

# **LEND Program Evaluation:**The Use of Retrospective Pre-post Ratings of LEND Competencies



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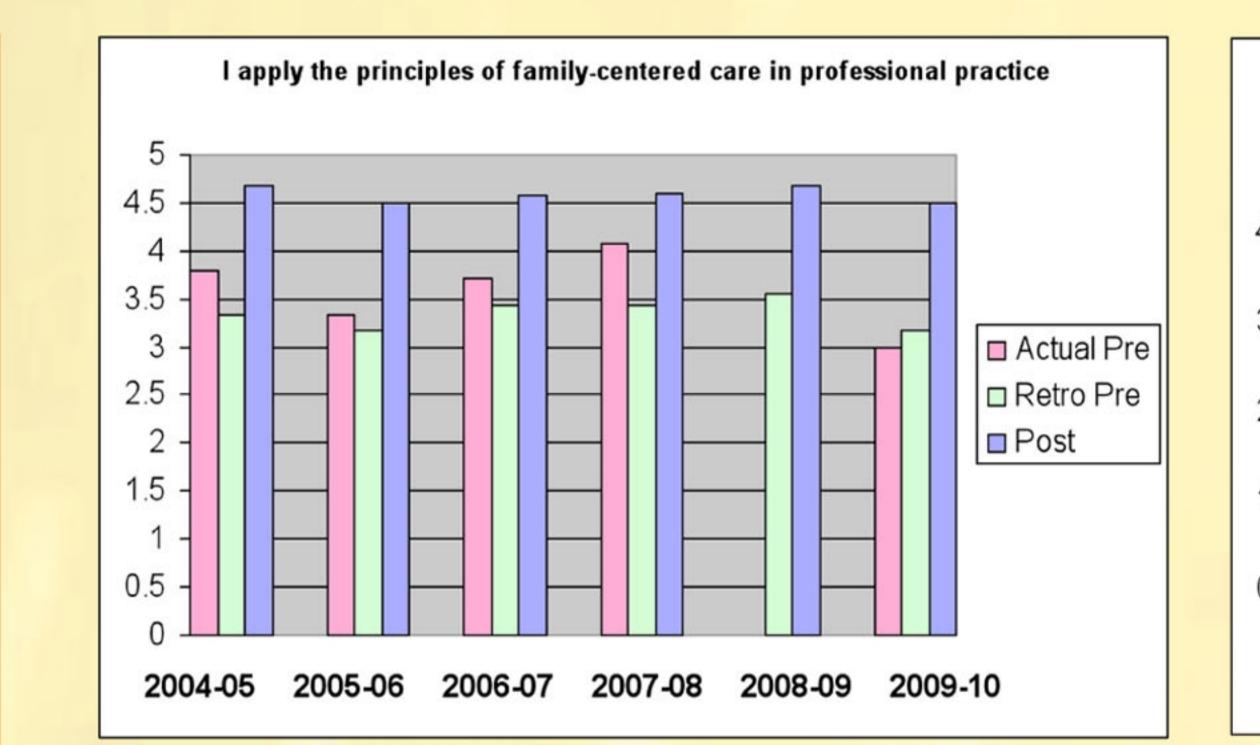


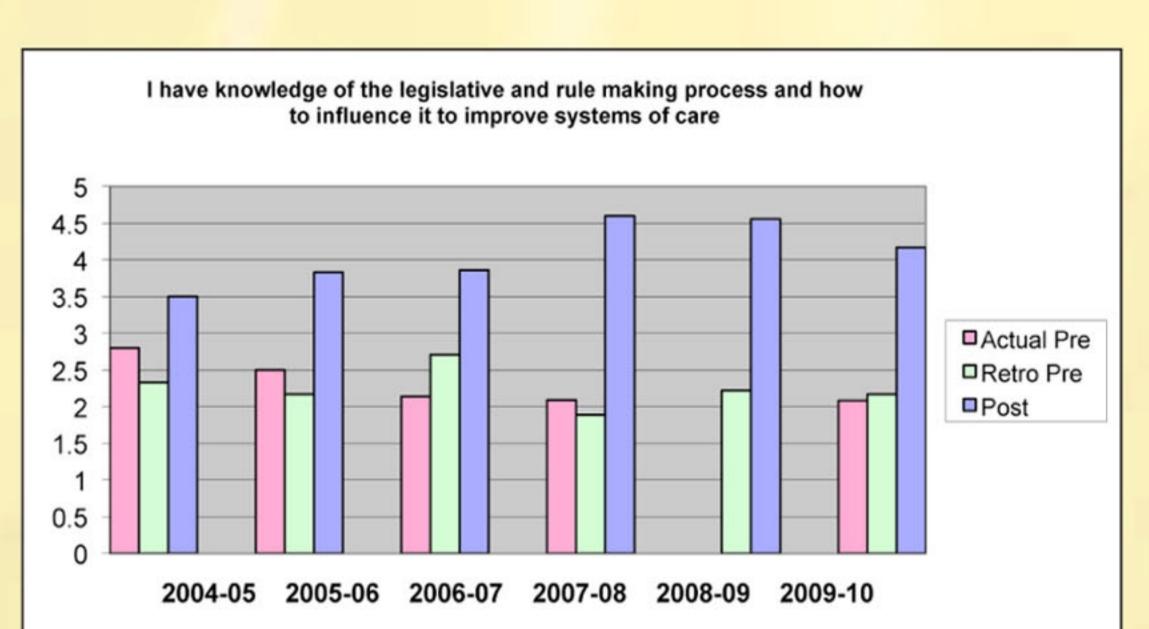
### Acknowledgements

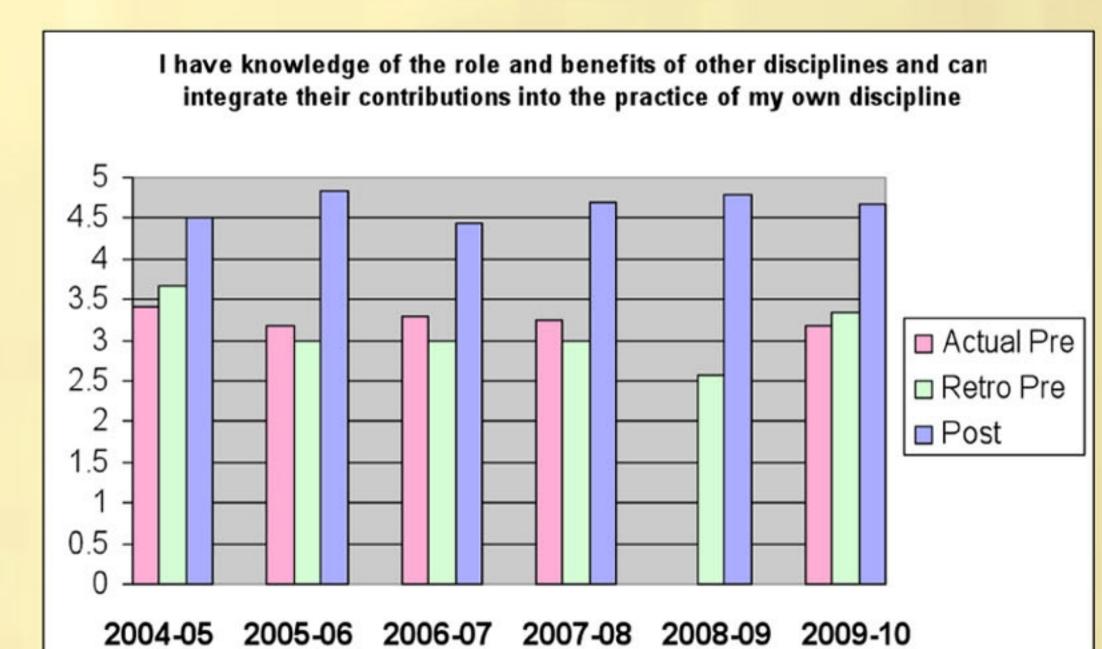
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### Introduction

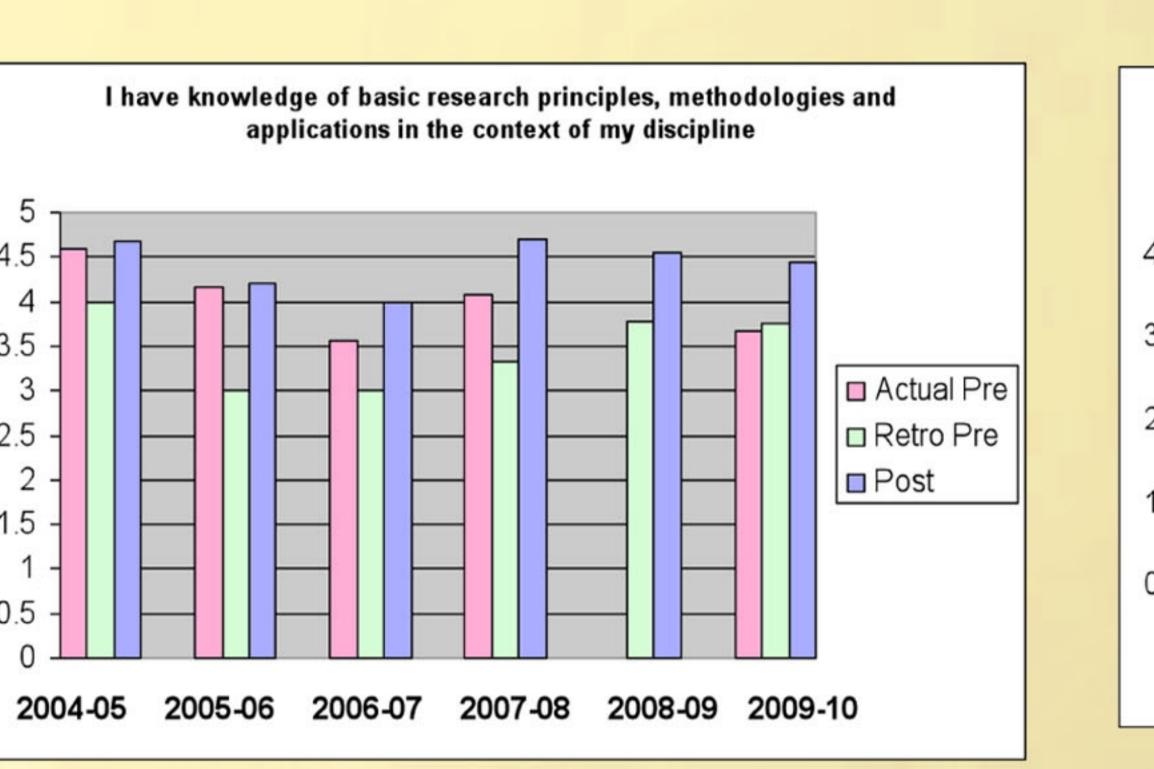
The **lowa LEND Program** receives feedback from trainees each year about the program requirements and curriculum in order to assess what they are learning and to improve training activities. Each year, trainees complete a self-evaluation of the MCHB Interdisciplinary Leadership Core Competencies during the first week of the academic year, in order to evaluate their baseline knowledge of skills and concepts. At the end of the year, they complete a pre-post assessment in which they rank themselves retrospectively in terms of the skills and knowledge they had at the beginning of the program and rank their level of skills and knowledge post-training. Each item requires trainees to rate their competence on a 5-point Likert scale (1- I do not do this, 2-Barely able to do this, 3- Somewhat able to do this, 4-Able to do this, 5-Very skilled at doing this). This provides us with three self-assessment data points – prior to beginning the program, retrospective assessment of their competence at the beginning of the program, and post-training assessment of competence.







Each year, all competency items have demonstrated a positive trend with post-assessment responses being consistently higher (most greater than 4 on the 5 point scale) than both retrospective pre-assessment ratings and actual pre-assessment ratings. In addition, retrospective pre-assessment ratings on many of the items are lower than actual pre-training assessment ratings, except for the last year of data collection, 2009-2010. (Pre-assessments were not available in 2008-2009). Thus, on some items and in some years, learners' self assessments of the level of competence at the beginning of the program are consistently higher than when they reflect on their level of pre-training competence after participating in the program. This demonstrates that at the beginning of the program learners were less able to gauge both their knowledge and skills because they did not fully appreciate what they did not know until going through the program.



For some items, such as this one about person-first language, in most years trainees retrospectively rated their pre-training knowledge as being at about the same level as they had prospectively rated their pre-training knowledge at the beginning of the program.

2004-05 2005-06 2006-07 2007-08 2008-09 2009-10

## Retrospective Pre-post Assessment

Three measures regarding self-assessed competency are taken

- 1. At the beginning of the program, rate where you are now
- 2. At the end of the program, rate where you are now
- 3. At the end of the program, rate where you think you were at the beginning of the program

# Summary

In summary, based on 6 years of data from **ILEND trainees** (2004-2010), we have found that using a retrospective pre-post evaluation design may provide a more thorough picture of trainees' growth in knowledge and skills than relying solely on a prospective pre-post approach.

■ Actual Pre

□ Retro Pre