TGYS staff survey measures: Identification and recommendations for Campus Connections

Neil Yetz, MPH

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Introduction

This report was created by Neil Yetz, MPH on October 18, 2018 and was last updated on October 18, 2018. The purpose of this report is to identify constructs measured in the staff survey administered by the Tony Grampas Youth Foundation (TGYS) to the Campus Connections (CC) staff. The term "construct" in this report is referring to an identifiable attribute that is being measured by the questions (items) within the survey. There is a total of 8 constructs identified in the TGYS staff survey. The sections below summarize each measure and proposes a construct that is being assessed. Next, a rationale as to why that construct was chosen. Lastly, a recommendation of how to improve outcomes associated with this measure.

For any questions or concerns relating to this document, please email Neil Yetz at neil.yetz@colostate.edu

Measure 1

Measure	Item	Text	Response options
1	1	My organization has a designated person who monitors the training of staff	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	2	Practitioners are trained prior to beginning to deliver this program	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	3	Practitioner training is provided by one or more persons who are expert in the program	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	4	Practitioner training includes behavior rehearsals to develop knowledge and skills that meet an established standard	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	5	During training, practitioners practice skills to feel competent	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	6	Practitioner knowledge about Campus Connections is assessed before and after the training	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	7	Trainees receive performance feedback at the end of trainings	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
1	8	The organization has ongoing training for practitioners on specific skills and/or program components	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed construct(s):

- 1. Satisfaction with practitioner training (Items 1-4)
- 2. Evaluation of skills (Items 5-8)

Rationale:

Schmidt (2007) provides a great review of satisfaction with training. This characterized by ensuring the training meets the needs and is ready for utilization within an organization. The study also goes on to state that the most preferred method of training was instructor-led training. Interaction with the trainer is much preferred and will increase the satisfaction.

Recommendations:

Provide *Instructor led* training within CC and follow-up to provide feedback to trainees.

Measure 2

MeasureItem		Text	Response options
2	1	Each practitioner of this program has an assigned supervisor/coach	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	2	The supervisor/coach for every practitioner is fluent in the program	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	3	Supervisors/coaches use a written supervision/coaching plan	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	4	Supervisors/coaches directly observe practitioners delivering the program (in person, audio, video)	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	5	Supervisors/coaches model best practices	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	6	Supervision/coaching activities include one-on-one instruction with practitioners	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	7	Supervisors/coaches review performance records in preparation for supervision or coaching	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	8	Supervision/coaching primarily is focused on helping practitioners develop their knowledge and skills about Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	9	Supervision/coaching occurs on a regular schedule known to the practitioner	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	10	Adherence to the supervision/ coaching plan is regularly reviewed	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	11	Data are collected to track whether practitioners' ability to deliver the program improves as a result of coaching	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	12	Practitioners complete satisfaction surveys or other feedback tools about the supervision/coaching they receive	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
2	13	Supervision/coaching is occasionally observed by an expert	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed Construct(s):

Supervisor coaching Satisfaction/Quality

Rationale:

This appears to be loosely connected with leadership coaching. Ely et al. (2010) indicates that correct coaching is associated with clients' self-report perceptions of being able to take on effective leadership.

Recommendations:

Provide one-on-one support to practitioners in training. Create a formal mentor for practitioners in training and allow for regular scheduled meetings between coach and practitioner.

Measure 3

Measure	Item	Text	Response options
3	1	My organization has a clear structure for staff performance	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
3	2	Performance assessments are conducted on a regular basis for each practitioner	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
3	3	My organization makes sure that practitioners are well informed in advance about the purpose, content, and methods used to carry out practitioner performance assessments	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
3	4	Each practitioner's performance in delivering the program is evaluated to determine:	Header
3	4a	How well they implement each element of the model	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
3	4b	What progress of outcomes children, youth, and/or families have achieved	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
3	5	Assessments of practitioner performance include data from multiple sources (practitioners, supervisors, children/families)	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
3	6	Practitioners receive written results within 30 days of their performance assessment	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed Construct(s):

- 1.) Perception of organization structure.
- 2.) Transparency of individual evaluation and program performance

Rationale:

No similar measures appear in the literature. This measure seems to be associated with active performance reviews and indications of how their work has impacted the outcomes associated with youth and families.

Recommendations:

Provide consistent feedback to practitioners and performance reviews. Bring the staff in on the program outcomes and indicate how their work has made an impact on the youth and families within the community.

Measure 4

MeasureItem		Text	Response options
4	1	My organization has identified the key components (or necessary features) of Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	2	My organization has a data collection and reporting system in place	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	3	The data collection and reporting system for Campus Connections includes measures of the program's key components	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	4	The data and reporting system for Campus Connections includes data on each practitioner's performance assessment	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	5	Data are reliable (the program uses standardized protocols and trained data collectors)	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	6	The organization has established protocols for maintaining the security of confidential data	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	7	Organizational staff and practitioners have been trained in the appropriate use of the data collection systems	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	8	Findings from data are shared regularly with practitioners	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
4	9	Data are used to make decisions about the program (e.g., whether training is needed, coaching improvements)	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed Construct(s):

Data quality and confidentiality management.

Rationale:

There is not much on this. However, it seems to be based on the general idea of how evidence-based program development works. The amount evaluation, evidence, and implementation seem to be actively measured in this scale. The most closely related measure found was subsection in this 1997 article written by Zeitz et al.. The measure proposed in this study attends to the idea that staff enjoy an organizational structure that embraces readiness and transparency of improvement.

Recommendations:

Provide staff and practitioners with program outcome reports and indicate how their work has made an impact. Inform them that data collected is formerly secured and adheres to IRB standards. I, Neil, would be happy to inform all staff about the data collection procedures that take place in CC.

Measure 5

MeasureItem		Text	Response options
5	1	My organization has developed administrative practices and procedures needed to implement Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	2	My organization has developed written program manuals that specify all steps in program implementation	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	3	Organizational staff (key directors, managers, and supervisors) are provided with needed resources to support Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	4	Organizational staff are provided with needed training to support Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	5	The program has established memorandums of understanding (MOUs) or partnership agreements with community partners to support Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	6	My organization solicits feedback from organizational staff to improve implementation of Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	7	My organization solicits feedback from practitioners to improve implementation of Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
5	8	My organization solicits feedback from external stakeholders to improve implementation of Campus Connections	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed Construct(s):

Satisfaction with program administrative practices and organization.

Rationale:

No clear existing surveys were provided in our literature search. However, this measure shows clear measurement with organizational and administrative practices displayed in the program. It has a focus on the overall structure and impact of the program.

Recommendations:

Inform all staff of the of the organizations and partnerships that Campus Connections have formed in the past and currently. Provide clear training manuals and invoke a sense of organization and structure within Campus Connections.

Measure 6

MeasureItem		Text	Response options
6	1	My organization has established relationships with a broad array of program funders	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

MeasureItem		Text	Response options
6	2	My organization has established relationships with policy and decision makers	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
6	3	The organizational staff (key directors, managers, and supervisors) have actively worked to change external systems so they are welcoming to the methods, philosophy, and values of the program	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
6	4	The organizational staff have received training about approaches for working with external partners and agencies	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
6	5	Organizational staff have enough resources to deliver the program effectively	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed Construct(s):

- 1. Perceived relationship with external partners.

- 2. Indication of clear program values and philosophies

Rationale:

No clear existing measure was found in the literature. The items clearly are aimed at understanding the Campus Connections' relationship with community partners. Additionally, items mention the philosophy and values within the program, which are usually indicated clearly in programs that provide clear mission statements.

Recommendations:

Inform staff of all program stakeholders and external funders. Ensure that resources are always available for the program to run effectively. Lastly, Inform staff of the philosophies of the program through a clear and informative mission statement(s).

Measure 7

MeasureItem		Text	Response options
7	1	A leadership work group exists to oversee implementation of the program	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	2	Leaders within the organization give specific guidance on technical issues of program delivery	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	3	Leaders within the organization are good at communicating reasons for changes in policies, procedures, or staffing	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	4	Leaders within the organization actively engage in resolving issues that get in the way of delivering the program effectively	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	5	Leaders within the organization are good at focusing on the issues that really matter at the practice level	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Measure	Item	Text	Response options
7	6	Leaders within the organization have been fair, respectful, considerate, and inclusive in their dealings with others	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	7	Leaders in the organization look for ways to align program practices with the overall mission, values, and philosophy of the organization	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	8	Leaders in the organization establish clear communication channels to share information with practitioners	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	9	Leaders in the organization work to build consensus when faced with issues on which there is little agreement about how to proceed	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	10	Leaders in the organization actively seek feedback from practitioners regarding needed supports for effective program delivery	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	11	Leaders in the organization are actively involved in activities to support implementation of Campus Connections, such as:	Header
7	11a	conducting employment interviews	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	11b	participating in practitioner training	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	11c	conducting performance assessments of individual practitioners	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
7	11d	creating more and better organization-level assessments to inform decision making	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed construct(s):

Perceived Leader effectiveness/empowerment

Rationale:

Arnold et al. (2000) provide a similar scale focused on measuring leader behavior called the *Empowerment Leadership Questionnaire* (ELQ). The ELQ is composed of 5-factors that indicate a great leader within an organization: 1.) Coaching, 2.) Informing, 3.) Showing concern/interacting, 4.) Participative decision making & 5.) Leading by example. All of which are components that contribute to being a good leader.

Recommendations:

First, identify leaders at Campus Connections. Next, train and improve their leadership skills based on the 5 leadership factors. Then promote efficacy of leaders and allow them to utilize positive skills in the program.

Measure 8

Measure	Item	Text	Response options
8	1	I would have a hard time finding another job at a different organization	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
8	2	I plan to leave this agency as soon as possible	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
8	3	I have too much time invested at this agency to leave	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
8	4	I expect to still be working at this agency in 5 years	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
8	5	I am committed to staying at this agency	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know
8	6	I would gain little from switching to a different organization	Strongly Disagree; Disagree; Agree; Strongly Agree; Not applicable to our program; Don't Know

Proposed construct(s):

Continuous organizational commitment.

Rationale:

Based on evidence from Jaros (2007), appears to be a measurement of ones commitment to Campus Connections. More specifically, continuous commitment. This continuous commitment is characterized by perceived costs (both economic & social) associated with leaving the Campus Connections program. It is used as a predictor of employee turnover, absenteeism and performance. This is a subscale of a 3-factor model associated with Overall organizational commitment.

Recommendations:

According to Meyer & Allen (1991), improvements of continuous commitment may be done through increases in pay and incentives. An easier and more practical strategy includes ensuring that employees of Campus Connections are receiving skills they feel are worthy and transferrable. Additionally, ensuring they are aware of the importance and implications of their job.

Acknowledgements