z-score is a standardized measurement that indicates the distance of an observation from the mean of the variable in terms of standard deviations and allows for comparisons between data.

¹⁵ 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 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>

Figure 11: Agreement that Certificate Improved Job Confidence



Over 90 percent of respondents to each Wave 2 survey reported that the certificate improved their confidence in their abilities to perform their job duties. The Tax Auditing Certificate (NIA 5A) received 100 percent agreement. About 6 percent of learners from the Operations Integrity Certificate (NIA 1) felt that the training did not improve their confidence to perform their job duties, with the Fraud Investigations Certificate (NIA 2) receiving 8.6 percent and the Fact-Finding & Adjudication Certificate (NIA FF) receiving 7.6 percent, respectively, for the same. The majority of disagreeing learners indicated that the certificate was not applicable to their position or that they were already trained in the subject matter. About half of these respondents reported being in an entry/beginning level position.

Operations Integrity Certificate (NIA 1) Skill Gains

Table 2 below reports the skills gains analysis results for the Operations Integrity Certificate (NIA 1). The Wilcoxon Signed-Rank Tests show that the ratings of skills and knowledge after the training for each learning objective of the certificate are significantly higher than ratings before the training. The “Adjudication” and “Overpayment/Recovery” learning objectives indicate a large effect between ratings, and the “Claim Intake and Processing” and “Customer Services” learning objectives indicate a moderate effect.

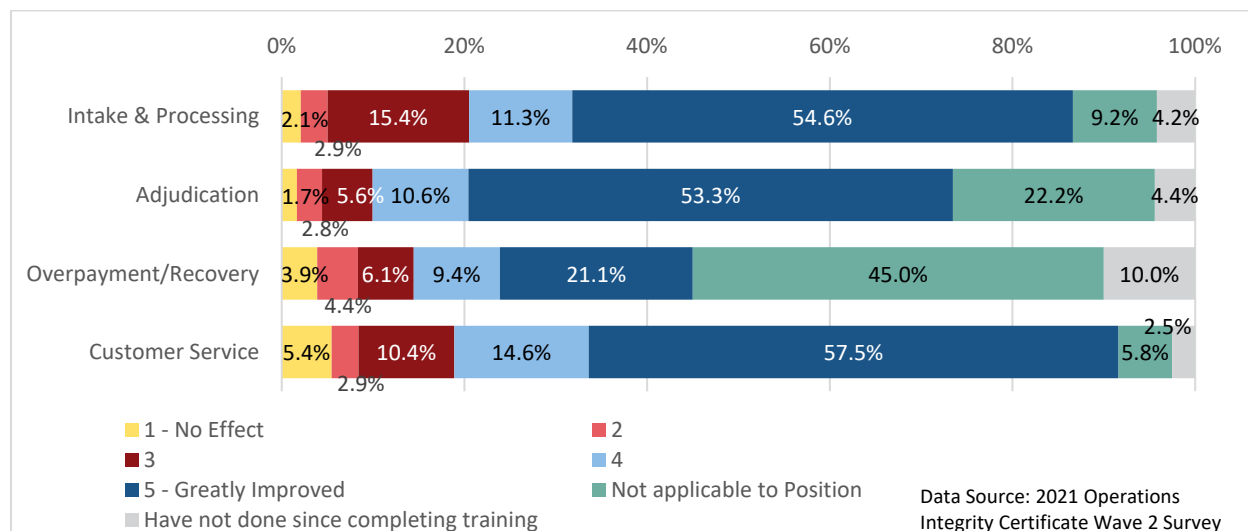
Table 2: Operations Integrity Certificate (NIA 1) Skill Gains Analysis

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Claim Intake and Processing	714	2.83	722	4.00***	-18.69	-0.49
Adjudication	717	2.00	719	4.00***	-19.03	-0.50
Overpayment/Recovery	715	2.00	718	4.00***	-19.45	-0.51
Customer Services	715	4.00	720	5.00***	-16.52	-0.43

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

Figure 12 below depicts the distribution of the trainings' effect on job performance as reported by learners of the Operations Integrity Certificate (NIA 1) in the Wave 2 survey. Overall, the majority of learners felt that the skills taught in the certificate "greatly improved" their job performance. However, 45 percent of learners reported that the skills associated with the "Overpayment/Recovery" learning objective are not applicable to their position. The same module also received the highest percentage (10.0 percent) of learners indicating that they have not used the associated skills since completing the certificate.

Figure 12: Average Improvement to Job Performance – Operations Integrity Certificate (NIA 1) (n=61)



Fraud Investigations Certificate (NIA 2) Skill Gains

Table 3 below reports the skills gains analysis for the Fraud Investigations Certificate (NIA 2). The Wilcoxon Signed-Rank Tests show that the ratings of skills and knowledge after the training for each learning objective of the certificate are significantly higher than ratings before the training. All differences between ratings indicate a large effect.

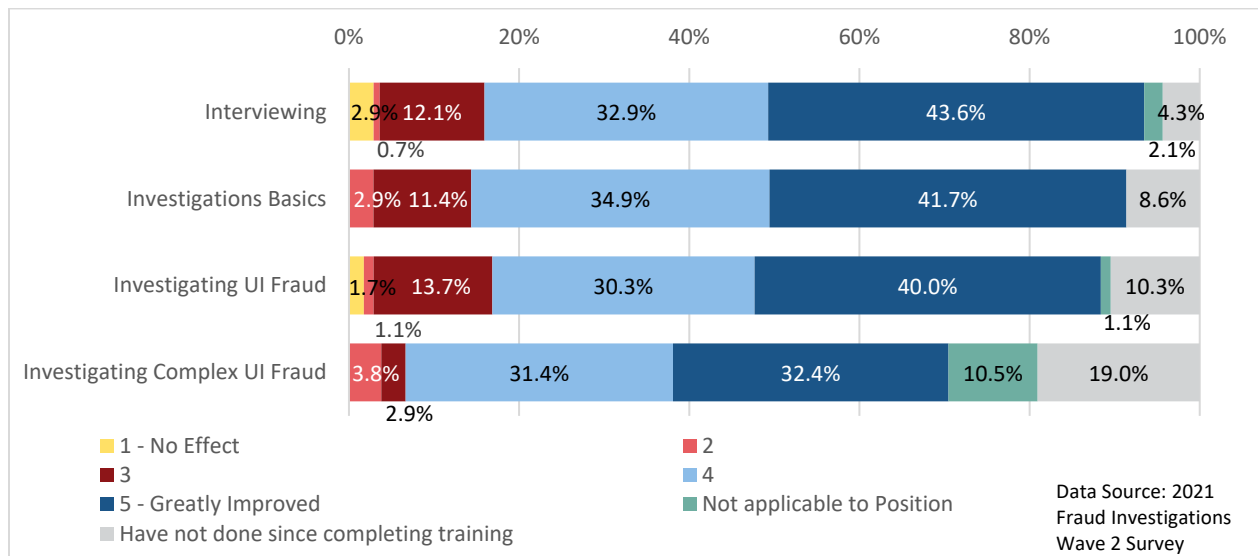
Table 3: Fraud Investigations Certificate (NIA 2) Skill Gains Analysis

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Interviewing	128	3.00	129	4.25***	-8.64	-0.54
Investigations Basics	124	3.00	126	4.00***	-8.13	-0.51
Investigating UI Fraud	124	3.00	123	4.20***	-7.96	-0.50
Investigating Complex UI Fraud	128	2.67	129	4.00***	-8.34	-0.52

Note: *: p<0.10, **: p<0.05, ***: p<0.01

Figure 13 below details the job performance effect distributions for the learning objectives of the Fraud Investigations Certificate (NIA 2). The majority of respondents reported that the certificate “greatly improved” their job performance of the skills associated with the learning objectives. Overall, the learners report that the certificate has had a positive effect on their job performance. However, almost 20 percent of learners felt that they have not used the skills associated with the “Investigating Complex UI Fraud” module since completing the training, and about 10 percent of learners report that the skills and knowledge associated with this module are not applicable to their positions.

Figure 13: Average Improvement to Job Performance - Fraud Investigations Certificate (NIA 2) (n=35)



Program Leadership Certificate (NIA 4) Skill Gains

Table 4 below reports the skills gains analysis for the Program Leadership Certificate (NIA 4). The Wilcoxon Signed-Rank Tests show that the ratings of skills and knowledge after the training for each learning objective of the certificate are significantly higher than ratings before the training. The differences between ratings of the “Strategic Management”, “Reducing Improper Payments”, and “Evaluating UI Integrity Strategies” modules indicate a large effect. The differences between ratings of the “UI Integrity Funding” and the “Assessing the UI Environment” modules indicate a moderate effect.

Table 4: Program Leadership Certificate (NIA 4) Skill Gains Analysis

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Strategic Management	23	3.00	24	4.00***	-3.54	-0.50
UI Integrity Funding	23	3.00	24	4.00***	-2.45	-0.35
Assessing the UI Environment	24	3.00	24	4.00***	-2.83	-0.40
Reducing Improper Payments	24	3.00	24	4.00***	-3.50	-0.50
Evaluating UI Integrity Strategies	24	2.50	24	4.00***	-3.54	-0.50

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

As the Program Leadership Certificate (NIA 4) Wave 2 survey received only three learner responses, there is not enough data available to analyze learners' sentiments regarding job performance improvements.

Tax Auditing Certificate (NIA 5A) Skill Gains

Table 5 below reports the skills gains analysis for the Tax Auditing Certificate (NIA 5A). The Wilcoxon Signed-Rank Tests show that the ratings of skills and knowledge after the training for each learning objective of the certificate are significantly higher than ratings before the training. The differences between ratings of the "Interviewing" learning objective indicate a large effect. The differences between ratings of the "Tax Foundations" and "Tax Auditing" learning objectives indicate a moderate effect.

Table 5: Tax Auditing Certificate (NIA 5A) Skill Gains Analysis

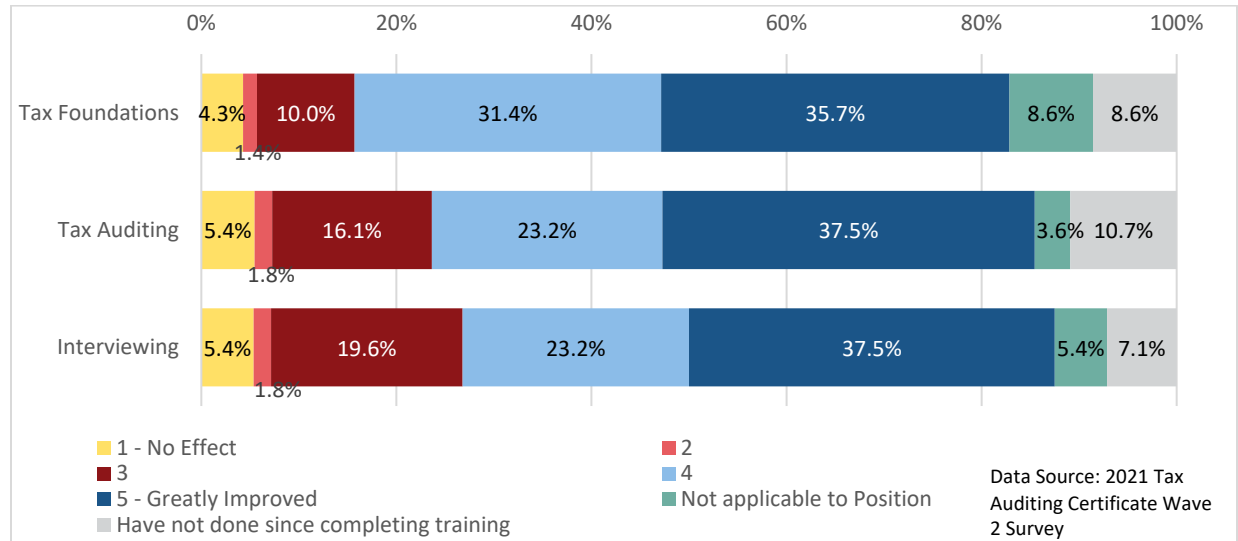
Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Tax Foundations	95	3.80	93	4.40***	-6.55	-0.46
Tax Auditing	97	3.80	93	4.40***	-6.35	-0.45
Interviewing	97	3.25	97	4.00***	-7.10	-0.50

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

Figure 14 below displays the job performance improvement reported by learners of the Tax Auditing Certificate in 2021. Learners generally felt that the certificate had a positive effect on their job performance, with the majority of the learners feeling that their job performance had "greatly improved" as a result. However, almost 11 percent of respondents reported not using the skills associated with the "Tax Auditing" learning objective since completing the training, and about 20 percent of learners felt "neutral"

about the effects of the training on job performance associated with the “Interviewing” learning objective.

Figure 14: Average Improvement to Job Performance - Tax Auditing Certificate (NIA 5A) (n=14)



Tax Investigations Certificate (NIA 5I) Skill Gains

Table 6 below reports the skills gains analysis for the Tax Investigations Certificate (NIA 5I). The Wilcoxon Signed-Rank Tests show that the ratings of skills and knowledge after the training for each learning objective of the Certificate are significantly higher than ratings before the training. The differences between ratings of the “Interviewing,” “Investigation Basics” and “Investigating UI Fraud” learning objectives indicate large effects. The differences between ratings of the “Tax Foundations” learning objective indicate a moderate effect.

Table 6: Tax Investigations Certificate (NIA 5I) Skill Gains Analysis

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Tax Foundations	28	3.60	27	4.40***	-3.57	-0.48
Interviewing	27	3.00	28	4.75***	-4.31	-0.58
Investigation Basics	27	3.20	27	4.60***	-3.99	-0.53
Investigating UI Fraud	27	3.60	25	5.00***	-3.94	-0.53

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

As the Tax Investigations Certificate (NIA 5I) Wave 2 survey received only 9 learner responses, there is not enough data available to analyze learners' sentiments regarding job performance improvements.

Fact-Finding and Adjudication Certificate (NIA FF) Skill Gains

Table 7 below reports the skills gains analysis for the Fact-Finding & Adjudication Certificate (NIA FF). The Wilcoxon Signed-Rank Tests show that the ratings of skills and knowledge after the training for each learning objective of the certificate are significantly higher than ratings before the training. The differences between ratings of all learning objectives indicate large effects.

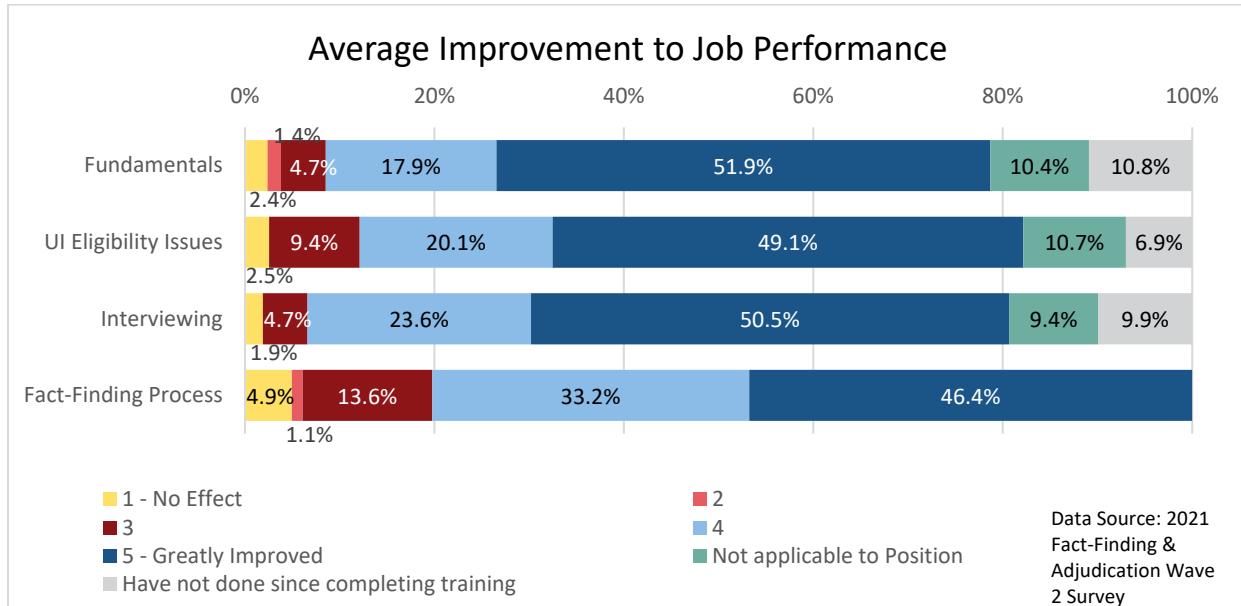
Table 7: Fact-Finding & Adjudication Certificate (NIA FF) Skill Gains Analysis

Learning Objectives	Retrospective Before Skill Rating		Retrospective After Skill Rating		Z-Score	Effect Size
	n	Median	n	Median		
Fundamentals	798	2.60	784	4.00***	-20.70	-0.51
UI Eligibility Issues	806	2.33	797	4.00***	-20.42	-0.51
Interviewing	795	2.50	798	4.00***	-21.00	-0.52
Fact-Finding Process	774	2.20	792	4.00***	-20.41	-0.51

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

Figure 15 below shows the job performance effects of the Fact-Finding & Adjudication Certificate in 2021. Approximately half of the learners felt that the certificate “greatly improved” their job performance in all learning objective skills. All learners felt that the skills associated with the “Fact-Finding Process” learning objective was applicable to their position and have reported using it since completing the training. However, this learning objective also has the highest percentage (4.9 percent) of learners reporting the training had no effect on their job performance. The “Fundamentals” learning objective had the highest percentage (51.9 percent) of learners reporting it “greatly improved” their job performance, yet also has the highest percentage (10.8 percent) of learners reporting they did not use it since completing the training. Overall, the learners report that the certificate has made positive improvements to their job performance.

Figure 15: Average Improvement to Job Performance - Fact-Finding & Adjudication Certificate (NIA FF) (n=53)



Conclusion

The results of the 2021 learners' skill gains analyses show that the learners significantly improved in their skills and knowledge associated with each learning objective after completing the training for each certificate ($p < 0.01$). The vast majority of learners reported that the skills and knowledge learned in the certificates "greatly improved" their job performance. Learners were generally satisfied with the certificates, with most learners rating the certificates as being "very good".

There are several limitations to consider when interpreting the results contained in this report. A key limitation is that the results from the Wave 2 surveys should not be generalized to the total NIA learner population due to low sample sizes and limited demographic data available for comparison. More statistical analyses and data would be required to determine if the responses in these surveys are representative of the entire NIA learner population. Therefore, the Wave 2 survey results in this report speak only to the views of those NIA learners who completed these surveys, and larger statements about the NIA learner population cannot be made. The results presented from the Wave 1 surveys provide an improved representation of the subset of NIA learners that completed a certificate assessed in this report in 2021, as improved survey methodology has now increased response rates and all learners are required to take the survey upon completing a certificate. However, these data lack available demographic data for further comparison of the representativeness of the 2021 subset to the total NIA learner population. Due to the nature of the Wave 1 data, these results should also not be generalized to the total NIA learner population.

The other primary limitation of this report is that the NIA learner's 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". While changing from anonymous web-based surveys to the LMS embedded surveys improved response rates, the LMS surveys being tied to a learners account 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.

The Center intends to continue evaluating the outcomes of the Academy in the future. Methods of increasing the response rates to the Wave 2 surveys will be explored to improve generalizability to the larger NIA learner 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: NIA 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 NASWA 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.

	Novice Expert				
<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).

Appendix B: NIA Learner Surveys

Generic Wave 2 Survey

Demographic Information

1. State or Territory:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Alabama | <input type="checkbox"/> Illinois | <input type="checkbox"/> Nevada | <input type="checkbox"/> South Carolina |
| <input type="checkbox"/> Alaska | <input type="checkbox"/> Indiana | <input type="checkbox"/> New Hampshire | <input type="checkbox"/> South Dakota |
| <input type="checkbox"/> American Samoa | <input type="checkbox"/> Iowa | <input type="checkbox"/> New Jersey | <input type="checkbox"/> Tennessee |
| <input type="checkbox"/> Arizona | <input type="checkbox"/> Kansas | <input type="checkbox"/> New Mexico | <input type="checkbox"/> Texas |
| <input type="checkbox"/> Arkansas | <input type="checkbox"/> Kentucky | <input type="checkbox"/> New York | <input type="checkbox"/> Utah |
| <input type="checkbox"/> California | <input type="checkbox"/> Louisiana | <input type="checkbox"/> North Carolina | <input type="checkbox"/> Vermont |
| <input type="checkbox"/> Colorado | <input type="checkbox"/> Maine | <input type="checkbox"/> North Dakota | <input type="checkbox"/> Virgin Islands |
| <input type="checkbox"/> Connecticut | <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Northern Mariana Islands | <input type="checkbox"/> Virginia |
| <input type="checkbox"/> Delaware | <input type="checkbox"/> Maryland | <input type="checkbox"/> Ohio | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Federated States of Micronesia | <input type="checkbox"/> Massachusetts | <input type="checkbox"/> Oklahoma | <input type="checkbox"/> Washington, D.C. |
| <input type="checkbox"/> Florida | <input type="checkbox"/> Michigan | <input type="checkbox"/> Oregon | <input type="checkbox"/> West Virginia |
| <input type="checkbox"/> Georgia | <input type="checkbox"/> Minnesota | <input type="checkbox"/> Palau | <input type="checkbox"/> Wisconsin |
| <input type="checkbox"/> Guam | <input type="checkbox"/> Mississippi | <input type="checkbox"/> Pennsylvania | <input type="checkbox"/> Wyoming |
| <input type="checkbox"/> Hawaii | <input type="checkbox"/> Missouri | <input type="checkbox"/> Puerto Rico | |
| <input type="checkbox"/> Idaho | <input type="checkbox"/> Montana | <input type="checkbox"/> Rhode Island | |
| | <input type="checkbox"/> Nebraska | | |

2. Please select your job level.

- | | |
|---|---|
| <input type="checkbox"/> Entry/Beginner Staff | <input type="checkbox"/> Manager/Supervisor |
| <input type="checkbox"/> Intermediate Staff | <input type="checkbox"/> Director |
| <input type="checkbox"/> Senior/Experienced Staff | <input type="checkbox"/> Executive Management |

3. Total Years in UI: _____

Application of Knowledge and Skills on the Job - <module>

4. On a scale from 1 to 5, where **1** indicates the training **Had No Effect** and **5** indicates that you have **Greatly Improved**, how much has the training improved the way you do the following tasks on the job?

	1 - had no effect	2	3	4	5 - greatly improved	Have not done this since I completed the training	Not applicable to my position
<skill/knowledge 1>	()	()	()	()	()	()	()
<skill/knowledge 2>	()	()	()	()	()	()	()
<skill/knowledge 3>	()	()	()	()	()	()	()

Application of Knowledge and Skills on the Job - <module>

5. On a scale from 1 to 5, where **1** indicates the training **Had No Effect** and **5** indicates that you have **Greatly Improved**, how much has the training improved the way you do the following tasks on the job?

	1 - had no effect	2	3	4	5 - greatly improved	Have not done this since I completed the training	Not applicable to my position
<skill/knowledge 1>	()	()	()	()	()	()	()
<skill/knowledge 2>	()	()	()	()	()	()	()
<skill/knowledge 3>	()	()	()	()	()	()	()

Impact of Training on Your Job

7. Did the **<certificate>** improve your overall confidence in your ability to perform your job duties?

() Yes () No

Logic: Hidden unless: #7 Question "Did the <certificate> improve your overall confidence in your ability to perform your job duties?" is one of the following answers ("Yes")

8) How did the training improve your overall confidence in your ability to perform your job duties? Please provide examples of how you have used specific skills or resources from the <certificate>.

Logic: Hidden unless: #7 Question "Did the <certificate> improve your overall confidence in your ability to perform your job duties?" is one of the following answers ("No")

9) If the training did *not* improve your overall confidence in your ability to perform your job duties, what suggestions do you have for improving the training provided in the <certificate>?

10) Would you recommend this Certificate to other colleagues?

Yes No

Thank You!

Appendix C: VILT Course Survey

Demographic Information

1. State or Territory:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Alabama | <input type="checkbox"/> Illinois | <input type="checkbox"/> Nevada | <input type="checkbox"/> South Carolina |
| <input type="checkbox"/> Alaska | <input type="checkbox"/> Indiana | <input type="checkbox"/> New Hampshire | <input type="checkbox"/> South Dakota |
| <input type="checkbox"/> American Samoa | <input type="checkbox"/> Iowa | <input type="checkbox"/> New Jersey | <input type="checkbox"/> Tennessee |
| <input type="checkbox"/> Arizona | <input type="checkbox"/> Kansas | <input type="checkbox"/> New Mexico | <input type="checkbox"/> Texas |
| <input type="checkbox"/> Arkansas | <input type="checkbox"/> Kentucky | <input type="checkbox"/> New York | <input type="checkbox"/> Utah |
| <input type="checkbox"/> California | <input type="checkbox"/> Louisiana | <input type="checkbox"/> North Carolina | <input type="checkbox"/> Vermont |
| <input type="checkbox"/> Colorado | <input type="checkbox"/> Maine | <input type="checkbox"/> North Dakota | <input type="checkbox"/> Virgin Islands |
| <input type="checkbox"/> Connecticut | <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Northern Mariana Islands | <input type="checkbox"/> Virginia |
| <input type="checkbox"/> Delaware | <input type="checkbox"/> Maryland | <input type="checkbox"/> Ohio | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Federated States of Micronesia | <input type="checkbox"/> Massachusetts | <input type="checkbox"/> Oklahoma | <input type="checkbox"/> Washington, D.C. |
| <input type="checkbox"/> Florida | <input type="checkbox"/> Michigan | <input type="checkbox"/> Oregon | <input type="checkbox"/> West Virginia |
| <input type="checkbox"/> Georgia | <input type="checkbox"/> Minnesota | <input type="checkbox"/> Palau | <input type="checkbox"/> Wisconsin |
| <input type="checkbox"/> Guam | <input type="checkbox"/> Mississippi | <input type="checkbox"/> Pennsylvania | <input type="checkbox"/> Wyoming |
| <input type="checkbox"/> Hawaii | <input type="checkbox"/> Missouri | <input type="checkbox"/> Puerto Rico | |
| <input type="checkbox"/> Idaho | <input type="checkbox"/> Montana | <input type="checkbox"/> Rhode Island | |
| | <input type="checkbox"/> Nebraska | | |

2. Job role:

(Note: Not all roles have the same title across states. Please choose the title you think most closely matches your role.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Executive Leader | <input type="checkbox"/> Claims Examiner | <input type="checkbox"/> Appeals Representative |
| <input type="checkbox"/> UI Director | <input type="checkbox"/> Adjudicator | <input type="checkbox"/> Tax Investigator |
| <input type="checkbox"/> Division/Unit Manager | <input type="checkbox"/> Claims Processor | <input type="checkbox"/> Tax Auditor |
| <input type="checkbox"/> Supervisor/Team Leader | <input type="checkbox"/> Customer Service Representative | <input type="checkbox"/> Collections |
| <input type="checkbox"/> Fraud Investigator | <input type="checkbox"/> BAM Auditor | <input type="checkbox"/> TPS Reviewer |
| <input type="checkbox"/> BPC Specialist | | <input type="checkbox"/> Other |

Logic: Hidden unless: #2 Question "Job role:" is one of the following answers ("Other")

3. If your role was not listed, what is your role? _____

4. Total Years in UI: _____

5. How much of the pre-requisite eLearning lessons did you complete in advance of this virtual class?

- All of them
- Most of them
- Some of them
- None of them

Instructors and Class Delivery

6. Please select all your instructors and evaluate each instructor separately.

- Kim Lind
- Brian Langley
- Skip Tompkins
- Tami Morris

Logic: Hidden unless: #6 Question "Please select all your instructors and evaluate each instructor separately." is one of the following answers ("Kim Lind")

7. Instructor: Kim Lind

	Excellent	Very good	Good	Fair	Poor
How well did the instructor know the subject matter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How clearly did the instructor communicate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well did the instructor manage the virtual tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How engaging and interesting was the instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Excellent	Very good	Good	Fair	Poor
How well did the instructor guide class discussions?	()	()	()	()	()
How would you rate the instructor overall?	()	()	()	()	()

Logic: Hidden unless: #6 Question "Please select all your instructors and evaluate each instructor separately." is one of the following answers ("Brian Langley")

8. Instructor: Brian Langley

	Excellent	Very good	Good	Fair	Poor
How well did the instructor know the subject matter?	()	()	()	()	()
How clearly did the instructor communicate?	()	()	()	()	()
How well did the instructor manage the virtual tools?	()	()	()	()	()
How engaging and interesting was the instructor?	()	()	()	()	()
How well did the instructor guide class discussions?	()	()	()	()	()
How would you rate the instructor overall?	()	()	()	()	()

Logic: Hidden unless: (#6 Question "Please select all your instructors and evaluate each instructor separately." is one of the following answers ("Skip Tompkins") OR URL Variable "variable1" is exactly equal to "Skip")

9. Instructor: Skip Tompkins

	Excellent	Very good	Good	Fair	Poor
How well did the instructor know the subject matter?	()	()	()	()	()
How clearly did the instructor communicate?	()	()	()	()	()
How well did the instructor manage the virtual tools?	()	()	()	()	()
How engaging and interesting was the instructor?	()	()	()	()	()
How well did the instructor guide class discussions?	()	()	()	()	()
How would you rate the instructor overall?	()	()	()	()	()

Logic: Hidden unless: URL Variable "variable1" is exactly equal to "Tami"

10. Instructor: Tami Morris

	Excellent	Very good	Good	Fair	Poor
How well did the instructor know the subject matter?	()	()	()	()	()
How clearly did the instructor communicate?	()	()	()	()	()
How well did the instructor manage the virtual tools?	()	()	()	()	()
How engaging and interesting was the instructor?	()	()	()	()	()

	Excellent	Very good	Good	Fair	Poor
How well did the instructor guide class discussions?	()	()	()	()	()
How would you rate the instructor overall?	()	()	()	()	()

11. How could the instructors improve class delivery?

Activities

12. How much did the individual and partner activities contribute to your understanding of the course material?

- Really helped me
- Helped me
- Somewhat helped me
- Had no effect
- Confused me

13. Did you have enough time to complete all of the activities?

- I always had enough time to complete the activities
- I usually had enough time to complete the activities
- I usually did NOT have enough time to complete the activities
- I never had enough time to complete the activities

14. Is there any content and/or activity that should be added to this virtual course?

- Yes No

Logic: Hidden unless: #14 Question "Is there any content and/or activity that should be added to this virtual course?" is one of the following answers ("Yes")

15. What should be added to this virtual course?

16. Is there any content and/or activity that should be removed from this virtual course?

Yes No

Logic: Hidden unless: #16 Question "Is there any content and/or activity that should be removed from this virtual course?" is one of the following answers ("Yes")

17. What should be removed from this virtual course?

Ease of Access

18. Did you experience any technical issues while taking the virtual class?

Yes No

Logic: Hidden unless: #18 Question "Did you experience any technical issues while taking the virtual class?" is one of the following answers ("Yes")

19. Please describe the issue(s) you encountered.

Course Overall

20. How was the overall pacing for the course?

Just right
 Too fast
 Too slow

21. How would you rate this virtual class overall?

- Very good
- Good
- Average
- Below average
- Poor

22. I plan to apply what I learned from this virtual course when investigating potential UI fraud cases.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

23. How likely are you to recommend this virtual class to others?

- Very likely
- Likely
- Somewhat likely
- Not likely
- Would not recommend

24. What did you especially like about this virtual class?

25. What aspects of this virtual class could be improved, if any?

Thank You!