

Partners in Prevention Network Meeting

Wednesday 24th October 2007, Ross House

Minutes

Evaluation – Using surveys

Presentation by Berni Murphy, School of Health and Social Development, Deakin University

There are 3 kinds of evaluation =

Process – before/during project

Impact – short term effect

Outcome – long term effect

All three utilise same methods – surveys, focus groups, 1 to 1 interviews, observation (participant and external).

Surveys need to consider:

Format/layout	Content
Font – size, style, readability Headings (are they logical?) Features – boxes, sections Lines White space	Wording of title/intro (is it in plain language?) Demographic info Redundancies – what matters? Statements – words, order, scale Open ended questions
Use serif fonts, use upper case sparingly Space the characters out Never use more than 3 fonts Headings – from big to small Use white space, don't let it get cluttered 70% of people prefer to write on lines (for open ended questions) but dotted lines can soften The design of the survey impacts on the information you will get	Keep title short and sweet – think about who's filling it out Gender – have a line to fill in rather than boxes M or F (increases accessibility) Demographic info is easy to answer, good buy in before sensitive info Statements are easier to respond to than questions, think about scale <ul style="list-style-type: none">- agree, unsure, disagree- order of questions can influence answer- in focus group it's okay to ask about 'other people'- in survey need to ask 'what do you think'- have statements numbered for coding- make it extremely plain language and be consistent

When structuring questions always use the same order:

1. General questions, to warm people up
2. Specific questions on the topic of interest
3. Sensitive questions
4. Solutions

Open ended questions must be clear and have a specific purpose – know why you are asking them

Points of contact (eg. Drug and alcohol service or referral info) need to be attached separately – a card stapled to the survey.

Happy sheets (short workshop/forum feedback forms)

Think about the order of the questions – asking for negative feedback is sensitive

Readability – not too wordy, use white space

Three questions is enough

Further considerations

1. How do you distribute your survey?
 - Captive audience is best
 - If you send them out expect 7 in 100 to be returned
 - With phone call will rise to 14 in 100
 - Phone interview may be more effective

2. How do you interpret your information?
 - key into an excel spreadsheet
 - **Survey monkey is an online survey data entry tool many people have found useful.**

3. Triangulation – 3 sources is a good rule of thumb eg. Survey, interview, observation

Evaluating a Violence Prevention Program

Renee Imbesi – CASA House School's Program

CASA House is located at the Queen Vic Women's Centre on Lonsdale St and services the North West region of Melbourne.

Evaluation can seem scary but most people have the resources to do it within their organisation and there are advantages to managing it internally (eg. Young people will open up and be more honest with someone they know than with someone they've never met before like an external evaluator).

The school's program is constantly being evaluated with quantitative and qualitative methods. The latter can be helpful in understanding the former (eg you can ask young people to clarify survey results such as "If you have the knowledge [about sexual assault] what's the barrier to action?").

Immediate evaluation with students – pre and post test – showed positive impact of the program and the program has changed in response to student feedback.

In 2006 CASA House received funding from SFYS for longitudinal evaluation. Main question driving this was "How can we engage with schools more effectively?" (around the issue of SA).

The evaluation used separate gender focus groups with students as culture change is hard to measure with surveys. Then semi-structured 1 on 1 interviews which were very open but themes emerged. It is important to reward students for their involvement (eg pizza lunches, lollies, gift vouchers, movie tickets), particularly when

discussing sensitive issues, as you want them to leave feeling good about their participation.

See Renee's handout for further details (attached as a pdf)

Expand what you count as evidence – don't limit your assessment of the success of your intervention to victimisation/perpetration. Look for intermediate outcomes such as changes in school policy, feedback from staff about levels of sexual harassment, increased referrals to relevant services, improved attitudes amongst students and knowledge of services.

The centre for program evaluation at Melbourne University runs a variety of short courses on evaluation including "How to run focus groups."

If there is sufficient interest, the network could consider inviting Berni to run a session on focus groups for the network.

Network Meeting

Discussed email list and whether we wanted to move to an automated system such as a 'google group'. People expressed concern about the number of emails that might be generated. We agreed that we would set guidelines for list use, give people the opportunity to have a 'daily digest,' set the list so that replies go to the sender and not the list as a whole and monitor email traffic.

A draft form to get contributions for the Partners in Prevention website was passed around for feedback. The suggestions have been collated and it was agreed that another version would be forwarded to a couple of workers for further feedback. The final version will be sent to the list by the end of the year.

Stay tuned for details of the next Partners in Prevention network meeting in March 2008 focussing on program ideas – what works and what doesn't in working with young people to prevent violence.