

ROI Program Evaluation Plan

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Evaluation Questions

- How has the Reconnect for Resilience training impacted participants' stress levels?
- How has knowledge changed as a result of the Reconnect for Resilience training?
- In what ways are the trainings impacting the ways in which participants manage their own stress?
- In what ways are the trainings affecting the manner in which participants interact with others?

Logic Model

Resources/Inputs	Activities	Outputs	Outcomes
<p>RFR* Training:</p> <ul style="list-style-type: none"> - RFR training curriculum - Time - Space - Attendees - Facilitators - Tech tools - Materials - Food - Materials to promote RFR trainings <p>Evaluation</p> <ul style="list-style-type: none"> - Online survey - Paper survey - Time - Space - RFR Training Participants - Data collectors - Evaluators - Systems map 	<p>RFR Training</p> <ul style="list-style-type: none"> - Deliver 2-day RFR training - Distribute materials - Conduct small group activities - Provide food for attendees <p>Evaluation</p> <ul style="list-style-type: none"> - Distribute post-training survey at the end of Day 2. - Distribute follow up surveys at 3 and 6 months - Analyze surveys from baseline, 3 and 6 months - Recruit participants for interviews within 3 months post training - Conduct interviews 	<p>RFR Training</p> <ul style="list-style-type: none"> - # of attendees trained in RFR strategies - # of materials distributed <p>Evaluation</p> <ul style="list-style-type: none"> - # of surveys distributed at each time point - # completed surveys at each time point - # interviews completed 	<p>RFR Training</p> <p><i>Short-term</i></p> <ul style="list-style-type: none"> - Increased knowledge of RFR strategies - Increased knowledge of ACEs and trauma - Increased self-efficacy of using RFR strategies, including rapid resets - Increased use of helping skills in service providing <p><i>Long-term</i></p> <ul style="list-style-type: none"> - Reduced stress levels - Elevated levels of empathy within community <p>Evaluation</p> <ul style="list-style-type: none"> - Longitudinal data - Data analysis report - Feedback to integrate into RFR training - Increased awareness of effectiveness of trainings - Increased knowledge on participants' use of RFR strategies

Evaluation Plan

Evaluation question	Indicator or performance measure	Data source (person)	Methods	Sample item or question	Frequency (timing)	Responsibility
How has the Reconnect for Resilience training affected the stress people feel?	Self-reported stress levels	Reconnect for Resilience training participant	Evaluation survey	Please indicate your level of stress over the past 30 days. -High level of stress -Moderate level of stress -Low level of stress -No stress	Baseline, 3 months, 6 months	ROI
			Focus group/interview /long-answer question	In what ways has your levels of stress changed as a result of what you learned from the Reconnect for Resilience training?	3 months, 6 months*	ROI

*There are benefits to having focus groups at 3 months AND 6 months but they can be hard to coordinate - this can be decided based on availability

Evaluation Plan

Evaluation question	Indicator or performance measure	Data source (person)	Methods	Sample item or question	Frequency (timing)	Responsibility
How has knowledge changed as a result of the Reconnect for Resilience training?	Knowledge about ACES Knowledge about reset strategies Knowledge about ---	Reconnect for Resilience training participant	Evaluation Survey	Which of the following strategies do you know how to execute? [[list of rapid reset strategies]	Baseline, 2 day, 3 months, 6 months	ROI
			Focus group/interview/ long-answer question	Will you please describe what you learned about [topic] in the Reconnect for Resilience training?	3 months, 6 months	ROI

*There are benefits to having focus groups at 3 months AND 6 months but they can be hard to coordinate - this can be decided based on availability

Evaluation Plan

Evaluation question	Indicator or performance measure	Data source (person)	Methods	Sample item or question	Frequency (timing)	Responsibility
How are training participants changing the ways they manage their own stress?	Implementation of a rapid reset strategy in the past 30 days	Reconnect for Resilience training participant	Evaluation Survey	Please indicate how many times you have used a rapid reset strategy in the past 30 days. 0 1 2 3+	Baseline, 3 months, 6 months	ROI
			Focus group/interview /long-answer question	Have you used any of the rapid reset strategies in the past 7 days?	3 months, 6 months	ROI

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Evaluation Plan

Evaluation question	Indicator or performance measure	Data source (person)	Methods	Sample item or question	Frequency (timing)	Responsibility
How are training participants changing the ways they interact with people as a result of the training?	Implementation of a skill learned from the RFR training in an interaction	Reconnect for Resilience training participant	Evaluation Survey	How have you felt that your interactions with people have changed (if they have) since you attended this training?	Baseline, 3 months, 6 months	ROI
			Focus group/interview/long-answer question	Please describe an instance in which you implemented something you learned in the training into an interaction you had with someone.	3 months, 6 months	ROI

*There are benefits to having focus groups at 3 months AND 6 months but they can be hard to coordinate - this can be decided based on availability

Evaluation Survey Questions

Evaluation survey questions can be found [here](#)

Tips for Writing Survey Questions

- Eliminate vague quantifiers, vague reference periods, and other ambiguous terms that might be interpreted differently by different people
 - Ex: “Frequently” might be interpreted in different ways while “30 minutes per day” leaves less room for interpretation
 - Ex: “The past month” is more ambiguous than “the past 30 days”
 - Ex: A “bike” might refer to a bicycle, motorcycle, or stationary bike
- Avoid multi-barreled questions (questions that ask more than one thing at once)
 - Multi-barreled questions often include “or”
 - Ex: “How likely are you to share the skills you learned with your friends or family or coworkers?”
 - This questions should be separated into 3 different questions to elicit more precise results
- Refrain from asking questions about large reference periods
 - Respondents may have difficulties remembering behaviors or actions occurring over long periods of time (e.g. over the past year), compared to over shorter periods of time (e.g. within the past week)
- Refrain from asking questions that require mental calculations

Tips for Writing Survey Questions

- Do not ask many open-ended questions to reduce respondent burden
 - A 30 minute survey should include no more than three open ended questions
- Carefully consider question order
 - Respondents may take the previous question into consideration as they answer the next one
- Conduct at least one cognitive interview prior to finalizing the survey to ensure that the tool you have created is capturing the information you need
 - Cognitive interviewing: a technique using participant feedback to fine tune survey questions to make them easier to understand or answer
- Cognitive interview resource [here](#)

Tips for Writing Survey Answer Choices

- Ensure that the provided answer choices or scale closely match the question asked
 - Match the language from the question exactly
 - Ex: How *likely* are you to use the skills taught in this workshop with your community? a) Not at all *likely*; b) moderately *likely*; c) *likely* d) very *likely*
- If including a scale with a “middle” choice, ensure that it is meaningful
 - Bipolar scales measure two opposing alternative constructs and typically have a meaningful mid-point option
 - Ex: A bipolar scale measuring attitudes from negative to positive a) completely negative; b) somewhat negative; c) mixed; d) somewhat positive; e) completely positive
 - Unipolar scales measure gradation of one construct and typically do not have meaningful mid-points
 - Ex: A unipolar scale just measuring positivity a) not at all positive; b) somewhat positive; c) positive; d) very positive

Tips for Writing Survey Answer Choices

- Double check to make sure that all possible answer choices are provided
 - Cognitive interviewing is a good method for checking
- Carefully consider when to include “don’t know” answer choices
 - Surveys that include options for participants to “take an easy route” can cause respondents to answer in the same way for all questions rather than thinking critically about each question.
- Close-ended questions should include no more than 7 answer choices
 - A large number of answer choices increases respondent burden

Tips for Web-based Survey Design

- Avoid underlined text (it appears hyperlinked)
- Only use italics for nonessential information such as instructions
- For open-ended questions, ensure that the size of the response area matches the amount of information desired
- Avoid need for excessive scrolling
 - Logically separate questions on different pages (e.g. ask all demographic information on one page)
 - Google Forms, Qualtrics, and Survey Monkey are all quality options for creating web-based surveys

Tips for Web-based Survey Design

- Clearly denote where participant responses should go
 - Write questions in bold or otherwise distinguish them from the rest of the text (do not bold answer choices)
 - Use light background colors with white space where responses are needed
 - Minimize the amount of space between the question and answer choices
- Check that web-based surveys work well on the different types of devices that participants might use (e.g. mobile phones, computers)

Survey Development Resources

- Belli, R.F. (1998). The Structure of Autobiographical Memory and the Event History Calendar: Potential Improvements in the Quality of Retrospective Reports in Surveys, *Memory*, 6, 383 – 406.
- Bradburn, N. (2004). “Understanding the Question-Answer Process,” *Survey Methodology*, vol. 30, no. 1, pp 5 – 15.
- Dillman, D., Smyth, J., & Christian, L. (2014a). *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. New York: John Wiley and Sons.
- Lee, L., Brittingham, A., Tourangeau, R., Willis, G. Ching, P., Jobe, J. & Black, S. (1999), *Are Reporting Errors Due to Encoding Limitations or Retrieval Failure? Surveys of Children Vaccination as a Case Study*, *Applied Cognitive Psychology*, 13, 43-63.
- Sudman, S., Bradburn, N., and Schwarz, N. (1996). *Thinking About Answers: The Application of Cognitive Processes to Survey Methodology*, San Francisco: Jossey-Bass Publishers. Chapter 3, pages 55 – 79.
- Tourangeau, R., Rips, L.J., and Rasinski, K. (2000), *The Psychology of Survey Response*, Cambridge: Cambridge University Press.

**Some of the information used in this slide deck were pulled from MPH class instruction and materials.*

Interview Questions

Interview questions can be found [here](#)

Tips for Interviews

- The structure of the interview is dependent on who is collecting the data. Individuals brought on board and trained to solely complete interviews may require more structured guides.
- Sample size is largely dependent on feasibility in terms of time, resources, staff, and access to target population. In addition though, a major goal is reaching saturation, where similar themes and information is commonplace across all interviews.
- Good candidates for interviews are individuals who are generally thoughtful about their experiences, analytical in the way they think about their experiences, and communicative.

Tips for Interviews

- *Prior to the interview:*
 - The interviewer can make the participant feel comfortable by allowing the participant to ask questions about the purpose of the interview and use of data.
 - The interviewer can also explain that there are no right or wrong answers and that the primary goal is to hear about experiences from the perspective of the participant.

Tips for Interviews

- *During the interview:*
 - Allow the participant to ask questions and allow them to digress when needed.
 - If a participant gets too far off topic, do not cut them off abruptly and redirect; rather, the interviewer should thank them for sharing, paraphrase what the participant said, and revisit the original topic or question.
 - Face the participant and maintain eye contact.
 - Be attentive yet relaxed.
 - Do not interrupt the participant and wait for the participant to pause to ask any clarifying questions; avoid asking questions that will disrupt the interviewee's train of thought.
 - Take notes on the non-verbal communication happening as well as key phrases that can prompt memory if the recording fails.

Tips for Interviews

- Probing is a great way to ask more questions about a point the participant has already provided in order to gather additional detail. Probes can be direct statements or even a simple head nod. Do not probe when the participant is giving non-verbal clues of discomfort, expressing anger or frustration at the questions, or sharing tangential information.
 - Examples:
 - What do you mean when you say _____?
 - Tell me more about _____.
- Be able to think on your feet and ask questions beyond the scope of the interview guide in order to probe deeper. Making sure you are familiar with the purpose of your data and being an engaged listener will help you be able to come up with questions on the spot.

Tips for Focus Groups

- Conduct focus groups when the primary goal is to understand group norms and shared values
 - Focus groups are *not* ideal for gaining understandings of individual-level perspectives
- Plan for longer discussions if participants do not already know each other
- Hold discussions in a neutral setting around a table
 - If a table is not available or the group is too large, sit in a circular formation
- Avoid double-barreled questions
- Establish group rules at the beginning (e.g. maintain respect, no right or wrong answers, give everyone a chance to speak, etc.)
- The moderator should not be an expert on the topic, but should know how to help balance participants and manage any potential conflict
 - If an expert is in the room, it may make participants feel uncomfortable to share about their experiences

Tips for Focus Groups

- The moderator can engage quieter participants by making eye contact when asking questions or by asking them directly to share
- The moderator can try to disengage highly talkative participants by turning their body away from them, avoiding eye contact or by reminding them that there is limited time and everyone should have a chance to share
- If conflict arises between two participants, the moderator can help manage the situation by inviting others into the conversation
- If conflict becomes highly charged, the moderator can invite participants to take a break
- Record the conversation and have a notetaker document where participants are seated to help with transcription

Focus Group Resources

Pollack, Shoshana. "Focus-Group Methodology in Research with Incarcerated Women: Race, Power, and Collective Experience." *Affilia*, vol. 18, no. 4, 2003, pp. 461–472., doi:10.1177/0886109903257550.

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