National Integrity Academy Evaluation Report

Basic Fraud Instructor-Led Training

November 2017

Basic UI Fraud Investigations Instructor-Led Training Overview

The UI Integrity Center's (Center) National Integrity Academy offers a UI Fraud Investigation Certificate for state UI fraud investigators to become more skilled in identifying UI fraud and improper payments. The UI Fraud Investigations Certificate is intended for:

- Individuals who may benefit from formalized UI fraud investigation training
- UI staff members who are new to fraud investigations but have previously worked in different roles within their state workforce agencies
- Fraud investigators who have come from other industries
- Individuals with no investigation or UI experience who have been hired as fraud investigators based on their education or other qualifications

The UI Fraud Investigations Certificate prepares individuals to apply successful techniques, strategies and tools in the investigation of potentially fraudulent claims, from single-claimant cases to more complex cases involving identity theft, fictitious employers, and employer fraud. The UI Fraud Investigations curriculum is delivered through one eLearning module, one instructor-led course, and three sets of online simulations that each include multiple case studies. A key component of the UI Fraud Investigations Certificate curriculum is the three-day Basic UI Fraud Investigation Instructor-Led Training (ILT). During this instructor-led course, participants learn the UI fraud investigation process in the context of case studies and scenarios. Through highly engaging class activities, learners apply critical thinking to investigate single-claimant UI fraud cases and make final determinations.

After participants complete the Basic UI Fraud Investigations ILT, they are asked to complete a survey to provide feedback on the instructors, perceived knowledge and skill gains, course content, and course structure. The survey provides data to the National Integrity Academy team on areas the course could be changed and improved to ensure the curriculum is meeting the needs of state UI agencies. This report provides an analysis of feedback provided by Basic UI Fraud Investigations ILT participants on course content and structure.
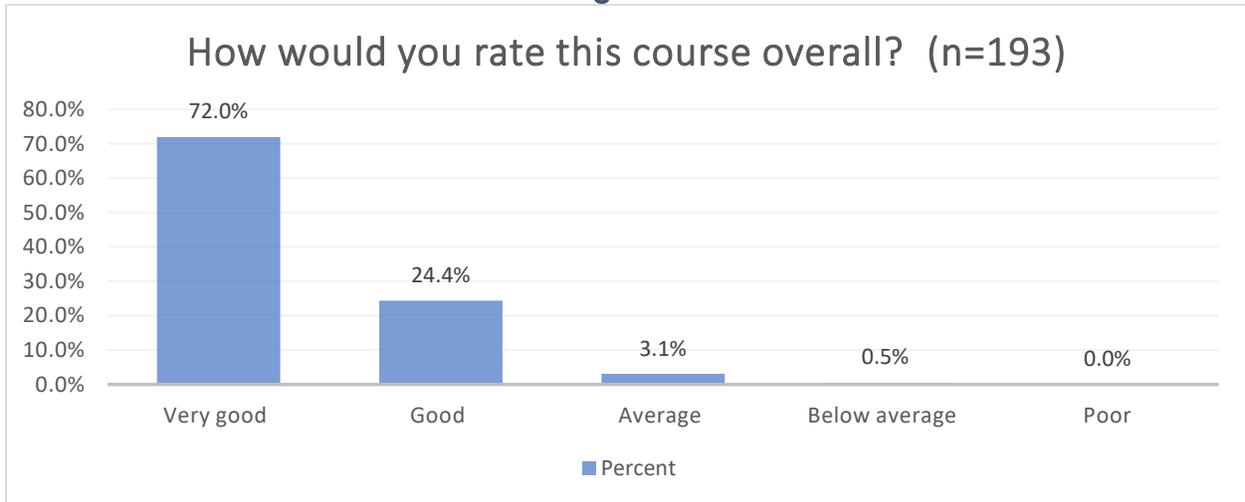
Basic UI Fraud Investigations Overall Course Feedback

Between November 2016 and November 2017, 265 individuals participated in the Basic UI Fraud Investigations ILT.[1] Of the 220 ILT participants sent the survey, 197 completed the course evaluation at the end of the training. This represents a response rate of 89.5 percent. Overall, the training received overwhelmingly positive feedback. Approximately 96 percent of participants to complete the survey rated the course overall as "Very Good" or "Good." Similarly, slightly more than 91 percent of participants to complete the survey reported that they were either "Very Likely" or "Likely" to
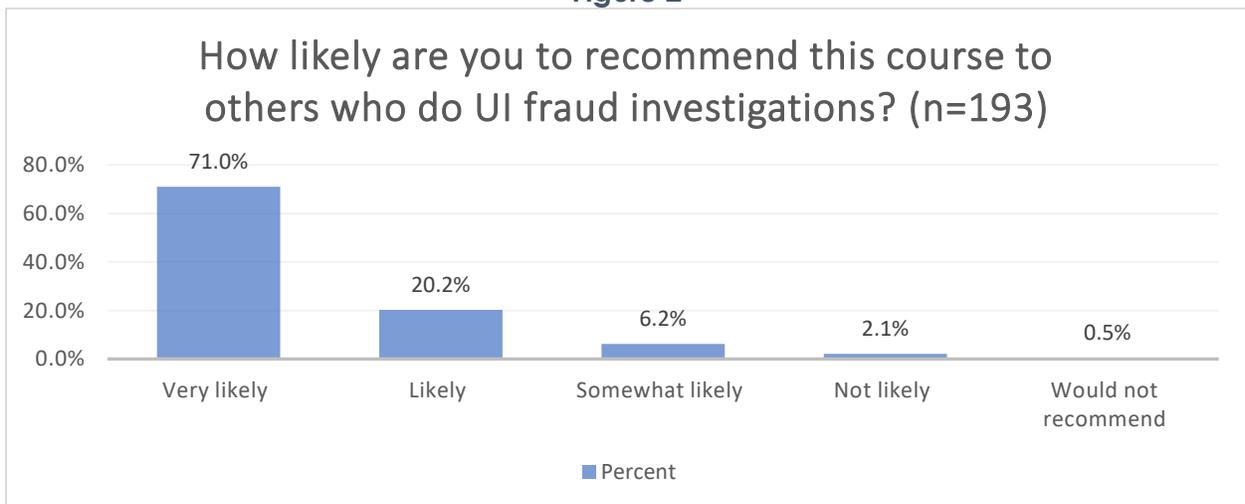
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[1] Evaluation data for the initial pilot of 23 participants was not included, and 22 participants from the most recent ILT in Idaho are not included in this analysis. This results in a total survey sample of 220 participants to which the survey was sent and used for this analysis.

recommend the course to others who do UI fraud investigations. Figures 1 and 2 below provide a summary of participant responses for these two items.

Figure 1

How would you rate this course overall? (n=193)

Rating	Percent
Very good	72.0%
Good	24.4%
Average	3.1%
Below average	0.5%
Poor	0.0%

■ Percent

Figure 2

How likely are you to recommend this course to others who do UI fraud investigations? (n=193)

Rating	Percent
Very likely	71.0%
Likely	20.2%
Somewhat likely	6.2%
Not likely	2.1%
Would not recommend	0.5%

■ Percent

Basic UI Fraud Investigations ILT participants also provided open-ended feedback on their impressions of the course overall. The open-ended responses were also overwhelmingly positive. Participants provided the following feedback on the course overall:

- "I enjoyed how the course explained each step in describing basic UI fraud investigations. This course gave me the additional tools needed to be efficient and effective as a UI fraud investigator and what to look for when gathering material and immaterial evidence. This course was awesome!!! :)"
- "This training fills a big hole in subject matter training my state lacked"
- "It brought the things I do on a daily basis to light. Made me more cognizant of what I am doing and why."

- "For the first time, we get to get investigator training related to UI. I liked everything about the course."
- "I liked the flow of the module topics. Each builds on the next. This is great for everyone at every level so they understand the importance of all steps to take."
- "What I liked about the course is that it gave me a lot of tools to improve my investigation skills"
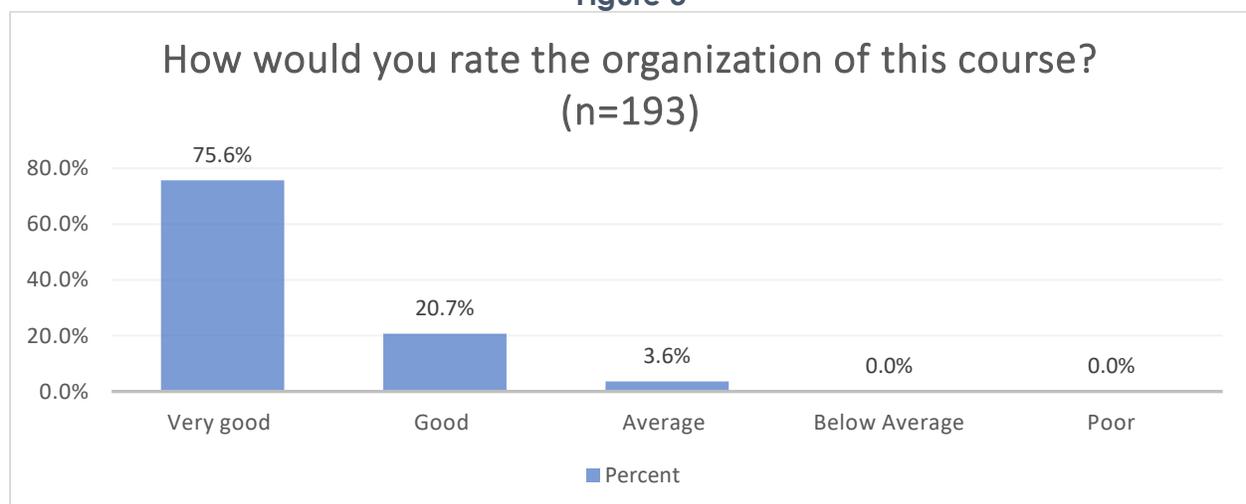
Of the 175 participants to respond to the survey and provide open-ended comments, 18 participants mentioned in their comments that the training is a good basic course for new investigators. However, some experienced investigators expected it to be more involved. That said, a few experienced investigators felt it was a good refresher course for them. Some participants' remarks include:
- "It is something that is so needed for training new investigators"
- "This is a great beginner course, but also an excellent refresher course!"
- "I think that this is a great training for a beginner investigator! I am a supervisor, and I got a lot of helpful tips out of the training, and even being familiar with all the material, the instructors kept it very interesting to me as well."

Basic UI Fraud Investigations Course Content and Structure Feedback

The Basic UI Fraud Investigations ILT survey instrument also asked respondents to provide feedback on the course content/structure through prompted and open-ended response questions. Slightly more than 96 percent of respondents rated the organization of the course as either "Very Good" or "Good." Figure 3 below provides a summary of the responses.

Figure 3

How would you rate the organization of this course?
(n=193)

Response	Percent
Very good	75.6%
Good	20.7%
Average	3.6%
Below Average	0.0%
Poor	0.0%

Participants were also provided open-ended response questions to obtain their feedback on how the course structure and content could be improved. Participants were asked the following open-ended response questions:

- "What did you especially like about the course?"
- "What aspects of the training could be improved, if any?"
- "Is there any content that should be added or removed from the training? If so, what?"

The remainder of this section summarizes the qualitative responses provided by respondents to each of these questions.

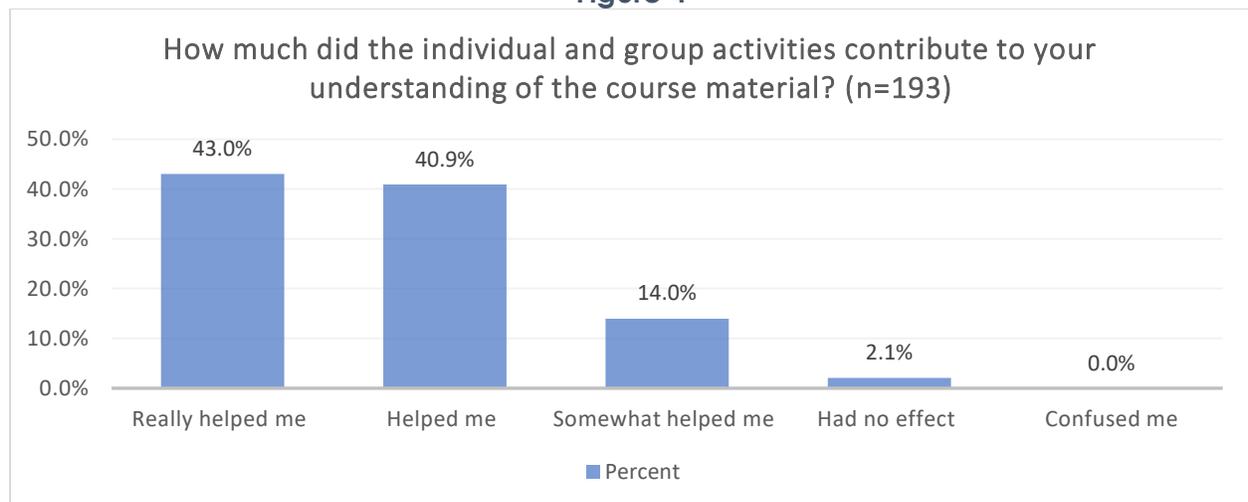## What Participants Liked about the Course

One hundred and seventy participants responded to this question. Overall, participants mostly appreciated the interaction they had with their colleagues, interacting with fraud investigators from other states, and the active participation in structured course activities. Several respondents indicated that the combination of these three factors helps them apply the knowledge they learned during the course into their everyday jobs. Provided below are a few responses from participants as to what they liked about the course:
- "The knowledge and experience of other states' practices, cases and examples"
- "The insight from other states and the new ideas for processing"
- "I enjoyed the interaction, the various groups and departments represented"
- "Learning the different ways other states conduct their investigations."

What Aspects of the Training Participants Indicated Could be Improved

Participants were provided with a prompted response question asking how the individual and group activities contributed to their understanding of the course materials. Figure 4 below shows that approximately 84 percent of respondents reported that the individual and group activities either "Really helped me" or "Helped me" in understanding course materials.

Figure 4

How much did the individual and group activities contribute to your understanding of the course material? (n=193)

Response	Percent
Really helped me	43.0%
Helped me	40.9%
Somewhat helped me	14.0%
Had no effect	2.1%
Confused me	0.0%

In addition to the prompted response question above, 68 participants provided open-ended feedback on the individual and group activities throughout the course. Fifty-one respondents reported they enjoyed the group interaction and hands-on practice activities. A few of the responses provided by respondents related to course activities are provided below:

- "I liked the opportunity to work alone and then to also get together in groups which allowed me to see other ideas and thoughts"
- "I liked being involved in the course by doing role-playing. And I liked the visual aids."
- "I really liked the hands-on interaction with others in the groups."
- "Class activities and the side discussions that arose during class (especially between states)"

There were also several responses that provided suggestions to improve different aspects of the ILT training. The responses related to suggested improvements fall into the following categories:

- **Less group activities/presentations** (7)[2]
  - "Group time was more than necessary and people did not want to return to lecture after chatting"
  - "I liked group projects but some seemed a little like time killers. Others were helpful"
  - "A little less group presentations and group activities"
  - "No flag game"

- **More practice/case studies** (5)
  - "Provide more examples to go with the techniques taught."
  - "More case studies to examine"

- **Setup of group activities** (5)
  - "Switch up groups. Different perspectives from different people."
  - "Facilities - for the breakout sessions and role-playing, separate rooms would have been helpful"
  - "The role-playing for dealing with different personalities would be more effective if everyone didn't have the same allegation. The game on the last morning is very high energy - perhaps this can be on the 2nd afternoon when we need a pick-me-up"
  - "Would like to move around and have interaction with other states"

- **Less role-play or change to video simulations** (3)
  - "Video of different character types instead of role-play"

- **Do not single out people for answers** (2)
  - "Don't call on people who don't raise their hand. It's unnecessary if there are plenty of volunteers who know the answer"

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[2] This indicates the number of individuals who provided similar feedback with the same theme.

- **Length of course**—Ten participants provided mixed comments on the length and pace of course. Five participants felt the training was too long and it could be done in two and a half days by "cutting back on time for exercises". On the other side, a couple of participants suggested adding "extra days to solidify understanding. It was rather fast paced for beginners" and it is "Too much for three days". Also, some participants suggested shortening each training day, especially the second day.

- **Logistics**—Some participants suggested adding more breaks to keep participants more engaged during each day. A couple of participants also suggested providing technical support such as computers to complete some of the exercises.

Content that Should be Added or Removed from the Training

Basic UI Fraud Investigation ILT participants were also asked to provide feedback on any content that should be added or removed from the training. The analysis of responses provided by ILT participants identified the following themes participants recommended adding to the course:

- **Complex fraud schemes investigation (8)**
  - "More info about complex employer schemes. Even if not as thorough"
  - "I think you could touch on the basics of complex schemes like fictitious employers"
  - "Really need to have a classroom training for large employer schemes, ID Theft rings, etc."
  - "More in-depth situations"

- **Examples of practices from other states (3)**
  - "Examples of how other states do business"
  - "How other states have resolved common schemes and scenarios"

- **Introduction of UI**
  - "This class needs an intro section that describes the UI process. A new FI might not know how UI works, but has investigative experience"

- **Exam and evaluation**
  - "Maybe add an exam that is taken at the end. Must be completed independently and is scored and sent to participants' supervisors"
  - "Evaluate after each module instead of all at the end"

- **Sharing of learning experience**
  - "Time for group members to share an instructive experience they've had. Maybe a final day activity"

In addition to the general themes for each question summarized above, the Center evaluation team has compiled the open-ended responses provided by participants across each ILT module. Figure 5 below is categorized along the three open-ended questions, listing the comments people provided.
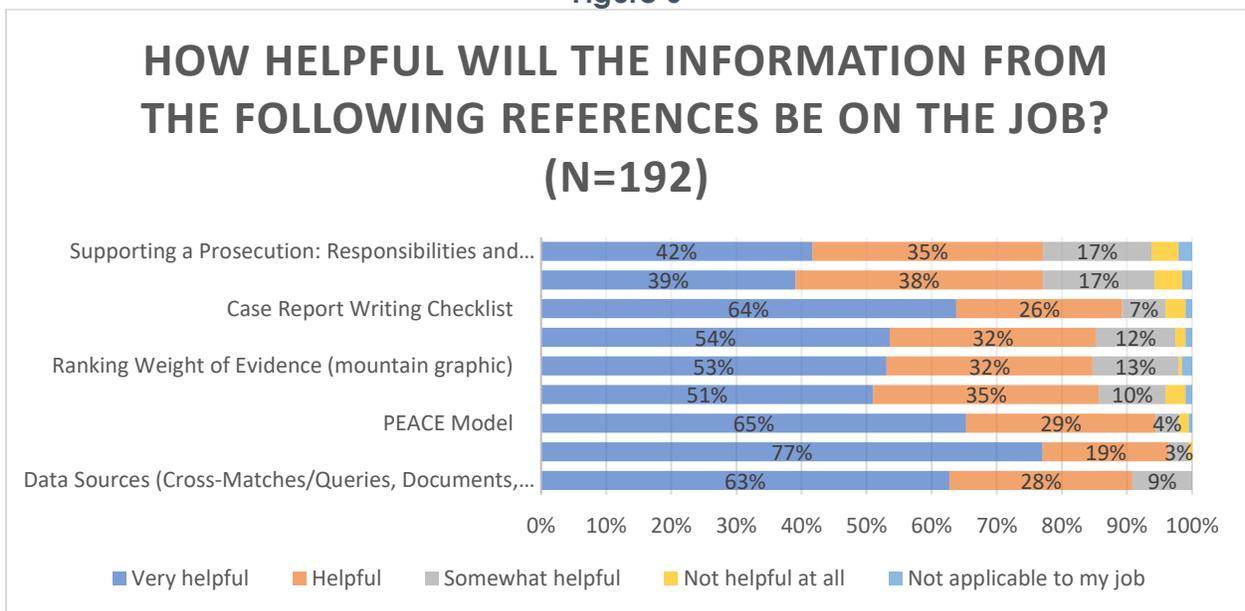
Figure 5

Module: Collecting and Documenting Evidence	
Aspects People Liked about	• Tools to help get evidence (4) • Better ways of laying out my evidence and facts
Suggestions for Additions	• How to handle employers when gathering evidence. The training was claimant-centric. Our investigations mainly speak with employers
Recommendation for Reductions	N/A
Module: Conducting Interviews	
Aspects People Liked about	• Seeing the different scenarios of dealing with difficult people • How to identify body language • Interview questioning techniques (3) • PEACE model (10)
Suggestions for Additions	N/A
Recommendation for Reductions	• Shorten the interview module, touch on the basics, but from a brand-new investigator's perspective, no one is going to stick a newbie interviewing, but have an eLearning for the really in-depth part of it, or do an intermediate in-person class. • Body language does not apply in my state
Module: Analyzing Data and Testing Theories	
Aspects People Liked about	• Link analysis diagram. • Lots and lots of analytical methodical techniques for organizing information and acting on purpose rather than instinct
Suggestions for Additions	• Maybe some more info on data mining • I also enjoyed the data analytics section. I would love to see more in that module.
Recommendation for Reductions	N/A
Module: Making and Documenting Final Determination	
Aspects People Liked about	• I like the sample case report. I believe it will be useful for my appeals and prosecution cases • Information on documenting case • Differences between fraud and non-fraud
Suggestions for Additions	• More examples of unsatisfactory reports
Recommendation for Reductions	• We don't make determinations
Module: Supporting Appeals and Prosecutions	
Aspects People Liked about	N/A
Suggestions for Additions	• I believe if there was more discussion regarding the prosecution of cases and understanding what it details, it could support the purpose of the other aspects of developing a fraud case. • Spend more time on appeals/prosecutions • More time on prosecutions

	• More on appeals process • More time explaining appeals • This course seems to be geared more toward an examiner. More focus should be placed on prosecutions. • More practice/interaction during appeals and prosecution training • Add more info about getting very good info for courts in prosecutions
Recommendation for Reductions	N/A

Basic UI Fraud Investigations Reference Material Feedback

Figure 6 below summarizes the responses provided by participants on how helpful the information from reference materials provided during the course will be to participants on the job. On whole, the vast majority of participants reported that all reference materials would be either "Very Helpful" or "Helpful."

When asked how useful the participant workbook was to understand the course materials, approximately 97 percent of respondents indicated it was either "Very Useful" or "Useful." Figure 7 below summarizes the results of this question.

Figure 7

How useful was the participant workbook? (n=193)
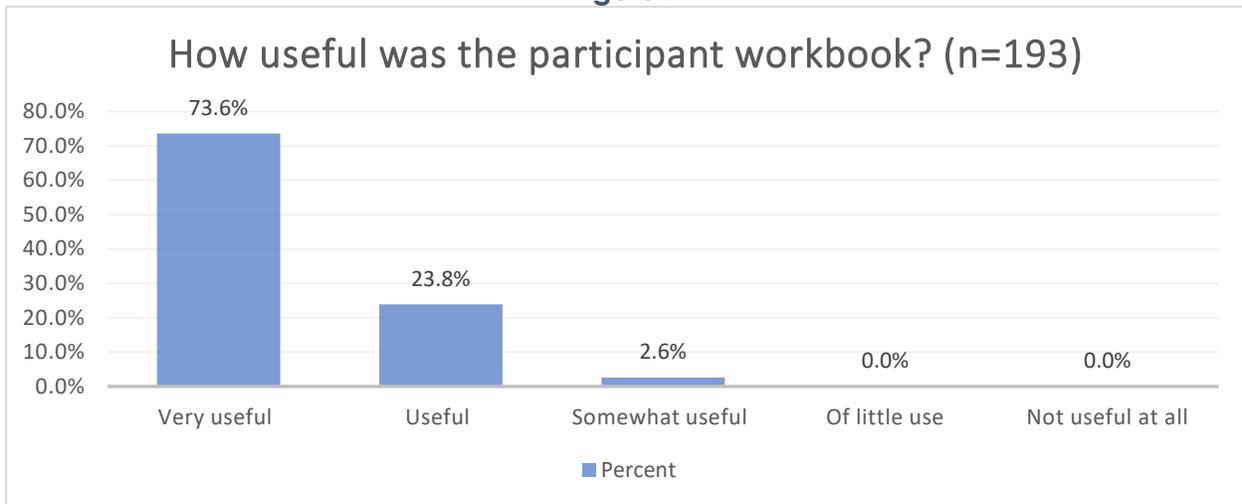
Participants were also asked an open-ended question about whether there were additional items that should be added to the reference materials. Thirty-one participants reported that they liked the participant workbook and/or reference sheets, and the resources are helpful for investigators to take back and use with their daily work. Some participants also provided suggestions for improvement including the following:

- "Put related case studies in section being reviewed"
- "Add fact-finding sheets"
- "A case study database that can be used by states to help train new people"
- "Fraud / Non-fraud added to checklist"
- "The workbook page numbering needs improving. The references need to be numbered differently."
- "I would have liked more emphasis on court and testifying"