

Canadian Evaluation Society Student Case Competition 2009
2/7/2009

Les Royal Gryffondors

Real Me Experience Evaluation plan proposal

Evaluating the Future

Submitted to: The National Eating Disorder Information Centre

1. Purpose of the evaluation proposal

Les Royal Gryffondors team has been asked by the National Eating Disorder Centre (NEDIC) to submit an evaluation proposal on its electronic learning module on self-esteem and body image called *Real ME Experience* (RME).

Les Royal Gryffondors team has been asked:

- To assess the **impact** of the RME on users' awareness, understanding, thinking, and beliefs
- To determine what, if any, **improvements** to the RME module and its **reach** are needed to improve on the learning experience and the impacts on users

The following tools have been developed in order to answer the above-mentioned objectives:

- A program logic model
- An data collection matrix

In addition, evaluation questions specific to the program have been developed. Research questions for one specific evaluation question have been included to illustrate the way Les Royal Gryffondors would gather information from informants.

2. Background information

The RME module was developed as a pilot scheme and was posted on NEDIC's website three years ago. The module targets young women aged from 15 to 18 years old. The goal of the program has been to improve the self-esteem awareness of this vulnerable demographic.

The module is composed of three different topics: (1) Body image and self-esteem; (2) Influences of external factors (parents; peers; media); (3) Individual strategies for change

Each module includes a self-assessment survey; a 'real life' situation; journal activities; and positive statements on how to improve one's self-esteem. The module refers to a number of other websites which are complementary and expand the base-line knowledge of the user. To date, 5,000 user accounts have been issued.

3. Project Logic Model

The Dove Canada Self-Esteem fund provided funding to NEDIC who administered the creation of the interactive RME website. It was designed, launched and advertised through the NEDIC website. It was designed to supplement NEDIC's existing services to the general public who were interested in body image issues. It was specifically developed for girls age 15-18. Immediately after completing the RME, users should have increased their awareness, understanding, thinking and beliefs of self-esteem issues (I.e. causes, effects, impacts etc.). In the months following the completion of the module, users should demonstrate changes in self-perception, behaviour and decision-making related to self esteem issues. Ultimately this program aims to decrease the negative effects of low self esteem in women.

Assumptions and risks

It is assumed that the majority of RME users are girls age 15-18 and that they have negative self-esteem issues prior to starting the RME. It is also assumed that there will be no negative effects following the completion of RME due to issues spoken about in the modules. We assume that the language is understandable and that the scenarios are realistic and that the advice given by the instructional design and learning technology consultants led to sound educational techniques. We also assume that changes in awareness, understanding and thinking about self esteem issues will lead to positive change in action and behaviour. The risks related to all of these assumptions is estimated to be very low.

Inputs		Outputs		Outcomes		
What was invested		Activities What was done	Participation Who was reached	Short-term (1-30 days) What the short term results are	Medium term (6 - 12 months) What the medium term results are	Long term (> 1 year) What the ultimate impacts are
Performance indicators	# of paid person days to research and assemble RME content	Instructional design and learning technology experts were hired	Target audience: females age 15-18	Increased awareness of issues related to self esteem	Participants exhibit increased self-confidence	Women have high self esteem
	# of paid person days to design the RME	RME was developed	Other audiences: members of support groups, health care and counselling professionals, other people who currently use NEDIC's services	Increased understanding of issues related to self esteem	Participants are able to identify causes and effects of low self-esteem in their own lives	Women do not exhibit behaviours associated with low self esteem
		RME was linked to and advertised through NEDIC's home page		Increased thinking of issues related to self esteem	Participants have slowed or stopped negative behaviour related to low self esteem	
				Changing of beliefs related to self esteem issues	Participants are able to identify possible causes and effects of low self-esteem in other people lives	

4. The Evaluation Data Matrix

The data matrix includes information on indicators, data required, source of data, methods of how the data is collected; the data matrix provides brief analysis on actions taken to analyse the data collected in order to answer evaluation questions.

Issue	Evaluation Questions	Indicators	Data Required	Sources of data	Method of collection	Analysis
Rationale	Are the specific activities and initiatives used by the RME likely to achieve the project objectives? Is the RME acceptable to healthcare providers and counsellors? Is the RME responding to the self esteem related issues of the targeted demographic?	Data collection from website, Support from health care professionals, Percent change in self esteem of target demographic	Online Summary, Interviews, Medical Reports	Web-site, Health care providers, Government Statistics	Key informant interviews, Document review, data collection	Review results of interviews of health professionals, review government stats on medical reports related to associated body image diseases
Efficiency	Have adequate resources been allocated for timely and efficient implementation of the RME site?	The project activities and initiatives are being implemented as planned	Number and type of activities and initiatives planned for the duration of the project	Project records, file reviews	Review project records, file reviews	Review that planned activities have occurred.
	Can the participant complete the survey in reasonable amount of time?	Average time spent completing the module	Record of user's log in time	Website (learning module)	Review of user's log in time records	Make analysis of average log in time

Issue	Evaluation Questions	Indicators	Data Required	Sources of data	Method of collection	Analysis
Effectiveness	Has the student's self esteem awareness improved as a result of the program?	Increased interest in healthy life style, Increased knowledge and awareness of self esteem issues, Increased amounts of positive and optimistic thinking	Students perceptions and interest in healthy life style, record of students participated in a pre- and post-survey	Participants	Survey, focus groups	Review and compare pre and post surveys. Summarize results of focus groups.
	Has the student's self esteem knowledge improved as a result of the program?					
	Has the student's self esteem thinking improved as a result of the program?					
	Has the student's self esteem beliefs improved as a result of the program?					
	To what extent has positive body image knowledge been generated as a result of interacting with the RME?	Evidence of overall increases in positive body image perception directly related to RME program				
Access/ Reach	Do the graphics, examples and language of RME appeal to the intended users?	Evidence that graphics and language are understandable and attractive for demographic group	Student feedback	Participants	Survey and focus groups	Review and analyse survey results
	Have the targeted users been reached?	Data supporting that demographics have been reached.	Records of students participating in online survey		Online Data Collection	Review demographic results from participants

Justifications of the evaluation matrix

The following table provides a summary of the methods chosen. It highlights the strengths and weaknesses of each of the four methods and provides a rationale for each.

Method Chosen	Strengths	Weaknesses	Rationale
Online Surveys	Is inexpensive to administer, easy to compare and analyze, can get a lot of data	May not get careful feedback, wording can bias client response, impersonal	The team will administer surveys as it is a quick and cost-effective way of obtaining information. The analysis will take into consideration survey bias while constructing and analyzing the surveys.
Interviews	Provides full range and depth of information, develops relationship with client, can be flexible	Can be time consuming, can be hard to analyze and compare, can be costly, interviewer can bias clients response	Interviews can be used to fully understand someone's impressions or experiences, which will be helpful when getting health professional opinions. As interviews will be used only on health professionals, costs and time can be kept down.
Document Review	Provides comprehensive and historical information, doesn't interrupt program or client's routine in program, information already exists, few biases about information	Can often take much time, info may be incomplete, need to be quite clear about what looking for, data restricted to what already exists	The document review will allow us to get specific information quickly. We will use this technique to gather data on self esteem issues with the target demographic group to provide the program with information currently existing.
Online Focus Groups	Quickly and reliably get common impressions, can be efficient way to get much range and depth of information in short time, can convey key information about programs	Can be hard to analyze responses, need good facilitator for safety and closure, difficult to schedule 6-8 people together, people may bias their responses based on the identity of other participants	The focus groups will allow for specific topics to be explored in a great depth. We will use the focus groups to help get an understanding of the users experience with the program. We will deliver the focus group online to address any issues associated with getting groups of people together. We feel that this will also appeal more to the demographic involved, as well as provide a more cost efficient process.

We feel that the above four methods are appropriate for the evaluation being conducted. The online focus groups will provide an easier way to communicate with participants from all over the country, in a way that they will enjoy. It will also provide an

opportunity to collect more personal information about the program. The document review will allow us to obtain any external information that may be needed for the study. It is easier to look through information that already exists, than to begin collecting new information. The document review can help provide a summary on the current issues around self esteem to help provide a rationale for the program. The interviews will be used when obtaining information from health care professionals. The interviews with the health professionals will be used to determine if the modules currently being used are acceptable to the professionals in the health field. Finally, online surveys will provide a quick and cost-effective method of collecting data from participants on a variety of topics relating to the program. The online surveys should be used to continuously assess the program.

To ensure participation in focus groups and surveys, incentives will be offered to participants. For each survey completed, participants will receive one entry into a draw to win a Dove gift basket. For each focus group that students participate in, they will receive five entries into the draw. Five gift baskets will be drawn each month.

5. Research questions

The evaluation question provided is taken from the issue of effectiveness:

“To what extent has positive body image knowledge been generated as a result of interacting with RME?”

The sample research questions which could be associated with this evaluation question pre and post are:

- a. I am content with myself and the way I look (strongly agree to strongly disagree)
- b. Have you changed your perception of the ideal body? (strongly agree to strongly disagree)
- c. How do you think your friends see you today? (the same, better, worse)
- d. Are you part of any associations? (yes/no)
- e. Do you play any sports? (yes/no)
- f. Do you think you have a healthy weight? (strongly agree to strongly disagree)
- g. Do you think that people will choose to be friends with you based on your appearance? (strongly agree to strongly disagree)

6. Evaluation timeline and Budget

Evaluation activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Budget		
							days	rate in \$	total
Online data collection	<i>ongoing activity</i>						3	\$300	\$900
Key informant interviews		●					6	\$300	\$1,800
Project record and file reviews	●						5	\$250	\$1,250
Review of user's log in time records	<i>ongoing activity</i>						5	\$250	\$1,250
Design of online survey and focus group	●						5	\$350	\$1,750
Online surveys		<i>ongoing activity</i>							\$0
Online focus groups		●		●		●	3	\$350	\$1,050
Analysis of data collection	<i>ongoing activity</i>						5	\$250	\$1,250
Report writing						●	5	\$400	\$2,000
Evaluation team's logistic costs	<i>ongoing activity</i>								\$3,000
Total									\$14,250

7. Summary

This evaluation will assess the impact of the RME on users' awareness, understanding, thinking, and beliefs about self esteem by using a variety of data collection methods including document review, key informant interviews, online surveys and focus groups. These qualitative and quantitative methods will provide triangulation of results which will determine what if any improvements to the RME module are needed to improve on the learning experience and the impacts on users.