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Laura Deitrick
University of San Diego

Ian Martin
University of San Diego

Roxanne Ruzic
University of San Diego

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Center for Education
Policy and Law

The Caster Center for
Nonprofit and Philanthropic
Research

REBOOT Program Evaluation

A Report to the Kisco Foundation

Submitted by

Laura Deitrick, Ph.D.

Ian Martin, Ed.D.

Roxanne Ruzic, Ph.D.

December 18, 2012

EXECUTIVE SUMMARY

The Kisco Foundation commissioned researchers at the Center for Education Policy and Law and the Caster Center for Nonprofit and Philanthropic Research at the University of San Diego to work with REBOOT, a nonprofit based in Southern California, to conduct an evaluation of its program, REBOOT Workshops™ (REBOOT). REBOOT is a three-week-long program designed to assist members of the military in making the social and career transition from military service to civilian life by “re-booting” their skills, attitudes, and behaviors. The evaluation detailed in this report was conducted during the summer and fall of 2012, two years after the first REBOOT workshop, which was held in June 2010. The goals of the evaluation were: 1) to work with REBOOT staff to articulate and refine the learning objectives and logic model for the REBOOT program; 2) to evaluate the current REBOOT curriculum and evaluation process in light of the new logic model as well as existing research and best practices in the field; and 3) to provide a baseline program evaluation using data previously collected through the REBOOT program.

Researchers and REBOOT staff collaborated successfully to refine the program’s existing logic model and more clearly articulate program goals and learning objectives for the program. Each of the three weeks of the REBOOT program focuses on a different goal: Week 1 focuses on building self-efficacy, Week 2 focuses on developing a positive outlook on the future, and Week 3 focuses on developing skills necessary to obtain employment and/or pursue further education upon separation from the military. A variety of components, such as a cohort design, experiential learning, instructor coaching, and peer support, are intended to support the research-based curriculum and distinguish the REBOOT experience. A complete description of the program components and logic model are contained in the full report.

After working with REBOOT staff to refine the logic model and articulate program and learning goals, we used these new tools, along with existing best practices and research in the field, to conduct a review of the curriculum currently used for the REBOOT program. This review revealed many strong components of the program, particularly in weeks 1 and 3. The content for weeks 1 and 3, in general, is aligned with well-established theories and constructs, as well as the new program theory and goals for the REBOOT workshops developed through this evaluation. The curriculum for weeks 1 and 3 could be strengthened by making the links between the

material presented in the workshop and established, evidence-based practices and scholarly literature more explicit, and by updating or improving some of the resources used. In addition, while the curriculum for weeks 1, 2, and 3 are not currently paired with any outcomes measures to assess learning or behavior change, there are many examples of reliable and valid outcomes measures that could be used to achieve this goal. Samples of potential instruments are provided in the full report.

Based on data collected by REBOOT staff prior to this evaluation, REBOOT participants reflect a range of ages, years of service, and ethnicities. A review of these existing data, supplemented by interviews with selected REBOOT staff and participants, suggest that the program is meeting its objectives and that participants take part fully in the program and find it valuable. Findings from a sample of pre- and post-program survey responses identified substantial improvements in participants' reports on nine separate measures: 1) having written plans for achieving goals outside the military, 2) having a clear vision of a future outside the military, 3) being connected with a support network outside the military, 4) being prepared to achieve goals outside the military, 5) being able to effectively communicate strengths to potential employers, 6) believing that continual learning has a positive impact on quality of life, 7) understanding how thoughts can lead to actions that affect the transition, 8) placing an increased importance on social life, and 9) feeling confident in the ability to find a job outside the military.

To more effectively capture both short and longer-term outcomes and successes, additional resources are needed to improve the procedures and supports for data collection and analysis. Based on this evaluation, the research team suggests that REBOOT staff take the following actions:

1. Create a participant consent form for evaluation activities.
2. Create a plan to address curriculum review recommendations.
3. Select specific instruments to measure learning outcomes.
4. Revise the pre- and post-program survey instrument.
5. Create platforms so that all assessments may be completed electronically.
6. Institute the use of unique identifiers so participants' outcomes can be traced over time.
7. Revamp the current participant database (Quikbase system).
8. Create a plan for ongoing data collection, data analysis, and program evaluation.

OVERVIEW

REBOOT is a 501(c)(3) nonprofit organization based in San Diego County. REBOOT Workshops™ (hereafter referred to as REBOOT) are designed to assist members of the military in making the social and career transition from military service to civilian life by “re-booting” their skills, attitudes, and behaviors. The program features three weeks of education designed to build upon participants’ prior military training and experience and enhance their existing skills in order to prepare participants for life after the military. Researchers from the Center for Education Policy and Law and the Caster Center for Nonprofit and Philanthropic Research at the University of San Diego worked together to complete this comprehensive program evaluation.

REBOOT is a relatively new nonprofit. As such, long-term outcomes and impact are not considered in this report. The research team conducted formative, process, and short-term outcomes evaluation. The research occurred in three phases.

PHASE I. PREPARING FOR EVALUATION

During this phase of the evaluation, the research team worked closely with REBOOT Board Chair Ronne Forman, CEO Maurice Wilson, and other key REBOOT staff to 1) better articulate the program theory and goals, 2) articulate learning objectives for the program, and 3) make initial plans for how to evaluate the learning objectives moving forward.

Program theory and goals

In a series of meetings and in-depth consultations, REBOOT staff members responded to the following questions:

- What are the program’s goals?
- How is the program intended to work?
- What are the program inputs?
- What are the program measures or data sources that are currently collected?
- How are these data sources analyzed and used?

The result of this collaborative work was a new program logic model, presented in Table 1, below. This logic model is intended to enable the REBOOT staff to better describe the program and its effects to participants, potential funders, and other stakeholders. It also served as the basis for the evaluation activities that followed.

This phase of the project was highly reciprocal in nature and involved a great deal of consultation with the program leadership. The products created in this stage of the evaluation represent program components that pre-existed, but may have been imbedded in other language or hidden within other claims made by the program. Locating and prioritizing these pre-existing program elements involved systematically addressing and honoring the assumptions created by the lived experiences of the program leadership.

With the new program theory, logic and learning objectives in place, the team was then able to investigate the current status of the program in relation to these documents. In effect, a new lens for viewing the program was created and the team was able to assess how the current program matched up against the revised logic model and make recommendations that would help to move the program toward this new vision.

Table 1. Revised Logic Model

Program Theory/Goal	Inputs/Components of the intervention	Assessment questions	Measures/ Data sources
<i>Week One:</i> Service members that participate in the REBOOT program will enhance their individual self-efficacy.	Classroom Instruction Using Research-Based Curriculum Group Processing Instructor Coaching Peer Support	“Did service members enhance their self-efficacy?”	Pre/Post Program Surveys
<i>Week Two:</i> Service members that participate in the REBOOT program will develop a positive outlook on the future.	Classroom Instruction Using Population-Focused Curriculum Group Processing Instructor Coaching Peer Support	“Did service members develop a positive outlook of the future?”	Pre/Post Program Surveys
<i>Week Three:</i> Service members that participate in the REBOOT program will develop the skills necessary to attain employment and/or pursue further education upon separation from the military.	Classroom Instruction Using Career Exploration/ Transition Curriculum Population Focused Resources Career Skill Development Experiential Learning (NAVNET, SD Mac breakfast, job fairs, etc.) Peer Support	“Did service members develop the skills that lead to employment and/or education outcomes?” Did they: Complete a resume? Create a LinkedIn profile? Attend a networking event? Identify schools/ programs/organizations to target? Participate in mock-interview(s)?	Pre/Post Program Surveys Career Assessments Deliverables: • Resume • LinkedIn Profile • 30 Second Personal Statement • Goal Sheet • Mock Interview
<i>Essential Components of Full Program</i>	Cohort Design Classroom Instruction Using Research-Based Curriculum Experiential Learning Civilian Facilities/Location Active Networking Follow-up Coaching	“Did service members enhance their self-efficacy? Did service members develop a more positive sense of the future? Did service members attain employment or take steps to further their education? Did service members maintain their employment?”	Intake Data Pre/Post Surveys Instructor Evaluations Post Program Goal Sheet Post-Graduation Tracking Participant testimonials

Learning objectives for the program with assessments

Under the revised logic model, the program has three core learning objectives with associated measurable outcomes:

Learning Objective 1: Participants in the program enhance their career transition self-efficacy

Outcome: Change in self-efficacy

To be assessed via a standard, reliable and valid measure

- Before the beginning of the program
- At the conclusion of each of the three weeks of the program

Learning Objective 2: Participants in the program enhance their outlook on the future

Outcome: Change in level of positivity in outlook on the future

To be assessed: via a standard, reliable and valid measure

- Before the beginning of the program
- At the conclusion of each of the three weeks of the program

Learning Objective 3: Participants in the program enhance their career-building knowledge and skills and engage in career-building behaviors

Outcome: Change in level of knowledge

To be assessed: via skills assessment or test to be identified

- Knowledge of self (capabilities, strengths, interests)
- Knowledge of life skills (how to set and achieve goals)
- Identification of possible careers/career paths that are good fits for the particular individual
- Knowledge of the steps needed to enter a particular career
- Knowledge of available career resources

In addition to measuring changes in knowledge, program outcomes will be measured through changes in behavior.

Outcome: Completion of activities

To be assessed: via assessments to be created based on curricular activities

- Identification and achievement of particular goals en route to chosen career—steps on the pathway to career:
 - Completed resume
 - Established LinkedIn profile
 - Attended career networking event
 - Schools/programs/organizations to target identified
 - Participation in mock interview(s)
 - Attainment of job or enrollment in education
 - Maintenance of employment

PHASE II: CURRENT STATUS OF THE PROGRAM

This phase of the project consisted of evaluating the current status of the program in relation to the new tools created in phase one. The main goal of this phase of the research was to review the curriculum in light of existing research and best practices in the field, and to identify potential data sources for evaluation and assessment of the program. The specific research and evaluation activities during this phase included:

- Inventory and assessment of existing programmatic data
- Building the organization's capacity to collect and store data and to conduct ongoing outcomes evaluation
- Curriculum review that addressed the following questions:
 - Is the curriculum linked to high quality research and/or scholarship?
 - Does the curriculum align with the program goals and client needs?
 - Does the curriculum design offer opportunities to measure clients' preparation for civilian life?

All relevant sources cited in the curriculum review below are provided in Appendix A.

Inventory of Programmatic Data

REBOOT has collected participant and program assessment data since the first REBOOT workshop was conducted in June 2010. Over time, data collection strategies and procedures have been adapted to better meet the needs of the organization. Much of the information

collected in the first year of the program was focused on processes related to curriculum development and program delivery improvements. Currently, each participant completes a pre- and post-program survey which assesses the participant's beliefs, attitudes, and behaviors related to their transition to civilian life (Appendix B), and a daily student evaluation form which assesses participant satisfaction with materials, program delivery, and instructor efficacy (Appendix C).

Participant data is collected and housed in Quikbase, a learning management system that REBOOT staff modified to collect and analyze data. Originally, the system was designed to capture basic participant data such as name, contact information, age, rank, and date of separation. As the organization grew, staff members identified new outcomes variables that needed tracking but that were outside the scope of the original Quikbase data collection system. Because of this disconnect, at the present time, many fields and reports in the database do not link properly. As a result, staff cannot easily query the database for evaluation purposes and/or general analytics. This makes it difficult to answer questions about the program and its impact in a timely manner. Furthermore, now that the program is two years old, the staff and board want to collect and track longitudinal outcomes such as employment status and salary information, but the current system is not sufficient for such tracking. REBOOT staff is awaiting the results of the evaluation described in this report to inform a complete redesign of the database to improve overall utility.

There are 643 participant records in the database. General contact information and attendance records are maintained for each participant. Key demographic variables include age, race, gender, rank, ethnicity, years of service, duty status, and date of projected separation from the military. In the first year of the program, some of the above variables were missing data. Since 2011, REBOOT has made a concerted effort to collect data on all variables, so these fields are considerably more complete.

Evaluation Capacity and Data Collection Strategies

At the start of this evaluation, REBOOT was prepared to conduct some basic program evaluation. However, as noted in the subsequent sections of this report, there are some areas where data collection could be improved to support program evaluation through the addition of

more reliable and valid outcomes measurement tools (see the Curriculum Review section of this report beginning on page 10).

Based on our review of the data gathered and conversations with staff and faculty of the program, we recommended that REBOOT staff scale back on process and participant satisfaction measurements and place a greater emphasis on immediate and longer-term outcomes measures in order to ensure that proper outcomes measures are gathered and analyzed and reported on in a timely manner. For example, in addition to the pre- and post-program survey administered on the first and last day of the program, participants also complete fifteen daily student evaluation surveys during their three weeks in the program. Responses to these daily surveys are entered every day into the participant data base. Responses to the pre- and post-program survey are scanned into a PDF file and are not included in the participant database.

There is evidence to suggest that the burden of the daily student evaluation surveys is so great that at least some participants wait until the end of a particular week and then complete five at once. We believe that participants are experiencing a certain level of survey fatigue that negatively impacts the quality of the data generated by these daily surveys. Therefore, it is suggested that the staff revise their process for instructor, curriculum, and participant satisfaction evaluation so that data collection occurs less frequently, yet garners the information needed to inform ongoing programmatic improvement.

To further improve the program's capacity for timely program evaluation, we also recommend that participants complete all surveys and assessments in an electronic format (such as SurveyMonkey) that is compatible with Excel and the REBOOT participant database. For classes held in the current location, this could be done in the REBOOT computer lab; however, other arrangements would need to be made for any programs conducted off site.

Curriculum Review

As over a decade of war comes to a conclusion, many service members are transitioning from the military back to civilian life. Randall (2012) estimates that nearly one million soldiers have recently left the military. Unfortunately, it is well established that military personnel often experience challenges transitioning back to civilian life: "Many of these veterans face a grim reality upon leaving military service, including homelessness, the effects of mental illness, and

substance abuse issues” (Bullock et. al., 2009, p. 171). Recent studies reinforce these findings and identify Post Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI) as prevalent among members of the military after deployment (Baker, et al., 2009; Carlson, et al., 2010; Hoge, Auchterlonie, & Milliken, 2006; Randall, 2012). Treatment of the above mental health problems has become a major focus within the literature which provides insight into the steps necessary to screen for and provide services to injured military personnel (Randall, 2012). In contrast, very few studies have investigated the transitional issues which are experienced by the bulk of military personnel.

Those who have studied transitional issues for members of the military have identified several pressing issues and concerns commonly experienced by this population. Clemens and Milson (2008) note that many service members enter the military directly out of high school and have very little experience working in civilian jobs; move often throughout their military careers and do not have well established professional and/or social support systems; and lack self-knowledge and understanding regarding civilian work and career decision-making. Recent scholarship (King, 2011; Wheeler, 2012; Rumann & Hamrick, 2010) also has identified stark differences between the culture of the military and many civilian work and educational environments. For example, military work environments are typically hierarchically arranged with very clear systems of protocol and/or chains of command. Service members are required to take oaths of loyalty and operate within shared communal values. Communication is often direct and impersonal with specific links to task completion and task performance (King, 2011; Zinger & Cohen, 2010). When service members are confronted with civilian work environments, these work environments can seem overly ambiguous, relationship-based, and lacking clear standards for task completion or decision-making (King, 2011). Similar cultural factors also impact issues of acclimation into educational environments; “...peers who do not respect their professors, do not take their work seriously, or focus more on their social lives than on education pose problems for veteran students” (Wheeler, 2012 p. 777). Addressing issues related to the contrasting culture of military life versus civilian life is a crucial need. Left unexplored, it can have long-term negative effects on service members’ career outlooks and educational outcomes (Wheeler, 2012).

One program seeking to assist military personnel in the transition to the civilian world of work is the REBOOT Workshop. This program is aimed at addressing these transition issues identified in

the literature. Over a three-week time frame, cohorts of service members from all ranks and branches of the military are guided through a series of activities designed to prepare them to better deal with the realities of civilian life once they separate. The program focuses on enhancing self-knowledge, exploring future possibilities, and gaining skills related to future career and educational outcomes.

The purpose of this section of the report is to evaluate the scope, resources and design of the REBOOT curriculum and answer the following questions:

1. Is the curriculum linked to high quality research and/or scholarship?
2. Does the curriculum align with the program goals and client needs?
3. Does the curriculum design offer opportunities to measure the clients' preparation for civilian life?

The ultimate goal of this analysis is to provide both accommodations and recommendations aimed at helping to reinforce and/or improve the REBOOT curriculum.

Curriculum Evaluation Design

A content analysis (Rossman & Rallis, 2003) was selected as the main methodology for the curriculum review. The research team systematically reviewed the REBOOT curriculum to assess its quality and alignment with program goals. The REBOOT administration provided three curriculum workbooks, one of which is used during the each of the three weeks of the program. Inside these workbooks were guidelines for activities, resources for participants, and participant evaluation forms. The result of this analysis was a matrix that organized the responses to the research questions as they related to the curriculum materials presented in the workbooks. The matrix, shown in Appendix D, contains curricular activities and researcher responses to the Curriculum Review Questions.

Findings of the Curriculum Review

The findings of the curriculum review are organized according to the three different weeks within the program.

Week One

The first week of the REBOOT program is focused on content provided by the Pacific Institute. More specifically, service members work through activities outlined within the workbook, “Thought Patterns for High Performance 3.0.”

Is the Curriculum Linked to High Quality Research and/or Scholarship?

The workbook does not directly use citations of research or explicitly identify the research in which the activities are based. However, the section “Brief Bibliography” (Pacific Institute, Appendix B4-B5) hints at the resources used to develop the curriculum. For example, works authored by or associated with Bandura’s Social Cognitive Theory (Bandura, 1977) accounted for fifteen of the thirty-two works cited within the bibliography. The remaining resources offered by the workbook included clinical applications of cognitive theory, goal theory, and other positive psychology and popular psychological topics. A similar section entitled, “Related Biographies” (Appendix B1-B4), outlined the accomplishments of very prominent scholars in psychology and their contributions to the Pacific Institute Curriculum.

It is encouraging to note that the foundational influencing theory on the Pacific Institute and their curriculum is Social Cognitive Theory (SCT). SCT and its associated constructs (e.g., self-efficacy, outcome expectations) is one of the most researched theories in psychology. Because the theory and constructs offer opportunities to explain and measure human behavior, researchers and practitioners have taken advantage of its utility. A simple online article search using the keywords “self-efficacy” can demonstrate its popularity. Literally thousands of studies have used SCT to investigate a range of behaviors spanning from academic motivation to the use of sunscreen at the beach.

As a construct, self-efficacy is powerful because it helps to explain how individuals perceive their confidence in relation to specific tasks. There are four building blocks to self-efficacy that help to determine the level of confidence a person may have in any given situation:

1. Past performance accomplishments- when a person approaches a task, the most powerful predictor of their confidence is past experience.

2. Vicarious learning of others- a person naturally looks to others when confronted with a new task. They often ask themselves, “How are other people approaching this?”
3. Verbal persuasion- a person’s confidence can also be impacted by what others might say to them. For example, a coach’s words of encouragement can alter the way an individual approaches a new technique on the playing field. Similarly, any reinforcement from others can have a positive or negative effect upon confidence.
4. Physiological states of arousal- this building block is best explained by thinking about the “feeling” related to success or failure. These feelings can impact an individual’s confidence.

Given these four building blocks, self-efficacy can be measured as either being high or low. For example, if a person is given the task of speaking in front of others, these four building blocks can help to describe the level of self-efficacy that person may have in relation to public speaking. Past performance, vicarious learning, verbal persuasion and physiological states of arousal all come flooding back into that moment as the person approaches his/her speech. Low self-efficacy, in this case, would be a person that lacks confidence in this situation and begins to sweat, stammering their words while recollecting those other difficult times when they had to speak in front of others.

According to Bandura’s theory (1997), increasing self-efficacy beliefs can result in individuals being able to seek out and test alternative solutions to problems, reach higher levels of performance through increased effort, and better deal with problems by enacting positive thinking and emotional mechanisms to manage stressful situations. In the case of the REBOOT program, the task at hand is the transition from the military back to civilian life. Assessing and improving self-efficacy in relation to this transition is a very positive component and potential of the program.

Does the curriculum align with the program goals and client needs?

Based on the above description of the self-efficacy construct and Social Cognitive Theory, REBOOT administrators can access the benefits associated with increasing the self-efficacy of program participants. It is not much of a stretch to imagine service members that have increased his/her self-efficacy may perform better in job interviews, persist longer when dealing with rejection, and/or respond better to career coaching (and so on). As much as the relationship

between Social Cognitive Theory and transitioning military personnel makes logical sense, there is a disconnect between the Pacific Institute curriculum and REBOOT. The SCT and self-efficacy used within the Pacific Institute, and its subsequent activities, are not specifically designed for dealing with career issues and/or the military population. Therefore, there exists a fairly large assumption that these activities would be particularly useful for transitioning service members. Overcoming this limitation within the REBOOT program should be considered as priority. Fortunately, there are resources that help to identify and define the links between self-efficacy and career development.

Social Cognitive Theory and its constructs have been theoretically expanded to the career domain by the development of Social Cognitive Career Theory (SCCT). Through the work of Lent and colleagues (Lent, 2005; Lent, Brown & Hackett, 1994; 2000; 2002), career interest development, career choice and predictions of career task performance have all been filtered through a social cognitive lens.

Furthermore, it may be that the direct application of SCT to career development is more implicitly addressed within the REBOOT program. For example, the program is made up cohorts of individuals that have a common background in the military. It could be that this common ground makes up for the lack of direct connection to SCCT. It would involve further investigation to fully understand if the participants' common backgrounds create conditions where participants naturally apply enhancements in self-efficacy to their future career decisions, though at face-value we can assume that enhancing participants' self-efficacy may benefit their transition back to civilian life.

Does the curriculum design offer opportunities to measure the clients' preparation for civilian life?

The curriculum, as evaluated, did not include specific strategies and/or instruments to measure participants' self-efficacy. Fortunately, this is a very easy construct to measure. The measurement of self-efficacy may offer an opportunity to address the lack of direct connection between Social Cognitive Theory and career development. Luckily, there are many instruments that measure career self-efficacy available in the research literature (Please see Appendix E for Career Self-Efficacy measures). Any of these instruments offer the potential to document

participant growth on a reliable and valid scale. Tracking changes and/or levels of career self-efficacy may better connect the general self-efficacy content provided by the Pacific Institute to career development/decision-making.

Week One Curriculum Overview
<p><i>1. Is the curriculum linked to high quality research and/or scholarship?</i></p> <p>Yes, REBOOT (by using the Pacific Institute materials) access well-established theories and constructs in positive psychology.</p>
<p><i>2. Does the curriculum align with the program goals and client needs?</i></p> <p>Yes, but could be better linked to specific issues related to “career self-efficacy.”</p>
<p><i>3. Does the curriculum design offer opportunities to measure the clients’ preparation for civilian life?</i></p> <p>Not currently, though there are many examples of measures available for career self-efficacy (Appendix D).</p>

Week Two

The second week of the REBOOT program is augmented by the “Operation Legacy” curriculum. The workbook takes transitioning service members through six units:

Unit One- Finding your purpose in life

Unit Two- Your Mission: Bridging the gap from military to civilian life

Unit Three- Who you are today: Your starting point

Unit Four- Who do you want to be in future?

Unit Five- Using your tools and resources

Unit Six- Making it happen: Putting it all together

Is the Curriculum Linked to High Quality Research and/or Scholarship?

While the workbook offers brief biographies of the authors' qualifications and unique experiences working with military personnel, there is no reference to research and scholarship within the workbook.

It would seem that many of the activities offer some utility to transitioning service members, but it is difficult to assess because of the omission of direct citations and/or the identification of resources. Furthermore, there is an issue of doubling-up on similar constructs that were offered within the first week of the program. For example, the Pacific Institute offers several goal-setting and visualization activities that are very similar to activities presented within the Operation Legacy workbook. While doubling-up on concepts within a curriculum is not necessarily a weakness, clearly articulating the reasons for such redundancy should be a priority within the design of the REBOOT curriculum.

Citation and redundancy issues aside, there are some very promising aspects of the second week curriculum that should be noted. The first has to do with the audience of the workbook. The entire workbook is designed for transitioning military personnel and speaks to specific issues faced by this population. For example, nearly all of the directions include some context as to why and/or how the following activity(s) may be helpful for transitioning military. Secondly, the vast majority of the activities are future oriented. For example, Unit Four is entitled: "Who do you want to be in the future?" This is very promising in terms of linking the program activities to powerful educational and social psychology constructs available in the research literature.

More specifically, the construct of Possible Selves (see Oyserman et al. 2004 for a full review) offers the potential mentioned above. In brief, the construct creates links between present work and visualization to future motivation and self-regulation outcomes in learning and decision-making. More explicitly linking to this research would provide the rationale for these program activities and provide the curriculum with needed legitimacy.

Does the curriculum align with the program goals and client needs?

As previously highlighted, this week of the program is distinctly designed for military personnel. A systematic needs assessment of the program participants was not a component of the

curriculum review and/or an activity of the evaluation team. Without this data, we can only assume that the authors’ assessment of goals and needs stems from their work with transitioning military personnel. Therefore, we recommend a comprehensive needs assessment of participants or an analysis of program data to determine if the goals and needs of program participants are met by the week two activities.

Does the curriculum design offer opportunities to measure the clients’ preparation for civilian life?

In its current state, week two of the curriculum does not distinctly offer opportunities to measure participants’ preparation for civilian life. Similar to week one, this weakness can be addressed very simply. We recommend using a measurement (available in the research literature) to gauge changes in the Possible Selves construct over the entirety of the week two curriculum. The addition of this measure would enhance the identification of practices that aid in closing the gap between current fears and hopes with future actions (see Appendix F for a menu of Possible Selves measures).

Week Two Curriculum Overview
<p><i>1. Is the curriculum linked to high quality research and/or scholarship?</i></p> <p>Difficult to assess because of the omission of direct citations and/or the identification of resources.</p>
<p><i>2. Does the curriculum align with the program goals and client needs?</i></p> <p>Inconclusive due to the curriculum being based on the author’s collective experience working with transitioning military personnel rather than identifiable research or local needs assessment.</p>
<p><i>3. Does the curriculum design offer opportunities to measure the clients’ preparation for civilian life?</i></p> <p>Not currently, though there are examples of measures available for future-oriented constructs i.e. Possible Selves (Appendix F).</p>

Week Three

The final week of the program is entitled, “Rebrand.” It is centered on the career transition of service members. The main activities within this week of the program include: resume development, career exploration, higher education access, dressing for success, Veterans Administration benefits, social networking, and interview skills.

Is the Curriculum Linked to High Quality Research and/or Scholarship?

The evaluation team recognized that this week of the curriculum offered tangible opportunities for skill-building and self-identity exploration, but lacked legitimacy in terms of resources offered to participants. Overall, the design of the curriculum should be commended; we simply recommend that the quality of resources should be improved. For example, the Bank of America's guide to resume building is provided within the workbook. While it may offer acceptable resume practice for banking, the protocol may create unforeseen disadvantages while attempting to access another field. Addressing these issues involves locating and supplementing the overall structure of the curriculum with more reputable resources available within the career development literature (Please see Appendix G for a review of the resources that should be addressed).

Does the curriculum align with the program goals and client needs?

The earlier review of transitioning service members' career and educational needs made it clear that participants should benefit from skill-building and career/higher education exploration that is tailored to their specific circumstances (Clemens & Milson, 2008; King, 2011; Wheeler, 2012). Based upon this perspective, the evaluation team believes that this week's activities are of high value to program participants.

Does the curriculum design offer opportunities to measure the clients' preparation for civilian life?

The reviewers recognized that this week's learning objectives differed significantly from the prior weeks. Because of its focus on self-exploration and skill development, measuring a psychological construct may not yield high quality information regarding the efficacy of the weeks' activities. Instead, we recommend that career and education exploration assessments be collected, skill-development be monitored, and products of the activities be assessed. Several guiding questions may help to articulate this section of the curriculum:

Is there evidence that participants have increased their self-knowledge?

Is there evidence that participants gained specific career-related skills?

Addressing the above issues is fairly straightforward. We recommend collecting several free career assessments, designing rubrics that monitor and/or assess skill attainment, and collecting relevant artifacts that speak to the overall growth of participants.

Week Three Curriculum Overview
<p><i>1. Is the curriculum linked to high quality research and/or scholarship?</i></p> <p>Yes, though some of the resources need to be improved.</p>
<p><i>2. Does the curriculum align with the program goals and client needs?</i></p> <p>Yes, the literature on transitioning service members clearly recommends a focus on career development and specific career issues faced by transitioning military personnel.</p>
<p><i>3. Does the curriculum design offer opportunities to measure the clients' preparation for civilian life?</i></p> <p>Yes, though there are examples of higher career assessments available (Appendix G).</p>

PHASE III. PROGRAM BASELINE EVALUATION

In the third phase of the evaluation, the research team analyzed extant program data provided by the REBOOT staff. Similar to Phase II, there was a focus on establishing the current status of the program to describe the program participants and to quantify measurable outputs or outcomes based on currently collected data. It is important to recognize that this analysis occurred simultaneously with other program development activities. Therefore, it is best to consider this phase and its results as a baseline from which the organization can grow. The following questions were addressed in this phase of the project:

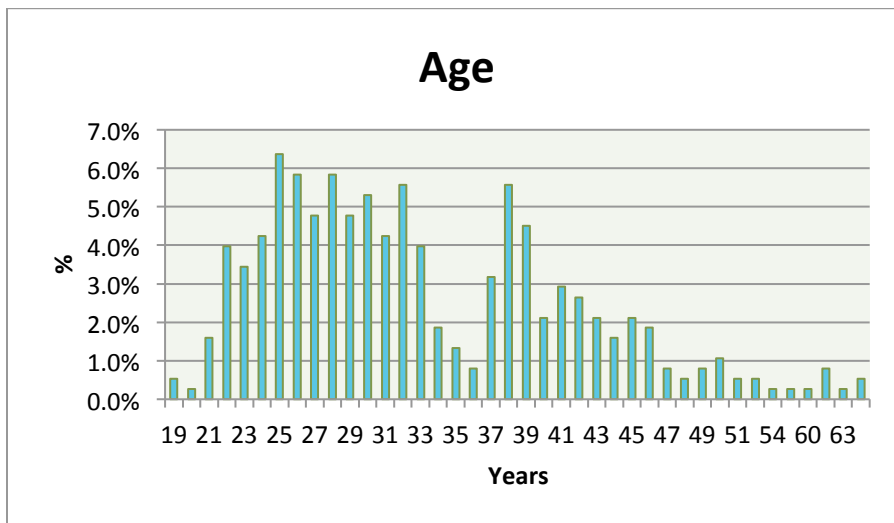
- Who takes part in the REBOOT program?
- What changes take place for those who participate in the program, as measured on a pre- and post-program survey?
- To what extent are employment and education outcome-related program goals achieved?
- Are participants satisfied with the REBOOT program?
- How can measurement of longer-term outcomes be improved?

Description of Program Participants

Since its inception, 642 active duty military personnel and veterans have graduated from the REBOOT program.¹ As was previously mentioned, participant demographic data varies in quality across some variables. For example, gender, rank, years of military service, and branch of service are 99 percent to 100 percent complete. However, data on age are only available for 59 percent of participants and ethnicity data are available for 82 percent of participants. A detailed breakdown of demographic variables, including the amount of missing data for each variable, is provided in Appendix H.

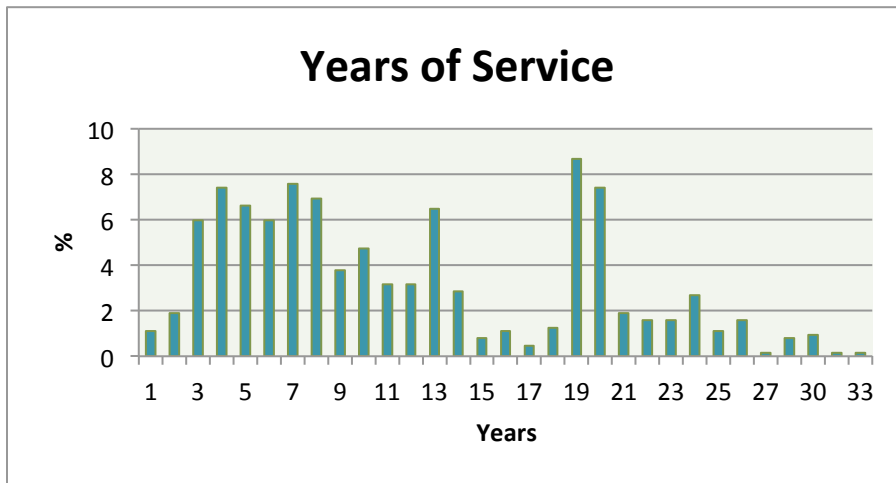
Existing data were used to create a demographic profile of REBOOT participants. Nearly one-quarter of REBOOT participants are female (24 percent) and three-quarters (76 percent) are male. As Figures 1 and 2 illustrate, among those individuals for whom we had data, the average age was 33 years old, and average length of military service was 12 years.

Figure 1. Distribution of REBOOT Participants by Age



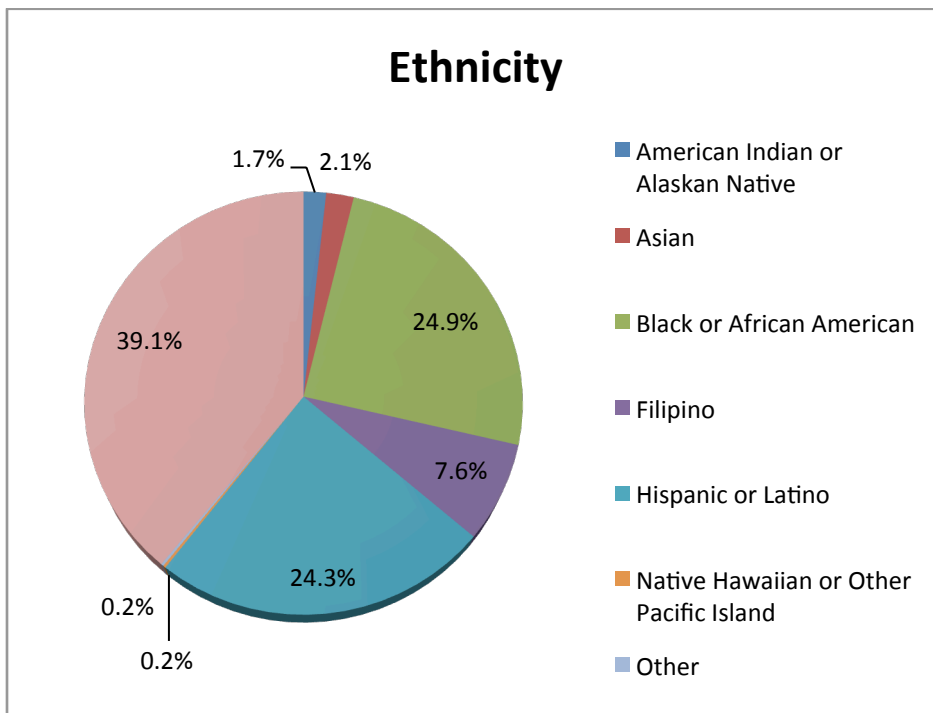
¹ Eleven spouses have also attended the REBOOT Workshop. They are not included in this demographic profile.

Figure 2: Distribution of REBOOT Participants by Years of Service



For those REBOOT participants for whom we had data Figure 3 shows that 39 percent are white, 24 percent are Hispanic or Latino, 25 percent are Black or African American, and 8 percent are Filipino. The data also show that the majority of participants are enlisted (only 15 officers have completed the program) and most fall into the E-4, E-5, or E-6 rank. Eighty-eight percent are from the Navy.

Figure 3. Distribution of REBOOT Participants by Ethnicity



Additional Relevant Program Data

A review of the REBOOT participant database and interviews with staff and participants indicated that, on average, participants take part fully in the program and place a high value on the program. Since the beginning of the program there have been no drop-outs. Two participants have been asked to leave for disruptive behavior. When a participant is unable to complete the program they are re-enrolled in a later session, thus the program has virtually a 100 percent graduation rate. Attendance is tracked closely. Participants who miss more than 12 hours are required to come back and complete the program in a subsequent session. Generally, absences are excused and are limited.

The daily student evaluation survey, the pre-and post-program survey, and interviews conducted as part of this evaluation indicate high participant satisfaction with the program. On written post-program surveys, 99 percent of participants for whom we have data reported they would recommend REBOOT to a colleague. Furthermore, at the conclusion of the program, 92 percent of participants reported they would be willing to use either their GI Bill funds and/or personal funds to pay for the program. This compares with 37 percent of participants at the start of the program.

During two focus groups conducted at the end of Week 2 on August 17, 2012, participants enthusiastically described the perceived value of the program. For example, one participant reported that because of REBOOT he had the “courage” to submit his resume and that he had recently landed his first interview. This same individual approached the researcher after the focus groups and said that he left the military angry, but now he knows to “focus on the positive.” Furthermore, a majority of the focus group participants said they did not think much about the transition from the military to civilian world prior to enrolling in REBOOT. In general, the group felt it would be “big” but they did not really understand how or why. After participating in the program for two weeks, a number of participants they said they more clearly understood the differences between military and civilian life. “I already feel like a civilian,” said one individual.

A number of focus group participants indicated that they felt REBOOT was more comprehensive, and therefore more useful, than the Transition Assistance Program (TAP) currently offered through the federal government. For example, when asked why they elected to

attend the REBOOT program, one person said, “For a year now I have been sending my people to TAP and to REBOOT. I noticed that the people I sent to REBOOT were the ones getting jobs.” Another man described his experience as follows, “At the end of TAP, I left with a big stack of materials but I had no idea what to do with them. Here [at REBOOT] I can apply what I am learning and get help.” A number of individuals in the focus groups suggested that TAP be replaced or supplemented by REBOOT. All individuals who participated in the focus groups agreed that the REBOOT program should not be held on a military base. Participating in the program off the base grounds helped participants to begin to feel more like civilians. Focus group participants described that the location off base made them more apt to express themselves freely during the workshops. Participants also expressed a strong appreciation for being assigned to REBOOT as Temporary Additional Duty (TAD). Participants reported that this added credibility to the process, causing them to buy-in more at the beginning of the program and to worry less about their day-to-day work duties during their time away from their regular assignments. In addition, in interviews, REBOOT staff credited the TAD arrangement as a strong incentive for good attendance and program completion.

Another measure of program success is the extent to which participants have completed certain milestones that traditionally lead to successful employment such as completing a resume, participating in a mock interview, and participating in a networking event. At this time, these activities take place in Week 3 of the program but most are not formally tracked. New procedures to track these items (see the Learning Outcomes on page 5 of this report) must be developed. From existing data it was determined that, to date, 63 percent of participants have created a LinkedIn profile.

Pre-and Post-Program Survey Findings

Since August, 2011 (Workshop 22), participants have completed a pre- and post-program survey as part of their participation in the program. This instrument was designed for REBOOT in consultation with a team of three volunteers who each hold doctoral degrees and whose work is focused on human behavior and organizational psychology. Currently the pre- and post-program survey is the only tool used to measure participant outcomes. The instrument (Appendix B) measures outcomes in key areas including self-confidence, vision for the future, work readiness, and goal setting. The surveys are given in paper format and are then scanned into PDF files. No

unique identifier was assigned to the surveys so it was not possible to match all individual pre- and post-program survey responses.

For purposes of this evaluation, the pre- and post-program surveys from workshops 22 and 25-36 were analyzed.² The evaluation team had the scanned surveys converted to both Excel and SPSS formats. In the scanned files there were a total of 233 pre-program surveys and 217 post-program surveys, which equates to a 91 percent pre-program survey response rate and an 85 percent post-program survey response rate.

Several steps were taken to verify that survey respondents could reasonably be considered to reflect the total participant population. First, survey respondents were compared to the overall REBOOT population. Descriptive and inferential statistics were generated to compare the characteristics of respondents who participated in the survey to those of the overall population of REBOOT participants (Appendix I). Independent samples t-test indicated that there were no significant mean difference in age or rank for the population in comparison to either the pre or post-program survey respondents. Chi-square tests also confirmed that there were no meaningful differences by gender.

Next, because the pre-and post-program survey responses were not matched with unique identifiers, descriptive and inferential statistics were generated to examine the characteristics of respondents in the pre-and post-data sets and how they were distributed (Appendix J). Inferential statistics tested for significant differences on four demographic variables (age, years in service, rank, and gender). Independent samples t-tests confirmed no significant differences between the mean age, years of service, or rank between the respondents in the pre-and post-program surveys. For gender, Chi-square tests revealed no notable difference between the proportion of male and female respondents in the pre- and post-test data sets.

Finally, the research team attempted to match as many unique cases as possible so that responses of participants at the beginning of the program could be compared to the responses of participants at the end of the program. All participants were sorted by workshop number and by other demographic characteristics so participants in both the pre- and post-program survey could

² Prior to Workshop 22 only a post-survey was given. Data for weeks 23 and 24 were not available. The data files for weeks 37 and 38 were corrupted. For these reasons, only weeks 22 and 25-36 were included in this analysis.

be logically matched by researchers. Only surveys that could be paired beyond a reasonable doubt were identified as matches. Of the 216 possible matches, 85 pre-post survey matches were identified. Paired samples t-tests were then conducted to test for significant mean differences in program outcomes for these matched cases. The analysis found that program participants for whom we had matched data significantly improved on 9 out of 10 outcomes measures. A complete output file for each analysis is presented in Appendix K.

These outcome measures for which there was improvement are as follows:

1. Having written plans for achieving goals outside of the military
2. Being connected with a network of peers outside of the military who can help support reaching goals
3. Placing an increased importance on their social life
4. Being prepared to achieve goals outside of the military
5. Having a clear vision of their future could be outside of the military
6. Understanding how their thoughts can lead to actions that affect their transition
7. Being able to effectively communicate their strengths to potential employers
8. Believing that continual learning has a positive impact on their quality of life
9. Feeling confident that they can find a job outside of the military

Once the statistical analysis established that there were no significant demographic differences between those who took the pre- and post-program survey and the overall population of graduates, the research team calculated the pre-and post-program survey results which are presented in Table 2. The findings reflect notable changes between the pre- and post-program survey groups in most areas.

Table 2. Results from REBOOT Pre- and Post-Program Surveys

<i>Do you have written plans for achieving goals outside of the military?</i>	
Pre: 36%	Post: 91%
<i>Are you connected with a network of peers (including professional associations, colleagues, co-workers) outside of the military to support your goals/interests?</i>	
Pre: 54%	Post: 89%
<i>I rate my social life outside of my family as important:</i>	
Pre: 90%	Post: 98%
<i>When considering the relationships I have with my immediate family, I feel either very satisfied or very satisfied:</i>	
Pre: 81%	Post: 84%
<i>I feel prepared to achieve goals outside of the military (agree/strongly agree).</i>	
Pre: 50%	Post: 95%
<i>I have a clear vision of what my future could be outside of the military (agree/strongly agree)</i>	
Pre: 41%	Post: 94%
<i>I understand how thoughts can lead to actions that affect my transition (agree/strongly agree)</i>	
Pre: 88%	Post: 98%
<i>I can effectively communicate my strengths to potential employers.</i>	
Pre: 55% Agree	Post: 92% Agree
28% Neither Agree/Disagree	6% Neither Agree/Disagree
<i>Continual Learning has a positive impact on the quality of my life (agree/disagree)</i>	
Pre: 92%	Post: 98%
<i>I feel confident that I can find a job outside of the military</i>	
Pre: 64%	Post: 94%

Pre- and Post-Program Survey Recommendations

At this time, the research team suggests that the existing pre-and post-program survey be modified and continue to be used as part of ongoing longitudinal assessment. Recommended revisions to the pre-and post-program surveys are outlined in Appendix L. Furthermore, we recommend that additional questions be added based on the revised learning outcomes created as part of this evaluation.

Employment and Education Outcomes

The ultimate goal for the REBOOT program is to connect graduates with stable employment and/or additional education. REBOOT Table 3 shows the current status of graduate tracking. This number is something of a moving target as daily attempts are made to contact graduates and learn their status.

Table 3. REBOOT Graduate Tracking Status

Total Graduates RAD	553	100%
Contact in Process	105	19%
Difficult to Contact	77	14%
Do Not Contact	24	4%
Employed	183	33%
Pursuing Education	130	24%
Retired / Other	15	3%
Seeking Employment	16	3%

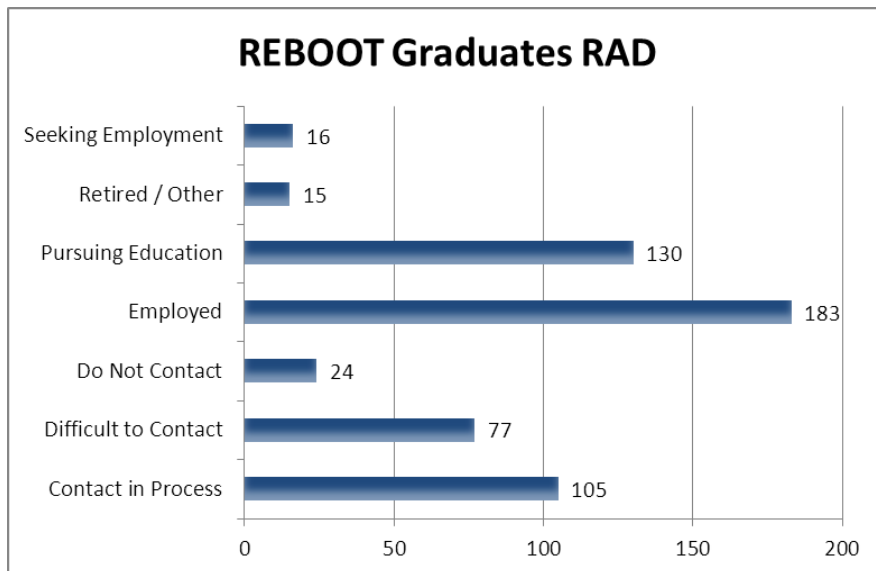
Since REBOOT is a three-week-long program, it is understandably difficult to track longer-term outcomes as participants are with the program for a very short time. As the data in Table 4 reflect, REBOOT is currently able to account for 59 percent of its graduates. Of those graduates for whom we have data on longer-term outcomes, 56 percent of graduates are currently employed, 37 percent are pursuing education and 7 percent are seeking employment.

Table 4. Graduate Status as of November 30, 2012

Status Identified	329	59.5%	100.0%
Employed	183	33.1%	55.6%
Pursuing Education	130	23.5%	39.5%
Seeking Employment	16	2.9%	4.9%

Participant tracking has improved over time. For example, the number of graduates REBOOT cannot contact has dropped from over 50 percent in the first year of the program to 41 percent as of the writing of this report. This improvement in tracking can be attributed to the establishment of more specific protocols for following up with graduates, including the creation of new staff positions, in particular, the position of Veteran Employment Specialist. REBOOT staff tracks the progress of graduate contacts daily. Figure 1 presents a daily report used to track graduates once they have been released from active duty (this is a graphical depiction of the data presented in Tables 3 and 4).

Figure 4. REBOOT Released From Active (RAD) Duty Report



With direct staff attention and resources being applied to graduate follow-up, it seems reasonable to expect more reliable long-term outcomes data will be available in the future.

Moving forward, the research team recommends that REBOOT staff create a formal agreement for participants to review and sign prior to beginning the course. For example, REBOOT staff might consider having participants voluntarily sign an informed consent type of agreement whereby the participants agree to participate in follow-up surveys and interviews for some set period of time. Although there is no way to formally mandate participation beyond graduation,

having a signed agreement that outlines the importance of participating in long-term evaluation could help compel participants to provide to better long-term outcomes data.

As of the writing of this report, REBOOT staff members are working to collect additional employment data for their graduates. However, there is not sufficient data at this time to accurately describe the kinds of jobs or salaries attained by a REBOOT graduate. The research team was able to analyze data for all graduates since 2011 who had officially separated from service and for whom employment data were available. This analysis found that these graduates secured employment, on average, within 81 days of separation.

CONCLUSION

The research team has found many positive aspects of the REBOOT program. Based on the current logic model, the program seems designed to meet its stated objectives. Available data suggest that the program is meeting each of its three objectives. Based on our analysis, the curriculum is linked to high quality resources; however, the program could be enhanced by more explicitly linking to evidenced-based practices and scholarly literature. In addition, valid and reliable instruments for each learning objective should be identified and implemented to improve program evaluation in the future.

Based on the data we reviewed, the program seems, on average, to have resulted in positive outcomes for participants. The existing pre-and post-program surveys captured impressive positive gains in many areas related to program objectives. Participants for whom we had data reported significant improvement in their levels of confidence, their ability to communicate with potential employers, and their belief that they can find a job. In addition, 95 percent reported, after participating in the program, that they were confident that they can reach their goals. REBOOT currently tracks close to 60 percent of its graduates, an impressive number for a three-week long intervention. The majority of those graduates for who REBOOT has tracking data are employed or enrolled in some form of education.

To better understand the long-term outcomes for the veterans who complete the REBOOT program, additional resources are needed to improve data collection and analysis. These include:

a complete overhaul of the current database; staff training in data collection and analysis; and potentially, additional staff members or consultants in order to allow for better measurement and understanding of program outcomes in the future. For example, current REBOOT staff may not have the training needed to interpret the data collected via the pre- and post-tests assessments that have been recommended as part of this evaluation.

Next Steps

In line with the findings of this evaluation, the research team suggests that REBOOT staff take the following actions:

1. Create a participant consent form for evaluation activities.
2. Create a plan to address curriculum review recommendations.
3. Select specific instruments to measure learning outcomes (at least one for each week of the program).
4. Revise the pre- and post-program survey instrument.
5. Create platforms so that all assessments may be completed electronically.
6. Institute the use of unique identifiers so participants' outcomes can be traced over time.
7. Revamp the current participant database (Quikbase system).
8. Create a plan for ongoing data collection, data analysis, and program evaluation.

LIST OF APPENDICES

A: Curriculum Review References

B: Pre-and Post-Program Survey

C: Daily Evaluation Survey

D: Self Efficacy Measures

E: Possible Selves Measures

F: Resources to be Addressed

G: Career Assessment Examples

H: REBOOT Participant Demographics

I: Comparison of Pre-and Post-Program Survey Respondents to REBOOT Participant Population

J: Comparison of Pre-Program Survey Respondents to Post-Program Survey Respondents

K: Matched Pairs Comparison

L: Suggested Changes to Existing Pre-And Post-Program Survey Instrument

APPENDIX A

Curriculum Review References

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APPENDIX B

Evaluation Matrix

Research Questions & Curriculum Area	Evaluator Notes
Is the curriculum linked to high-quality research and/or scholarship?	
Week One: The Pacific Institute	User Friendly Activities are influenced by research Curriculum includes “Brief Bibliography” rather than direct sources Activities and names are both borrowed and/or created from reputable scholarship Curriculum cites concrete relationships with “big names” in the areas of personal, social and educational psychology
Week Two: Life Transitions	Authors of Operation Legacy are cited Focused on the military population None of the activities are explicitly linked to a research area or resource Concepts from Week One are revisited (examples: goal setting, and life balance) Has the potential to link to social/educational constructs
Week Three: Career Transitions	Skill-based activities (resume writing, social media proficiency, etc.) Myers Briggs Self-Estimate Holland Codes (MU Career Center) Career exploration activities can be linked to research principles Resources are not from reputable sources (examples: Bank of America, Men’s Warehouse) Presence of for-profit resources (job interview skills, social media, etc.) Resources specific to military population (VA benefits)
Does the curriculum align with the workshop goals and client needs?	
Week One: The Pacific Institute	Designed to enhance self-knowledge Positive cognition Preparation for positive change
Week Two: Life Transitions	Addresses the gap between military life and civilian life Focuses on life role balance Activities are future oriented Many opportunities for goal setting
Week Three: Career Transitions	Provides opportunities for participants to enhance skills Offers potential for career exploration Offers tools for career decision-making Provides participants with population specific resources and benefits
Does the curriculum design offer opportunities to measure clients’ preparation for civilian life?	
Week One: The Pacific Institute	Activities offer many opportunities to measure changes in thinking Offers potential to track the implementation of social/educational psychological constructs

	<p>Offers potential to collect and evaluate* curriculum deliverables (balance wheels, reflective questions, affirmation examples) *implies the need to create rubrics or measures of deliverables</p>
Week Two: Life Transitions	<p>Participant Evaluation Forms do not yield data that could measure knowledge of content Activities offer many opportunities to measure* changes in understanding related to military vs. civilian life Activities offer many opportunities to measure* changes in self-knowledge (timeline, personal coat of arms) Activities offer many opportunities to measure* concept understanding (effective goal-setting, personal values, outlook on the future) *implies the need to develop rubrics or measures of deliverables</p>
Week Three: Career Transitions	<p>Participant evaluation forms offer limited data that could be used to measure content knowledge (could be developed through the use of a rubric or expanded to ask questions specific to skill attainment) Activities offer opportunities to demonstrate* the attainment of new career information (Myers Briggs, Holland codes) Deliverables in the form of skill attainment* could be accessed through demonstration (rubric could be developed for resume writing, dressing for success and/or the completion of online career profiles) Opportunities exist for participants to demonstrate* new knowledge in the area of military specific resources and benefits (entry level knowledge vs. exit knowledge) *implies the need to develop rubrics or measures of related to deliverables or skill attainment</p>

APPENDIX C

Pre-And Post-Program Surveys

PRE-SURVEY

Dear REBOOT™ Participant:

Thank you for participating in the REBOOT™ Program. We hope that your experience in the program provides you with lifelong methods for rebuilding your life as a civilian, achieving the success you desire and deserve!

Your opinion means a lot to us as we report results and continue to develop the REBOOT™ Program. The survey you are about to complete includes a series of statements that you are asked to provide a response to. Take your time in reading the statements and circling the response that most accurately reflects your honest opinion. If there is a survey item you do not understand, you may ask for assistance from the survey administrator. Please **do not write your name on the survey** – all responses must remain anonymous and we wish to preserve integrity and honesty in our program evaluation process. When you've completed the survey, please place it in the envelope provided and the survey administrator will collect them.

We value your feedback because it provides us with important information on how effectively the program is meeting your needs. Thank you again for contributing your opinions, ideas and experiences in completing this survey. We wish you all the best in your journey!

Sincerely,

The REBOOT™ Institute Team

Pre-Survey

Demographics:

Please check the appropriate box and list your current rank in the military.

Branch of the Armed Forces You Served in:

- Army Navy Marines Air Force Coast Guard

Military Status:

- Active Separated Reserve Spouse

Age:

- 17-20 21-25 26-30 31-35 36 and over

Years in the Military:

- 0-5 6-10 11-15 16-20 21 +

Gender:

- Male Female

Rank: _____

What areas are you considering pursuing?

- Plan for Employment Plan for Education Unsure
 Personal Enrichment Other _____

The biggest obstacle I face in my transition is:

Pre-Survey

Workshop # _____ Date: _____

Please circle the response that most accurately reflects your opinion.

- | | | | | | |
|---|-------------------|--------------|----------------------|----------------------|----------------|
| 1. Have written plans for achieving goals outside of the military? | Yes | No | | | |
| 2. Are you connected with a network of peers (including professional associations, colleagues, co-workers) outside of the military to support your goals/interests? | Yes | No | | | |
| 3. I rate my social life <u>outside of my family</u> as: | Very Important | Important | Moderately Important | Of Little Importance | Unimportant |
| 4. When considering the relationships I have with my immediate family, I feel: | Very Dissatisfied | Dissatisfied | Unsure | Satisfied | Very Satisfied |

Please circle the response which indicates how much you agree with the statements 5 through 12.

- | | | | | | |
|---|-------------------|----------|----------------------------|-------|----------------|
| 5. I feel prepared to achieve goals outside of the military. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 6. I have a clear vision of what my future could be outside of the military. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 7. I understand how thoughts can lead to actions that affect my transition. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 8. I can effectively communicate my strengths to potential employers. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 9. Continual learning has a positive impact on the quality of my life. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 10. I feel confident that I can find a job outside of the military. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 11. Based on my current knowledge of the REBOOT™ Program, I would use my GI benefits to pay for this course. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |
| 12. Based on my current knowledge of the REBOOT™ Program, I would personally pay (\$2,500) to fund my attendance. | strongly disagree | disagree | neither agree nor disagree | agree | strongly agree |

POST SURVEY

Dear REBOOT™ Participant:

Thank you for participating in the REBOOT™ Program. We hope that your experience in the program provides you with lifelong methods for rebuilding your life as a civilian, achieving the success you desire and deserve!

Your opinion means a lot to us as we report results and continue to develop the REBOOT™ Program. The survey you are about to complete includes a series of statements that you are asked to provide a response to. Take your time in reading the statements and circling the response that most accurately reflects your honest opinion. If there is a survey item you do not understand, you may ask for assistance from the survey administrator. Please **do not write your name on the survey** – all responses must remain anonymous and we wish to preserve integrity and honesty in our program evaluation process. When you've completed the survey, please place it in the envelope provided and the survey administrator will collect them.

We value your feedback because it provides us with important information on how effectively the program is meeting your needs. Thank you again for contributing your opinions, ideas and experiences in completing this survey. We wish you all the best in your journey!

Sincerely,

The REBOOT™ Institute Team

Post-Survey

Demographics:

Please check the appropriate box and list your current rank in the military.

Branch of the Armed Forces You Served in:

- Army Navy Marines Air Force Coast Guard

Military Status:

- Active Separated Reserve Spouse

Age:

- 17-20 21-25 26-30 31-35 36 and over

Years in the Military:

- 0-5 6-10 11-15 16-20 21 +

Gender:

- Male Female

Rank: _____

What areas are you considering pursuing?

- Plan for Employment Plan for Education Unsure
 Personal Enrichment Other _____

The biggest obstacle I face in my transition is:

Post-Survey

Workshop # _____ Date: _____

Please circle the response that most accurately reflects your opinion.

- | | | | | | |
|--|-------------------|--------------|----------------------|----------------------|----------------|
| 13. Have written plans for achieving goals outside of the military? | Yes | No | | | |
| 14. Are you connected with a network of peers (including professional associations, colleagues, co-workers) outside of the military to support your goals/interests? | Yes | No | | | |
| 15. I rate my social life <u>outside of my family</u> as: | Very Important | Important | Moderately Important | Of Little Importance | Unimportant |
| 16. When considering the relationships I have with my immediate family, I feel: | Very Dissatisfied | Dissatisfied | Unsure | Satisfied | Very Satisfied |

Please circle the response which indicates how much you agree with the statements 5 through 12.

- | | | | | | |
|---|-------------------|----------|----------------------------|-------|----------------|
| 17. I feel prepared to achieve goals outside of the military. | strongly disagree | disagree | neither agree nor disagree | Agree | strongly agree |
| 18. I have a clear vision of what my future could be outside of the military. | strongly disagree | disagree | neither agree nor disagree | Agree | strongly agree |
| 19. I understand how thoughts can lead to actions that affect my transition. | strongly disagree | disagree | neither agree nor disagree | Agree | strongly agree |
| 20. I can effectively communicate my strengths to potential employers. | strongly disagree | disagree | neither agree nor disagree | Agree | strongly agree |
| 21. Continual learning has a positive impact on the quality of my life. | strongly disagree | disagree | neither agree nor disagree | Agree | strongly agree |
| 22. I feel confident that I can find a job outside of the military. | strongly disagree | disagree | neither agree nor disagree | Agree | strongly agree |

Post-Survey

23. Would you recommend the REBOOT™ program to others? Yes No

24. What did you like best about the REBOOT™ program?

25. What did you like best about your experience in the REBOOT™ Program?

26. Is there anything you would like to add to the curriculum that would help in preparing you for transition from military to civilian life?

27. How strongly do you feel about the REBOOT™ Workshop now that you completed the course? Please circle your response.

- a. Strongly enough to use your GI benefit to pay for it?
- b. Strongly enough to personally pay for it out of your pocket (\$2500)
- c. Both a and b
- d. Other _____
- e. None of the above **THANK YOU!**

APPENDIX D

**Daily Evaluation Form
Student Evaluation Form**

NVTSI/REBOOT Student Evaluation Form - Version 4 – December 7, 2012

WEEK: _____ DATE: _____

FACILITATOR NAME: _____ WORKSHOP NUMBER: _____

Student's opinions are an integral part of the training desire to assure quality of service. In order to maintain the standard of quality, your assistance is needed in accessing the effectiveness of our program and of the services that we intend to facilitate to you. Please take a moment to provide us with your opinion and feedback.

Content

- " Poor (too general, not specific)**
- " Satisfactory (less than expected)**
- " Good (as expected)**
- " Excellent**
- " Exceeded Expectations**

Subject

- " Poor (not relevant to my practice)**
- " Satisfactory (interesting)**
- " Good (relevant to my practice)**
- " Excellent (important & timely)**
- " Exceeded Expectations**

Facilitator's Style/Connection

- " Poor (dry, boring, needs improvement)**
- " Satisfactory (held your interest)**
- " Good (dynamic and interesting)**
- " Excellent (captivating)**
- " Exceeded Expectations**

Facilitator's Knowledge & Expertise

- " Poor (below average)**
- " Satisfactory (average)**
- " Good (better than average)**
- " Excellent (definitely an expert)**
- " Exceeded Expectations**

Clarity

- " Poor (disorganized, confusing)**
- " Satisfactory (as expected)**
- " Good (better than expected)**
- " Excellent (clear, well-organized)**

“ Exceeded Expectations

Overall Presentation Expectations

“ Not At All

“ Somewhat

“ Mostly

“ All Expectations Met

“ Exceeded Expectations

Comments

Please give us your opinion about the workshop material:

Comments about the facilitator and staff:

Please give us your opinion on how we could improve the subject(s):

NAME (Optional)

APPENDIX E

Self-Efficacy Measures

Betz, N. E., & Luzzo, D. A. (1996). Career assessment and the Career Decision-Making Self-Efficacy Scale. *Journal of Career Assessment*, 4, 313-328.

[Career Decision Self-Efficacy Scale—Short Form \(CDMSE-SF\)](#)

By Betz, Nancy E.; Klein, Karla L.; Taylor, Karen M.

1996. doi: [10.1037/t00808-000](https://doi.org/10.1037/t00808-000)

Betz, N. & Voyten, K. (1997). Efficacy and outcome expectations influence career explorations and decidedness. *Career Development quarterly*, 46(2), 179-189.

[Self Efficacy for Work Activities Measure](#)

By Matsui, Tamao; Tsukamoto, Shin-Ichi

1991. doi: [10.1037/t09750-000](https://doi.org/10.1037/t09750-000)

Osipow, S. H., Carney, C. G., Winer, J. L., Yanico, B., & Koschier, M. (1987).

The Career Decision Scale (3rd rev.). Odessa, FL: Psychological Assessment

Resources.

Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the

understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22, 63-81.

Career Decision-Making Self-Efficacy Scale

By Taylor, Karen M.; Betz, Nancy E.

1983. doi: [10.1037/t01482-000](https://doi.org/10.1037/t01482-000)

General Core Self-Evaluations Scale--Revised

By Bowling, Nathan A.; Wang, Qiang; Tang, Han Ying; Kennedy, Kellie D.

2010. doi: [10.1037/t11790-000](https://doi.org/10.1037/t11790-000)

APPENDIX F

Possible Selves Instruments

Ideal Self Measure

By Stam, Daan; van Knippenberg, Daan; Wisse, Barbara

2010. doi: [10.1037/t11635-000](https://doi.org/10.1037/t11635-000)

Possible Selves Questionnaire

By Hooker, Karen; Fiese, Barbara H.; Jenkins, Lisa; Morfei, Milene Z.; Schwagler, Janet

1996. doi: [10.1037/t05910-000](https://doi.org/10.1037/t05910-000)

Proactive Career Behavior Scale

By Claes, Rita; Ruiz-Quintanilla, S. Antonio

1998. doi: [10.1037/t08264-000](https://doi.org/10.1037/t08264-000)

Work Hope Scale (WHS)

By Juntunen, Cindy L.; Wettersten, Kara Brita

2006. doi: [10.1037/t00554-000](https://doi.org/10.1037/t00554-000)

APPENDIX G:

Career Curriculum Recommendations

1. Understanding one's personality is an important component of personal knowledge and can have implications for work settings. The Myers-Briggs assessment can accomplish this, but it should not replace a more comprehensive career assessment. Recently, major advancements in career assessment access have been realized. We recommend supplementing the Myers-Briggs (self-estimate) with any of the following assessments available for free through O-Net online: http://www.onetcenter.org/dev_tools.html
2. We recommend locating a more reputable and wide-ranging resource for resume development. We suggest something like: Green, B. (2004). *Get the interview every time: Fortune 500 hiring professionals' tips for writing winning resumes/cover letters*. Chicago, IL: Dearborn Trade Publishing.
3. We recommend replacing the University of Missouri (MU Career Center) Holland Code section with the above-mentioned O-Net resources. It essentially is the same content, but the O-Net resource allows for more comprehensive (paper and pencil or online) assessment and offers participants the ability to search for career information online. O*NET is a product of the U.S. Department of Labor, [Employment & Training Administration](#), and National Center for O*NET Development.
4. We recommend replacing and/or supplementing the higher education section with a resource more fitting to college counseling. For example, the National Association for College Admission Counseling (NACAC) is a great resource that offers specific resources for veterans: <http://www.nacacnet.org/research/KnowledgeCenter/Pages/View-by-Subject.aspx?MetaTopic=Veterans>
5. The "dress for success" section is problematic because there is another nonprofit that goes by that name and has an affiliate in San Diego: <http://www.dressforsuccess.org/affiliate.aspx?sisid=62&pageid=1>. We recommend finding a resource that is more inclusive (both men and women) and offers general dressing tips and/or budget shopping suggestions.
6. Finally, there are several resources that are included in the workbook, yet do not explicitly state the relationship and/or state whether or not permission has been granted to use or reprint the material. We recommend stating up-front that permission has been granted to avoid unnecessary confusion.

APPENDIX H

REBOOT Participant Demographics

I. Age

Variable	Total (n)	Mean	Std. Dev.	Min	Max
Age	377	33.1565	8.732394	19	64

Age	Number	Percent	Cumulative
19	2	0.5%	0.5%
20	1	0.3%	0.8%
21	6	1.6%	2.4%
22	15	4.0%	6.4%
23	13	3.5%	9.8%
24	16	4.2%	14.1%
25	24	6.4%	20.4%
26	22	5.8%	26.3%
27	18	4.8%	31.0%
28	22	5.8%	36.9%
29	18	4.8%	41.6%
30	20	5.3%	47.0%
31	16	4.2%	51.2%
32	21	5.6%	56.8%
33	15	4.0%	60.7%
34	7	1.9%	62.6%
35	5	1.3%	63.9%
36	3	0.8%	64.7%
37	12	3.2%	67.9%
38	21	5.6%	73.5%
39	17	4.5%	78.0%
40	8	2.1%	80.1%
41	11	2.9%	83.0%
42	10	2.7%	85.7%
43	8	2.1%	87.8%
44	6	1.6%	89.4%
45	8	2.1%	91.5%
46	7	1.9%	93.4%
47	3	0.8%	94.2%
48	2	0.5%	94.7%
49	3	0.8%	95.5%
50	4	1.1%	96.6%
51	2	0.5%	97.1%
53	2	0.5%	97.6%
54	1	0.3%	97.9%
57	1	0.3%	98.1%
60	1	0.3%	98.4%
61	3	0.8%	99.2%
63	1	0.3%	99.5%
64	2	0.5%	100.0%
Total Respondents (n)	377	100.0%	

Total Graduates	642	58.7%	
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II. Years of Service

Variable	Total (n)	Mean	Std. Dev.	Min	Max
Years of Service	634	11.90536	7.257215	1	33

Years of Service	Number	Percent	Cumulative
1	7	1.1%	1.1%
2	12	1.9%	3.0%
3	38	6.0%	9.0%
4	47	7.4%	16.4%
5	42	6.6%	23.0%
6	38	6.0%	29.0%
7	48	7.6%	36.6%
8	44	6.9%	43.5%
9	24	3.8%	47.3%
10	30	4.7%	52.1%
11	20	3.2%	55.2%
12	20	3.2%	58.4%
13	41	6.5%	64.8%
14	18	2.8%	67.7%
15	5	0.8%	68.5%
16	7	1.1%	69.6%
17	3	0.5%	70.0%
18	8	1.3%	71.3%
19	55	8.7%	80.0%
20	47	7.4%	87.4%
21	12	1.9%	89.3%
22	10	1.6%	90.9%
23	10	1.6%	92.4%
24	17	2.7%	95.1%
25	7	1.1%	96.2%
26	10	1.6%	97.8%
27	1	0.2%	98.0%
29	5	0.8%	98.7%
30	6	1.0%	99.7%
31	1	0.2%	99.8%
33	1	0.2%	100.0%
Total Respondents (n)	634	100.0%	
Total Graduates	642	98.8%	

III. Rank

Rank	Number	Percent
E-1	2	0.3%
E-2	8	1.3%
E-3	57	9.0%
E-4	105	16.5%
E-5	230	36.2%
E-6	127	20.0%
E-7	62	9.8%
E-8	20	3.1%
E-9	10	1.6%
O-2	1	0.2%
O-3	4	0.6%
O-4	5	0.8%
O-5	4	0.6%
W-4	1	0.2%
Total Respondents (n)	636	100.0%
Total Graduates	642	99.1%

IV. Gender

Gender	Number	Percent
Female	152	23.7%
Male	490	76.3%
Total Respondents (n)	642	100.0%
Total Graduates	642	100.0%

V. Ethnicity

Ethnicity	Number	Percent
American Indian or Alaskan Native	9	1.7%
Asian	11	2.1%
Black or African American	131	24.9%
Filipino	40	7.6%
Hispanic or Latino	128	24.3%
Native Hawaiian or Other Pacific Island	1	0.2%
Other	1	0.2%
White	206	39.1%
Total Respondents (n)	527	100.0%
Total Graduates	642	82.1%

VI. Workshop Class Attendance

Workshop Class	Number	Percent
Class 1	15	2.3%
Class 2	9	1.4%
Class 3	10	1.6%
Class 4	9	1.4%
Class 5	9	1.4%
Class 6	7	1.1%
Class 7	5	0.8%
Class 8	16	2.5%
Class 9	17	2.7%
Class 10	18	2.8%
Class 11	15	2.3%
Class 12	15	2.3%
Class 13	10	1.6%
Class 14	13	2.0%
Class 15	18	2.8%
Class 16	14	2.2%
Class 17	14	2.2%
Class 18	17	2.7%
Class 19	21	3.3%
Class 20	23	3.6%
Class 21	23	3.6%
Class 22	23	3.6%
Class 23	18	2.8%
Class 24	19	3.0%
Class 25	26	4.1%
Class 26	17	2.7%
Class 27	17	2.7%
Class 28	22	3.4%
Class 29	19	3.0%
Class 30	18	2.8%
Class 31	24	3.7%
Class 32	16	2.5%
Class 33	18	2.8%
Class 34	16	2.5%
Class 35	22	3.4%
Class 36	18	2.8%
Class 37	10	1.6%
Class 38	19	3.0%
Class 39	22	3.4%
Total Respondents (n)	642	100.0%
Total Graduates	642	100.0%

VII. Military

Branch of Service	Number	Percent
United States Air Force	6	0.9%
United States Army	1	0.2%
United States Marine Corp	66	10.3%
United States National Guard	4	0.6%
United States Navy	565	88.0%
Total (n)	642	100.0%

Disabled Veteran	Number	Percent
Above 50%	20	3.2%
Below 50%	50	8.0%
No	552	88.8%
Total (n)	622	100.0%

Wounded Warrior	Number	Percent
no	604	94.1%
yes	38	5.9%
Total (n)	642	100.0%

Enlistment Status	Number	Percent
Active	249	38.8%
Reserves	7	1.1%
Separated	386	60.1%
Total (n)	642	100.0%

VIII. Selected Crosstabs

Rank by Gender

Rank	Female		Male		Total (n)	
	n	%	n	%	n	%
E-1	0	0.0%	2	0.4%	2	
E-2	4	2.7%	4	0.8%	8	
E-3	16	10.7%	41	8.4%	57	
E-4	31	20.7%	74	15.2%	105	
E-5	69	46.0%	161	33.1%	230	
E-6	17	11.3%	110	22.6%	127	
E-7	3	2.0%	59	12.1%	62	
E-8	5	3.3%	15	3.1%	20	
E-9	1	0.7%	9	1.9%	10	
O-2	0	0.0%	1	0.2%	1	
O-3	1	0.7%	3	0.6%	4	
O-4	0	0.0%	5	1.0%	5	
O-5	2	1.3%	2	0.4%	4	
W-4	1	0.7%	0	0.0%	1	
Total (n)	150	100.0%	486	100.0%	636	

Ethnicity by Gender

Ethnicity	Female		Male		Total (n)	
	n	%	n	%	n	%
American Indian or Alaskan Native	1	0.8%	8	2.0%	9	1.7%
Asian	2	1.6%	9	2.3%	11	2.1%
Black or African American	43	33.9%	88	22.0%	131	24.9%
Filipino	8	6.3%	32	8.0%	40	7.6%
Hispanic or Latino	28	22.0%	100	25.0%	128	24.3%
Native Hawaiian or Other Pacific Island	0	0.0%	1	0.3%	1	0.2%
Other	0	0.0%	1	0.3%	1	0.2%
White	45	35.4%	161	40.3%	206	39.1%
Total (n)	127	100.0%	400	100.0%	527	100.0%

Age by Gender

Age	Female	Male	Total (n)
19	1	1	2
20	1	0	1
21	0	6	6
22	5	10	15
23	3	10	13
24	5	11	16
25	13	11	24
26	9	13	22
27	5	13	18
28	9	13	22
29	4	14	18
30	8	12	20
31	2	14	16
32	6	15	21
33	3	12	15
34	1	6	7
35	1	4	5
36	0	3	3
37	1	11	12
38	3	18	21
39	3	14	17
40	1	7	8
41	0	11	11
42	2	8	10
43	2	6	8
44	0	6	6
45	0	8	8
46	1	6	7
47	1	2	3
48	1	1	2
49	0	3	3
50	0	4	4
51	0	2	2
53	1	1	2
54	0	1	1
57	0	1	1
60	1	0	1
61	1	2	3
63	0	1	1
64	0	2	2
Total (n)	94	283	377