

# Evaluation Plan

## **Purpose:**

To determine each learner's absorption, understanding and practical application of the information presented in each learning objective, and to identify and help fill gaps in those areas as they present themselves. We hope to gather information that will determine if a newly hired pro bono legal rep is ready to take the organization's practices and very detailed legal standards presented through the four learning modules into a real-life courtroom or social service setting, and apply the knowledge gained in the best interests of UaL clientele. Our evaluation process will provide the trainers and ID consultants necessary data on the progress of the training program and will allow for continuous updates to the program as needed.

## **Data Collection and Analysis Plan:**

We will collect data through a series of questionnaires completed after each module that focus on specific questions within each module, written assessments, mock case studies, and peer feedback assessments. We will use Articulate Rise to collect and analyze data from the learner's knowledge assessments and mock case studies, and will use Google Forms to collect and analyze data from the client job aid questionnaire and peer feedback.

## **Levels of Evaluation:**

- We will evaluate our training following *Kirkpatrick's Model* as a guide. This will help us judge the reactions of our learners(level 1), test their learning(level 2), see the transfer of their behavior(level 3), and understand the results(level 4).



- Reactions of the learners will be judged through open-ended answers to specific survey questions at the end of the learning process. These questions will encompass how the learners were able to respond to the training and what may need to be altered. Based on their answers to the survey, we will be able to effectively judge the relevance of the material and the learners' comfortability with how it was presented. This will also allow us to make changes where necessary. Questions on these questionnaires will be on a scale of agree/disagree ranking 1-5 (1 being strongly agree, 5 being strongly disagree). Questions included for example: *a) The material in this module was easy to understand and straightforward. b) The material in this module has helped further my knowledge on this topic. c) I feel comfortable moving forward with my legal practices using this new found knowledge.* Any 4 or 5 (Disagree or Strongly Disagree) will have a followup popup question asking for guidance from the learner on which specific learning sections need improvement.
- Learning will be tested through the final assessment completed at the end of learning phase 1, the asynchronous training. This final assessment will be able to test learners skills and knowledge in regards to specifics of the legal cases as well as UaL as a whole. This assessment will be formal, with multiple choice questions and must require a passing grade of at least 80%. If learners are unable to pass on the first try, they will get one more attempt before being forced to review the learning material and modules again. Learning will also be judged through discussion board conversations, demonstrating how they are able to take the knowledge and apply it in a performance scenario. There will be a rubric assigned to both the assessments and the group discussions that can be used to gather concrete data on the gaps that may need to be filled here. These assessments and discussion will help us determine if our learners achieved the necessary knowledge to be successful in their future cases.
- Behavior will demonstrate what the learners have learned and apply it in a real life situation. In order to be successful with their future cases, learners must be able to demonstrate critical behaviors including: interviewing, counseling, advocating on behalf

of clients, negotiating, and drafting legal documents. This will be done through mock trial role-playing simulations that learners will participate in as a group. Scenarios will be actual or hypothetical, all based on previous cases from UaL. Learners will also listen and absorb survivor testimonials to become familiar with the different backgrounds of survivors. In order to prove their knowledge and apply this to the real world, learners will be creating case studies based on these testimonials. These case studies will also increase the intrinsic motivation of the learners, helping them to feel more connected to their clients and understanding of their situations.

- Results will help to clarify the impacts of this training program on the organization of UaL and their clients. We will evaluate the learning solution's learning objectives by reviewing the end of module assessments, final assessment, discussion boards, case studies, and mock trial simulations based on accuracy and effectiveness. We will ask the Board of Directors of UaL to review key highlights from the evaluation process and they will determine the effectiveness of the program and if they would then be ready to have these legal professionals represent them in real cases. Having the Board of Directors' final approval will truly demonstrate that the learning objectives were met and the learners are prepared to be successful in their new roles.

### **Plan for Revision:**

While each learning objective is underway, we will focus on the hard data gathered in the self-assessments and questionnaires as formative evaluation tools. Each learning objective has multiple steps, and offers final assessments as well as peer discussions both during and after the learning modules. The post-module assessments and discussions can be used as summative evaluation tools. The revision cycle can be updated and advanced based on the information gathered at both stages of evaluation. This information, along with the answers to the three open-ended survey questions presented at the end of each learning module will help align the revision cycle with Kirkpatrick's Reaction stage.

### **Evaluation Schedule:**

The below schedule outlines the timeline for data collection and analysis. Note, because UaL needs to ramp up learners within a very short period of time, the following schedule is rapid and intense.

Date	Knowledge Checkpoint
April 26th - May 2nd	Learners access course in Articulate Rise, and have until May 2nd to learn all course material and complete knowledge checkpoints.
May 2nd	End-of-course assessment completed in Articulate by learners by 6 PM EST. Learners receive scores immediately. UaL tracks learner results and makes notes of any trends.
May 3rd	Learners complete client job aid questionnaire via Google Form. Learners receive results immediately after submitting.
May 4th	UaL volunteer team holds “office hours,” where they are available to discuss learner scores, concerns, or talk about course progress.
May 5th	Learners complete mock case studies in Articulate.
May 6th	UaL volunteers grade mock case studies and submit results to learners by end of day.
May 6th -7th	Learners participate in mock trials in front of peers and UaL volunteers. Other learners provide peer-feedback after every mock trial using Google Forms, and feedback will be sent directly to learners once submitted.
May 7th	Learners complete an end-of-course survey where they will be asked to rate the course material, and can provide feedback about the course structure and content.

Learners will also receive a survey after each module, asking them to rate the material (content, relevance, design), with the option to provide any additional feedback they think is necessary about the module or training program thus far.

### **Plan for Communication:**

Evaluation results will primarily be delivered to learners immediately after completing a module (end-of-course assessment, client job aid questionnaire, mock trial feedback) but can also be delivered a short time after the UaL team has had time to manually review the learner’s work in the module (mock case studies).

This will allow revisions to be made on a continual basis based on learner results and feedback. After three new hire cycles (July 2021) UaL will meet with instructional designers to discuss program results and determine if revisions are necessary.