



# Evaluation Resource Kit

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## **Campaspe Primary Care Partnership**



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## Introduction

The aim of the PACeN evaluation resource kit is to provide a local guide to assist organisations within the region to evaluate programs in a similar way to reduce duplication of time and effort and to increase the quality of evaluation in the area. Program evaluation requires extensive planning to ensure the evaluation will capture the most appropriate information and allow positive program outcomes to be documented.

Once the program evaluation has been planned, what are the next evaluation steps? This evaluation guide will help to capture the most important information through the evaluation process.

This tool guide provides information on how to design the most appropriate written questionnaires for a target audience; it suggests the types of questions that should be included in a questionnaire, with specifics for different populations and it details the style and format the questionnaire should follow. The guide also includes an example of a written survey.

Templates to assist with data entry, data management and evaluation planning are available on the Campaspe Primary Care Partnership website, so too are a summary of local evaluation tools that are available in the region, a template of a population table and an example of how to use the data management template.

## How to use this resource kit

As there are several segments to the evaluation resource kit, this section is designed to assist with using the resources provided.

### **‘Things to consider when creating a written survey’ section...**

This section provides suggestions and advice for how to improve the quality of a written questionnaire.

- It includes advantages and disadvantages of written surveys which allow people to determine whether written questionnaires are suitable for the target population being studied.
- It gives advice on how to prepare a good survey with tips such as ‘keeping it short’ and planning the analysis.
- How to structure questions properly
- Choosing a sample is the last section which details the most appropriate way to choose participants.

### **‘Physical Activity and Nutrition Survey Bank’ section...**

This section provides universal questions that can be used in written surveys, for a variety of health priority areas.

- It includes general demographic questions for different target areas such as gender, education level, financial income, ethnicity etc.
- It details general nutrition questions that can be used among different populations such as primary and secondary and the general adult population.
- It gives detail about questions that relate to food security that should be asked in a written survey.
- It also explores questions around physical activity and body image and the populations that relate to these issues.
- The last section in this resource demonstrates the questions that should be asked if wanting to use a post training session evaluation.

### **‘Evaluation Tool Style Guide’ section...**

This section explores the generic style that a written survey should utilise:

This includes;

- The text and size of headers and footers, fonts, headings and body of the document.
- This section provides information about coding qualitative data. Coding qualitative data makes data entry much easier when it is time to analyse the data.
- The style guide also details what type of demographic questions should be included for a particular target group.

Useful templates and examples are displayed as appendices at the end of this kit.



Things to consider when

# Creating a Written Survey

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References:

This guide was developed using online resources:

<http://www.statpac.com/surveys/index.htm#TOC>

<http://www.surveysystem.com/sdesign.htm#design>

## Introduction

The aim of this guide is to assist you with developing a good quality written survey that can be used to capture relevant and worthwhile information. A high response rate and well structured questions are two of the main elements to ensuring that the information you obtain is accurate and usable.

This guide contains suggestions and advice for how to improve the quality of your survey. It is not designed to be prescriptive for every survey, as a good survey will be tailored to its target population and goals. Local knowledge and understanding of the population group is invaluable in ensuring that the survey is relevant. Remember, there are no “right and wrongs” and providing rigid guidelines is difficult due to the varying nature of each survey.

## Advantages of Written Surveys

- |                        |  |
|------------------------|--|
| <b>Cost effective</b>  | compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographic areas.  |
| <b>Easy to analyse</b> | Data entry and tabulation for nearly all surveys can be easily done using a range of computer software.  |
| <b>Familiarity</b>     | Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.  |
| <b>Reduced bias</b>    | There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent. |
| <b>Less intrusive</b>  | than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his own time-table.  |

## Disadvantages of Written Questionnaires

### **The possibility of low response rates**

Response rates vary widely from one questionnaire to another (10% - 90%), however well designed studies should produce high response rates.

### **The inability to probe responses**

Questionnaires are structured instruments. They allow little flexibility to the respondent and often lose the "flavor of the response" resulting in the respondents often wanting to qualify their answers. This can be partially overcome by leaving adequate space for comments. Comments are among the most helpful of all the information on the questionnaire, and they usually provide insightful information that would have otherwise been lost.

Gestures and other visual cues are not available with written questionnaires. The lack of personal contact will have different effects depending on the type of information being requested. A questionnaire requesting factual information will probably not be affected by the lack of personal contact. A questionnaire probing sensitive issues or attitudes may be severely affected.

### **Respondents**

When returned questionnaires arrive in the mail, it's natural to assume that the respondent is the same person you sent the questionnaire to. This may not actually be the case. Many times business questionnaires get handed to other employees for completion. Wives sometimes respond for their husbands. Kids respond as a prank. For a variety of reasons, the respondent may not be who you think it is. It is a confounding error inherent in questionnaires.

### **Not suitable for all**

Questionnaires are simply not suited for some people. For example, a written survey to a group of poorly educated people might not work because of reading skill problems.

## Preparing a good survey

- Know your goals:** One of the best ways to clarify your study goals is to decide how you intend to use the information. Do this before you design the survey. This sounds obvious, but many researchers neglect this task. Why do research if the results will not be used? Be sure to commit the survey goals to writing. Whenever you are unsure of a question, refer to the survey goals and a solution will become clear. Ask only questions that directly address the survey goals. Avoid the temptation to ask questions because it would be "interesting to know".
- Keep it short:** As a general rule long questionnaires get less response than short questionnaires. Response rate is the single most important indicator of how much confidence you can place in the results. Therefore, you must do everything possible to maximize the response rate. If you need to eliminate some questions, read each question and ask, "How am I going to use this information?" If the information will be used in a decision-making process, then keep the question... it's important. If not, delete it!
- Plan the analysis:** Formulate a plan for doing the statistical analysis during the design stage of the survey. Know how every question will be analyzed and be prepared to handle missing data. If you cannot specify how you intend to analyze a question or use the information, do not use it in the survey.
- Cover letter:** Provide a well-written cover letter (if relevant) as this will influence the respondent's first impressions. It provides your best chance to persuade the respondent to complete the survey.
- Choosing a title:** Give your questionnaire a title that is short and meaningful to the respondent. A questionnaire with a title is generally perceived to be more credible than one without.
- Instructions:** Include clear and concise instructions on how to complete the questionnaire. These must be very easy to understand, so use short sentences and basic vocabulary. Be sure to print the return address on the questionnaire itself (since questionnaires often get separated from the reply envelopes).

## Structuring the questions

### **Order of questions**

Begin with a few non-threatening and interesting questions. If the first items are too threatening or "boring", there is a chance that the person will not complete the rest of the questionnaire. Make them want to continue by putting interesting questions first.

Place the most important items in the first half of the questionnaire. Respondents often send back partially completed questionnaires. By putting the most important items near the beginning, the partially completed questionnaires will still contain important information

### **Language**

The wording of a question should be simple and to the point. Do not use uncommon words or long sentences. This will reduce misunderstandings and make the questionnaire appear easier to complete. Bold, italics or underlining can be used to emphasize crucial words.

### **Allow enough space for answers**

Leaving space for comments will provide valuable information not captured by the response categories. Leaving white space (rather than lines) also makes the questionnaire look easier and this increases response.

### **Try it out**

The final test of a questionnaire is to try it on representatives of the target audience. If there are problems with the questionnaire, they almost always show up here. If possible, be present while a respondent is completing the questionnaire and tell her that it is okay to ask you for clarification of any item. The questions she asks are indicative of problems in the questionnaire.

## Qualities of Good Questions

### **Evokes the truth**

Questions must be non-threatening. When a respondent is concerned about the consequences of answering a question in a particular manner, there is a good possibility that the answer will not be truthful. Anonymous questionnaires that contain no identifying information are more likely to produce honest responses than those identifying the respondent. If your questionnaire does contain sensitive items, be sure to clearly state your policy on confidentiality.

### **Asks for an answer on only one dimension**

The purpose of a survey is to find out information. A question that asks for a response on more than one dimension will not provide the information you are seeking. For example, a researcher investigating a new food snack asks "Do you like the texture and flavor of the snack?" If a respondent answers "no", then the researcher will not know if the respondent dislikes the texture or the flavor, or both. Another questionnaire asks, "Were you satisfied with the quality of our food and service?" Again, if the respondent answers "no", there is no way to know whether the quality of the food, service, or both were unsatisfactory. A good question asks for only one "bit" of information.

### **Can accommodate all possible answers**

Multiple choice items are the most popular type of survey questions because they are generally the easiest for a respondent to answer and the easiest to analyze. Asking a

question that does not accommodate all possible responses can confuse and frustrate the respondent. For example, consider the question:

What brand of computer do you own? \_\_\_

A. IBM PC

B. Apple

Clearly, there are many problems with this question. What if the respondent doesn't own a computer? What if he owns a different brand of computer? What if he owns both an IBM PC and an Apple?

There are two ways to correct this kind of problem. The first way is to make each response a separate dichotomous item on the questionnaire. For example:

Do you own an IBM PC? (circle: Yes or No)

Do you own an Apple computer? (circle: Yes or No)

Another way to correct the problem is to add the necessary response categories and allow multiple responses. This is the preferable method because it provides more information than the previous method.

What brand of computer do you own?

(Check all that apply)

- Do not own a computer
- IBM PC
- Apple
- Other

### Have mutually exclusive options

A good question leaves no ambiguity in the mind of the respondent. There should be only one correct or appropriate choice for the respondent to make. An obvious example is:

Where did you grow up?

- A. country
- B. farm
- C. city

A person who grew up on a farm in the country would not know whether to select choice A or B. This question would not provide meaningful information. Worse than that, it could frustrate the respondent and the questionnaire might find its way to the trash.

### Produces variability of responses

When a question produces no variability in responses, we are left with considerable uncertainty about why we asked the question and what we learned from the information. If a question does not produce variability in responses, it will not be possible to perform any statistical analyses on the item. For example:

What do you think about this report?

- A. It's the worst report I've read
- B. It's somewhere between the worst and best
- C. It's the best report I've read

Since almost all responses would be choice B, very little information is learned. Design your questions so they are sensitive to differences between respondents. As another example:

Are you against drug abuse? (circle: Yes or No)

Again, there would be very little variability in responses and we'd be left wondering why we asked the question in the first place.

### Follows comfortably from the previous question

Transitions between questions should be smooth. Grouping questions that are similar will make the questionnaire easier to complete, and the respondent will feel more comfortable. Questionnaires that jump from one unrelated topic to another feel disjointed and are not likely to produce high response rates.

### **Do not presuppose a certain state of affairs**

Among the most subtle mistakes in questionnaire design are questions that make an unwarranted assumption. An example of this type of mistake is:

Are you satisfied with your current auto insurance? (Yes or No)

This question will present a problem for someone who does not currently have auto insurance. Write your questions so they apply to everyone. This often means simply adding an additional response category.

Are you satisfied with your current auto insurance?

Yes

No

Don't have auto insurance

One of the most common mistaken assumptions is that the respondent knows the correct answer to the question. Industry surveys often contain very specific questions that the respondent may not know the answer to. For example:

What percent of your budget do you spend on direct mail advertising? \_\_\_\_\_

Very few people would know the answer to this question without looking it up, and very few respondents will take the time and effort to look it up. If you ask a question similar to this, it is important to understand that the responses are rough estimates and there is a strong likelihood of error.

### **Do not imply a desired answer**

The wording of a question is extremely important. We are striving for objectivity in our surveys and, therefore, must be careful not to lead the respondent into giving the answer we would like to receive. Leading questions are usually easily spotted because they use negative phraseology. As examples:

Wouldn't you like to receive our free brochure?

Don't you think the Congress is spending too much money?

### **Do not use emotionally loaded or vaguely defined words**

This is one of the areas overlooked by both beginners and experienced researchers. Quantifying adjectives (e.g., most, least, majority) are frequently used in questions. It is important to understand that these adjectives mean different things to different people.

### **Do not use unfamiliar words or abbreviations**

Remember who your audience is and write your questionnaire for them. Do not use

uncommon words or compound sentences. Write short sentences. Abbreviations are okay if you are absolutely certain that every single respondent will understand their meanings. If there is any doubt at all, do not use the abbreviation. The following question might be okay if all the respondents are accountants, but it would not be a good question for the general public.

What was your AGI last year? \_\_\_\_\_

### **Is not dependent on responses to previous questions**

Branching in written questionnaires should be avoided. While branching can be used as an effective probing technique in telephone and face-to-face interviews, it should not be used in written questionnaires because it sometimes confuses respondents. An example of branching is:

1. Do you currently have a life insurance policy? (Yes or No) If no, go to question 3
2. How much is your annual life insurance premium? \_\_\_\_\_

These questions could easily be rewritten as one question that applies to everyone:

1. How much did you spend last year for life insurance? \_\_\_\_\_

### **Do not ask the respondent to order or rank a series of more than five items.**

Questions asking respondents to rank items by importance should be avoided. This becomes increasingly difficult as the number of items increases, and the answers become less reliable. Limiting the number of items to five will make it easier for the respondent to answer.

### **The "Don't Know", "Undecided", and "Neutral" Response Options**

There is some debate as to when and how to include a "don't know", "undecided" or "neutral" response. Whilst there is no right or wrong, it is suggested to allow a "don't know" or "not applicable" response to all questions, except those which you are certain that all respondents will have a clear answer. These options allow respondents to state that they have no opinion or have not thought about a particular issue.

In some cases, "don't know" or "not applicable" will represent respondents' most honest answers to some of your questions. In many cases however, the "don't know" or "neutral" responses are wasted answers as far as the researcher is concerned, but are necessary alternatives to avoid frustrated respondents. Respondents who feel they are being coerced into giving an answer they do not want to give often do not complete the questionnaire. For example, many people will abandon a questionnaire that asks them to specify their income, without offering a "decline to state" choice.



## Choosing a sample

### Sampling

It is incumbent on the researcher to clearly define the target population. There are no strict rules to follow, and the researcher must rely on logic and judgment.

- Sometimes, the entire population will be sufficiently small, and the researcher can include the entire population in the study. This type of research is called a *census* study because data is gathered on every member of the population.
- Usually, the population is too large for the researcher to attempt to survey all of its members. A small, but carefully chosen *sample* can be used to represent the population. The sample reflects the characteristics of the population from which it is drawn.

Choosing a sample:

- *Random sampling* is the purest form of probability sampling. Each member of the population has an equal and known chance of being selected. When there are very large populations, it is often difficult or impossible to identify every member of the population, so the pool of available subjects becomes biased.
- *Systematic sampling* is often used instead of random sampling. It is also called an *Nth name selection* technique. After the required sample size has been calculated, every Nth record is selected from a list of population members. As long as the list does not contain any hidden order, this sampling method is as good as the random sampling method. Its only advantage over the random sampling technique is simplicity. Systematic sampling is frequently used to select a specified number of records from a computer file.
- *Stratified sampling* is commonly used probability method that is superior to random sampling because it reduces sampling error. A *stratum* is a subset of the population that share at least one common characteristic. The researcher first identifies the relevant strata and their actual representation in the population. Random sampling is then used to select subjects from each stratum until the number of subjects in that stratum is proportional to its frequency in the population. Stratified sampling is often used when one or more of the strata in the population have a low incidence relative to the other strata.
- *Convenience sampling* is used in exploratory research where the researcher is interested in getting an inexpensive approximation of the truth. As the name implies, the sample is selected because they are convenient. This non-probability method is often used during preliminary research efforts to get a gross estimate of the results, without incurring the cost or time required to select a random sample.
- *Judgment sampling* is a common non-probability method. The researcher selects the sample based on judgment. This is usually an extension of convenience sampling. For example, a researcher may decide to draw the entire sample from one "representative" city, even though the population includes all cities. When using this method, the researcher must be confident that the chosen sample is truly representative of the entire population.
- *Quota sampling* is the non-probability equivalent of stratified sampling. Like stratified sampling, the researcher first identifies the strata and their proportions as they are represented in the population. Then convenience or judgment sampling is used to select the required number of subjects from each stratum. This differs from stratified sampling, where the strata are filled by random sampling.
- *Snowball sampling* is a special non-probability method used when the desired sample characteristic is rare. It may be extremely difficult or cost prohibitive to locate respondents in these situations. Snowball sampling relies on referrals from initial subjects to generate additional subjects. While this technique can dramatically lower search costs, it comes at the

expense of introducing bias because the technique itself reduces the likelihood that the sample will represent a good cross section from the population.

## Summary

- ◆ **Know your goals**
- ◆ **Keep it short**
- ◆ **Plan the analysis**
- ◆ **Place important questions towards the start of the survey**
- ◆ **Use simple language**
- ◆ **Leave white space for answers rather than lines**
- ◆ **Ask one “bit” of information per question**
- ◆ **Make sure all possible answers are accommodated for**
- ◆ **Offer a “don’t know” (or similar) option if there is a possibility that the respondent may not know the answer**
- ◆ **A good response rate is the single most important indicator of how much confidence you can place in the results**



# Physical Activity & Nutrition Survey Question Bank

Version 1.0 dated September 2010

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## Introduction

The *PACeN Physical Activity & Nutrition Survey Question Bank* has been developed as a local resource for health professionals in the Campaspe region.

The objectives of the *PACeN Question Bank* are to:

- assist health professionals with their choice of questions when creating an evaluation tool
- recommend high quality , validated questions
- reduce duplication of effort
- increase the quality of evaluation in the local area
- increase the possibility of transferring data and findings from one project/survey to another
- promote consistency.

## Acknowledgements

Information from the following sources was used to create the *PACeN Physical Activity & Nutrition Survey Question Bank*:

- Deakin University
- LaTrobe University
- Victorian Government Department of Health
- Victorian Government Department of Planning and Community Development
- Australian Bureau of Statistics.

## Instructions for use

As mentioned in the *PACeN Tips for Creating a Survey*, when creating a survey it is essential to consider your target audience, what information you need to obtain and how you plan to use this data. It is essential to plan your evaluation as early as possible, using your evaluation plan to guide the evaluation that needs to occur.

The questions suggested in the PACeN Question Bank are high quality, validated questions that we recommend for use at a local level. The PACeN Question Bank is not intended to be prescriptive for all surveys created, but rather offer choices and recommendations for commonly asked questions in health promotion.

## Demographic Information

### Age

Population	Recommended question	Comment
General adult population	What is your age? (please tick)  <input type="checkbox"/> <sub>1</sub> Under 25 <input type="checkbox"/> <sub>2</sub> 26 - 35 <input type="checkbox"/> <sub>3</sub> 36 - 45 <input type="checkbox"/> <sub>4</sub> 46 - 55 <input type="checkbox"/> <sub>5</sub> 56 - 65 <input type="checkbox"/> <sub>6</sub> 66 - 75 <input type="checkbox"/> <sub>7</sub> 76 - 85 <input type="checkbox"/> <sub>8</sub> Over 85	
School aged children	Date of birth: ___/___/___  dd mm yy	This level of detail is only needed if collecting individual data such as anthropometric data or screening questions which will be influenced by
Secondary school population	What year level are you in? (please tick)  <input type="checkbox"/> <sub>1</sub> Year 7 <input type="checkbox"/> <sub>2</sub> Year 8 <input type="checkbox"/> <sub>3</sub> Year 9 <input type="checkbox"/> <sub>4</sub> Year 10 <input type="checkbox"/> <sub>5</sub> Year 11 <input type="checkbox"/> <sub>6</sub> Year 12	If asking questions relating to knowledge, behavior, feedback or reflections, we recommend grouping the population by year level rather than age.
Primary school population	What grade are you in? (please tick)  <input type="checkbox"/> <sub>1</sub> Prep <input type="checkbox"/> <sub>2</sub> Grade 1 <input type="checkbox"/> <sub>3</sub> Grade 2 <input type="checkbox"/> <sub>4</sub> Grade 3 <input type="checkbox"/> <sub>5</sub> Grade 4 <input type="checkbox"/> <sub>6</sub> Grade 5 <input type="checkbox"/> <sub>7</sub> Grade 6	If asking questions relating to knowledge, behavior, feedback or reflections, we recommend grouping the population by grade rather than age.

Gender

Population	Recommended question	Comment
General adult population	<p>What is your gender? (please circle)</p> <p>M<sub>1</sub>          F<sub>2</sub></p>	
Secondary school population	<p>Are you <input type="checkbox"/><sub>1</sub> Male or <input type="checkbox"/><sub>2</sub> Female?</p>	
Primary school population	<p>Are you a <input type="checkbox"/><sub>1</sub> Boy or <input type="checkbox"/><sub>2</sub> Girl?</p>	
Parents of children	<p>Child's Gender: <input type="checkbox"/><sub>1</sub> Male    <input type="checkbox"/><sub>2</sub> Female</p>	<p>For parents answering questions about their child</p>

## Education level

### General adult population

1. What is the highest level of education that you have completed?

- <sub>1</sub> Less than Year 10
- <sub>2</sub> Less than Year 12
- <sub>3</sub> Completed Year 12
- <sub>4</sub> Some of a TAFE course/ trade qualification  
*please specify:*\_\_\_\_\_
- <sub>5</sub> Completion of TAFE course / trade qualification  
*please specify:*\_\_\_\_\_
- <sub>6</sub> Some of University degree
- <sub>7</sub> Completion of university degree
- <sub>8</sub> Other  
*please specify:*\_\_\_\_\_

The following options can be added to the above options if you are trying to establish details of higher qualifications and you think it's relevant to your target audience. (Add these option in before the last Other (please specify): box)

- <sub>9</sub> Post graduate diploma or certificate
- <sub>10</sub> Masters degree
- <sub>11</sub> Other advanced degree  
*please specify:*\_\_\_\_\_

## Financial income

1. What is the total of all wages/salaries, government benefits, pensions, allowances and other income that your household usually receives per week? Please indicate the gross total, which is the total amount before tax.

- <sub>1</sub> Negative/ nil income
- <sub>2</sub> \$1 to \$249
- <sub>3</sub> \$250 to \$499
- <sub>4</sub> \$500 to \$749
- <sub>5</sub> \$750 to \$999
- <sub>6</sub> \$1000 to \$1699
- <sub>7</sub> \$1700 to \$2999
- <sub>8</sub> \$3000 or more

2. How many income earners are there living in your household (must be over 15):\_\_\_\_\_

3. Which best describes your work situation? (Tick as many boxes as apply)

- <sub>1</sub> Full time: self- employed or employee
- <sub>2</sub> Part- time: self- employed or employee
- <sub>3</sub> Unemployed, seeking work
- <sub>4</sub> Unemployed, disability/other pension
- <sub>5</sub> Working in the home/ home duties
- <sub>6</sub> Retired
- <sub>7</sub> Student
- <sub>8</sub> Other

*please specify:*\_\_\_\_\_

Could delete the "self-employed or employee" in the first two tick boxes if you think that this is not relevant and makes the question too complex.

## Marital Status

1. What is your current marital status?

<sub>1</sub> Single, never married

<sub>2</sub> Married/ De facto

<sub>3</sub> Divorced/separated

<sub>4</sub> Widowed

<sub>5</sub> Other

*please specify:* \_\_\_\_\_

## Ethnicity

1. Are you of Aboriginal or Torres Strait Islander origin? <sub>1</sub> Yes <sub>2</sub> No

2. Were you born in Australia? <sub>1</sub> Yes <sub>2</sub> No

If NO: a) In what country were you born? \_\_\_\_\_

b) What year did you arrive in Australia? \_\_\_\_\_

## Nutrition questions

### Primary and Secondary population

The following questions require the students to think about the food that they ate **yesterday**, or the last day of school that they attended.

We recommend that this survey **not** be completed on a Monday or a day following public holiday/school holidays as this may reduce the student's ability to recall information accurately.

**The first five questions are about the food and drink that you ate yesterday (or the last day of school you attended). Read the question, then spend a few moments thinking about how much of the food/drink you had yesterday and tick your answer in the boxes below.**

1. How many serves of **fruit** did you eat yesterday?  
(1 serving = 1 apple, banana or orange, or 2 mandarins, or a cup of diced fruit or fruit salad)
  - <sub>0</sub> None
  - <sub>1</sub> 1 serve
  - <sub>2</sub> 2 serves
  - <sub>3</sub> 3 serves
  - <sub>4</sub> 4 serves
  - <sub>5</sub> 5 serves
  - <sub>x</sub> 6 serves or more
  
2. How many serves of **vegetables** did you eat yesterday?  
(1serve = ½ cup cooked vegetables of 1 cup of salad vegetables, don't count hot chips)
  - <sub>0</sub> None
  - <sub>1</sub> 1 serve
  - <sub>2</sub> 2 serves
  - <sub>3</sub> 3 serves
  - <sub>4</sub> 4 serves
  - <sub>5</sub> 5 serves
  - <sub>x</sub> 6 serves or more
  
3. Yesterday, how many serves of **snack food** did you eat such as potato chips, muesli bars, cake, biscuits, twisties, roll ups etc.  
(1 serve = small snack pack of chips or half a standard 50 gm pack of chips, 1 muesli bar, 1 LCM or roll-up, 2 sweet biscuits, small piece of cake or slice)
  - <sub>0</sub> None
  - <sub>1</sub> 1 serve

- <sub>2</sub> 2 serves
- <sub>3</sub> 3 serves
- <sub>4</sub> 4 serves
- <sub>x</sub> 5 serves or more

4. Yesterday, how many serves of **soft drink** (eg coke, fanta, solo etc) did you have?  
Do not count diet soft drink.

(1 serve = 1 glass or 250 mls , 1 can = 1½ serves)

\_\_\_\_\_serves

5. Yesterday, how many serves of **diet soft drink** (eg, diet coke, coke zero, sprite zero) did you have?

(1 serve = 1 glass or 250 mls , 1 can = 1½ serves)

\_\_\_\_\_serves

6. Yesterday, how many serves of **cordial, fruit juices or sports drink** did you have? Eg primas, gaterade, Mr D)

(1 serve = 1 glass or 250 mls of cordial or fruit juice, or 1 prima)

\_\_\_\_\_ serves

7. Yesterday, how many serves of **water** did you have?

(1 serve = 250ml)

\_\_\_\_\_ serves

8. Did you have breakfast this morning?

<sub>1</sub> Yes      <sub>2</sub> No

9. How often do you eat **food from a takeaway?**

(eg McDonalds, KFC, pizza, fish and chips, hamburgers, hotdogs, kebabs, pies or sausage rolls)

- <sub>0</sub> Most days
- <sub>1</sub> 2-3 days a week
- <sub>2</sub> One day a week
- <sub>3</sub> 2-3 days a month
- <sub>4</sub> Once a month (or less)

**General adult population**

1. How many serves of **fruit** do you usually eat each day?  
(1 serving = 1 apple, banana or orange, or 2 mandarins, or a cup of diced fruit or fruit salad)
  - <sub>0</sub> None
  - <sub>1</sub> 1 serve
  - <sub>2</sub> 2 serves
  - <sub>3</sub> 3 serves
  - <sub>4</sub> 4 serves
  - <sub>5</sub> 5 serves
  - <sub>x</sub> 6 serves or more
  
2. How many serves of **vegetables** do you usually eat each day?  
(1 serve = 1/2 cup cooked vegetables or 1 cup of salad vegetables, don't count hot chips)
  - <sub>0</sub> None
  - <sub>1</sub> 1 serve
  - <sub>2</sub> 2 serves
  - <sub>3</sub> 3 serves
  - <sub>4</sub> 4 serves
  - <sub>5</sub> 5 serves
  - <sub>x</sub> 6 serves or more
  
3. How many serves of **snack food** do you usually eat each day?  
Includes potato chips, muesli bars, cake, biscuits, twisties, roll ups etc.  
(1 serve = small snack pack of chips or half a standard 50 gm pack of chips, 1 muesli bar, 1 LCM or roll-up, 2 sweet biscuits, small piece of cake or slice)
  - <sub>0</sub> None
  - <sub>1</sub> 1 serve
  - <sub>2</sub> 2 serves
  - <sub>3</sub> 3 serves
  - <sub>4</sub> 4 serves
  - <sub>5</sub> 5 serves
  - <sub>x</sub> 6 serves or more
  
4. How many days a week do you eat **food from a take away?**  
(eg McDonalds, KFC, pizza, fish and chips, hamburgers, hotdogs, kebabs, pies or sausage rolls)
  - <sub>0</sub> Most days
  - <sub>1</sub> 2-3 days a week
  - <sub>2</sub> One day a week

- <sub>3</sub> 2-3 days a month  
<sub>4</sub> Once a month (or less)

5. On a usual day, how many serves of **soft drink** (eg coke, fanta, solo etc) do you have?  
Do not count diet soft drink.  
(1 serve = 1 glass or 250 mls , 1 can = 1½ serves)

\_\_\_\_\_ serves

6. On a usual day, how many serves of **diet soft drink** (eg, diet coke, coke zero, sprite zero) do you have?  
1 serve = 1 glass or 250 mls , 1 can = 1½ serves)

\_\_\_\_\_ serves

7. On a usual day, how many serves of **cordial, fruit juices or sports drink** do you have? Eg primas, gaterade, Mr D)  
(1 serve = 1 glass or 250 mls, or 1 prima)

\_\_\_\_\_ serves

8. On a usual day, how many serves of **water** do you have?  
(1 glass = 250ml)

\_\_\_\_\_ serves

9. How often do you have a drink containing alcohol?

- <sub>1</sub> 4 or more times a week  
<sub>2</sub> 2-3 times a week  
<sub>3</sub> 2-4 times a month  
<sub>4</sub> Monthly or less  
<sub>5</sub> Never

10. Do you smoke?

- <sub>1</sub> Never smoked  
<sub>2</sub> Have quit smoking, how many years ago? \_\_\_\_\_  
<sub>3</sub> Currently smoke

## Food security

The following 3 questions are screening questions used to detect the presence of food insecurity

1. In the past 12 months, were there any times when you were **concerned** that you **might** run out of food and not afford to buy more?

- <sub>1</sub> Often  
<sub>2</sub> Sometimes  
<sub>3</sub> Rarely  
<sub>4</sub> Never

2. In the past 12 months, were they any times when you **did** run out of food for your household and couldn't afford to buy more?

- <sub>1</sub> Often  
<sub>2</sub> Sometimes  
<sub>3</sub> Rarely  
<sub>4</sub> Never

3. In the past 12 months, did you or other adults in your household ever **reduce** the size of your meals or **skip meals** because you were concerned that you would run out of food?

- <sub>1</sub> Often  
<sub>2</sub> Sometimes  
<sub>3</sub> Rarely  
<sub>4</sub> Never

If you have reason to believe that your target audience does have food insecurity, then the following questions should be asked to gather further details relating to the cause of food insecurity.

4. At times, do you find it difficult to get to the shop to buy food?

- <sub>1</sub> Yes                      <sub>2</sub> No

5. If it is difficult for you to get to the shop to buy food, please tell us the reasons why. (Tick more than one box if relevant)

- Transport      <sub>1</sub> Don't have access to a car  
<sub>2</sub> Buses aren't convenient  
<sub>3</sub> Costs too much to use a taxi

- Location        <sub>4</sub> Too far too walk or ride

<sub>5</sub> No bus stops close enough

Other (please explain): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Physical Activity Questions

The questions relating to physical activity have been divided into groups relating to:

- Active transport
- Screen time
- Physical activity

Please consider which questions are relevant to your evaluation and include as necessary.

### Primary population

#### **Active Transport**

1. In a usual week, how often are you driven to school? (maximum 10 times a week)  
\_\_\_ times
2. In a usual week, how many times did you walk, bike or skoot to or from school?  
(walk to and from school on one day = 2 times, walking to school and driven home = 1 time)  
\_\_\_ times
3. How long does/would it take you to walk to your school from home?  
<sub>1</sub> less than 15 minutes  
<sub>2</sub> 15-30 minutes  
<sub>3</sub> more than 30 minutes

#### **Screen time**

1. Do you have a TV in your bedroom?  
<sub>1</sub> Yes      <sub>2</sub> No
2. In a usual school week, how many minutes per day do you spend watching TV, videos or DVDs in your spare time?  
<sub>1</sub> 0-30 minutes  
<sub>2</sub> 30 minutes to 1 hour  
<sub>3</sub> 1 hour to 1.5 hours  
<sub>4</sub> 1.5 hours to 2 hours

<sub>5</sub> 2 hours to 2.5 hours

<sub>6</sub> 2.5 hours to 3 hours

<sub>7</sub> More than 3 hours

3. Do you have a computer or electronic games console? (eg Nintendo, Playstation, Xbox)

<sub>1</sub> Yes

<sub>2</sub> No

4. In a usual school week, how many minutes per day do you spend playing video games, electronic games or using the computer (not for homework)?

<sub>1</sub> up to 30 minutes

<sub>2</sub> 30 minutes to 1 hour

<sub>3</sub> 1 hour to 1.5 hours

<sub>4</sub> 1.5 hours to 2 hours

<sub>5</sub> 2 hours to 2.5 hours

<sub>6</sub> 2.5 hours to 3 hours

<sub>7</sub> More than 3 hours

### **Physical activity**

1. In a usual week, how many times do you participate in organized sport out of school hours? (i.e., football, netball, karate, swimming, dance)

\_\_\_\_\_ times

2. In the last week how many times have you walked continuously for at least 10 minutes either for recreation, exercise or to get to and from places?

\_\_\_\_\_ times

## Secondary population

In the past some surveys measuring active transport have not allowed for students who live out of town and although they catch the bus to/from school, undertake significant active transport to get to/from their local bus stop. These questions have been modified to cater for students catching the bus to school, which is most likely to occur during secondary school

1. In a usual week, how often are you driven to school or the bus stop? (maximum 10 times a week)

\_\_\_\_\_ times

2. In a usual week, how many times did you walk or bike to or from school or the bus stop? (walk to and from school on one day = 2 times, walking to school and driven home = 1 time)  
\_\_\_ times
3. How long does/would it take you to walk to your school/ or your bus stop from home?
  - <sub>1</sub> less than 15 minutes
  - <sub>2</sub> 15-30 minutes
  - <sub>3</sub> more than 30 minutes

### **Screen time**

1. Do you have a TV in your bedroom?
  - <sub>1</sub> Yes
  - <sub>2</sub> No
2. In a usual school week, how many minutes per day do you spend watching TV, videos or DVDs in your spare time?
  - <sub>1</sub> 0-30 minutes
  - <sub>2</sub> 30 minutes to 1 hour
  - <sub>3</sub> 1 hour to 1.5 hours
  - <sub>4</sub> 1.5 hours to 2 hours
  - <sub>5</sub> 2 hours to 2.5 hours
  - <sub>6</sub> 2.5 hours to 3 hours
  - <sub>7</sub> More than 3 hours
3. Do you have a computer or electronic games console? (eg Nintendo, Playstation, Xbox)
  - <sub>1</sub> Yes
  - <sub>2</sub> No
4. In a usual school week, how many minutes per day do you spend playing video games, electronic games or using the computer (not for homework)?
  - <sub>1</sub> up to 30 minutes
  - <sub>2</sub> 30 minutes to 1 hour
  - <sub>3</sub> 1 hour to 1.5 hours
  - <sub>4</sub> 1.5 hours to 2 hours
  - <sub>5</sub> 2 hours to 2.5 hours
  - <sub>6</sub> 2.5 hours to 3 hours
  - <sub>7</sub> More than 3 hours

### **Physical activity**

1. In a usual week, how many times do you participate in organized sport out of school hours? (i.e., football, netball, karate, swimming, dance)

\_\_\_\_\_ times

2. In the last week how many times have you walked continuously for at least 10 minutes either for recreation, exercise or to get to and from places?

\_\_\_\_\_ times

---

<b>General adult population</b>
---------------------------------

1. Last week how many times did you do:

- a. 30 minutes or more of light physical activity (eg, walking) . This may include activity that lasted 10 minutes or more that totaled 30 minutes or more for the day

\_\_\_\_\_times

- b. 30 minutes or more of moderate intensity physical activity that increases your heart rate or makes you breathe harder than normal (eg slow cycling)

\_\_\_\_\_times

- c. 30 minutes or more of vigorous intensity activity that makes you sweat or puff and pant (eg, jogging, digging)

\_\_\_\_\_times

2. In the last week how many **times** have you walked continuously for at least 10 minutes either for recreation, exercise or to get to and from places?

\_\_\_\_\_times

---

## Body Image Questions

### Primary school population

1. How often are you teased about your weight?
  - <sub>1</sub> Never
  - <sub>2</sub> Hardly ever
  - <sub>3</sub> Sometimes
  - <sub>4</sub> Quite often
  - <sub>5</sub> Very often
  
2. How would you describe your weight?
  - <sub>1</sub> Underweight
  - <sub>2</sub> Slightly underweight
  - <sub>3</sub> About the right weight
  - <sub>4</sub> Slightly overweight
  - <sub>5</sub> Overweight
  
3. During the past 12 months, have you tried to lose weight?
  - <sub>1</sub> Yes
  - <sub>2</sub> No

## Secondary school population

1. How often are you teased about your weight?
  - <sub>1</sub> Never
  - <sub>2</sub> Hardly ever
  - <sub>3</sub> Sometimes
  - <sub>4</sub> Quite often
  - <sub>5</sub> Very often
  
2. How would you describe your weight?
  - <sub>1</sub> Underweight
  - <sub>2</sub> Slightly underweight
  - <sub>3</sub> About the right weight
  - <sub>4</sub> Slightly overweight
  - <sub>5</sub> Overweight
  
3. How happy are you with your weight and size?
  - <sub>1</sub> Very unhappy
  - <sub>2</sub> Unhappy
  - <sub>3</sub> In between / OK
  - <sub>4</sub> Happy
  - <sub>5</sub> Very happy
  
4. Which of these statements most closely applies to you?  
I am.....
  - <sub>1</sub> not doing anything about my weight
  - <sub>2</sub> trying to stay at my current weight
  - <sub>3</sub> trying to lose weight
  - <sub>4</sub> trying to gain weight
  
5. During the past 12 months, have you tried to lose weight?
  - <sub>1</sub> Yes
  - <sub>2</sub> No

## Post Training Evaluation

Questions can be asked individually or in a tick the box table. The advantage of the table is that it uses less space within the survey. The disadvantage is that the respondent may not read each question individually and that answers may be skewed.

There are many different scales that can be used to rate statements or questions. There are no right and wrong but make sure that you choose a rating scale that is relevant to you. Greater options in the scale (i.e., 1-10) allow for more specific answers, but can be harder to analyse. Too few options (i.e., good, bad, ok) may not be sensitive enough to provide worthwhile information. The wording of the question and the wording of the rating scale is very important (refer to “Creating a Written Survey” tool). The “undecided”, “don’t know” debate is also worth considering.

Most of the questions in this section can be rated as either questions or statement. Blank spaces can be left for comments if appropriate. Many of these questions may seem repetitive so remember to be selective with the questions that you ask.

**The following scales can be used to rate questions/statements.**

1	2	3	4	5
Strongly disagree				Strongly agree

1	2	3	4	5
Unlikely				Likely

1	2	3	4	5
Very poor				Excellent

1	2	3	4	5
Dissatisfied				Satisfied

1	2	3	4	5
Not at all important				Very important

**One of the following statements should be used to prelude your questions:**

Please indicate the level of agreement with the following statements about the training/workshop you attended.

Please tell us how much you agree or disagree with the following statements.

Please rate the following:

**Post-Training statements/rating requests:***Ratings:*

How would you rate the presentation skills of the trainer?

How would you rate the quality of the information presented?

How would you rate the quality of the training materials?

How would you rate the usefulness of the information presented?

How would you rate this training overall?

How would you rate this conference compared to other conferences of this type that you have attended

*Satisfaction:*

Overall, how satisfied were you with the conference/workshop facilities?

How satisfied were you with the technology and multi-media available at this workshop?

How satisfied were you with the registration process?

How satisfied were you with the conference materials provided?

Overall, how satisfied were you with the speakers/presenters?

Overall, how satisfied were you with the conference facilities?

*Basic statements:*

The workshop met my expectations.

The workshop was relevant to my current position and duties.

The facilitator communicated the workshop content effectively.

The facilitator's presentation was targeted at the level of need I required.

The workshop materials were well organized, well written and easy to follow.

The amount of information was sufficient.

There were sufficient opportunities provided for interaction and participation.

I felt the training was culturally appropriate.

I was happy with the workshop venue.

I was happy with the food/drinks provided.

Conference staff were courteous and helpful.

The content of conference sessions was appropriate and informative.

The conference was well organized.

The trainer was knowledgeable.

The trainer communicated clearly and effectively.

The training was well organized.

**Post training yes/no questions:**

Do you plan to attend the conference again next year?

Would you recommend this conference to others?

**Post training open ended questions: (leave a blank space after the following)**

What have been the key skills and knowledge you gained from today's workshop?

Do you intend to use the new knowledge and skills in your workplace?

How do you intend to use these knowledge and skills?

What did you like best about the training?

What did you like least about the training?

What kinds of sessions would you like to see included in future conferences?

What did you like most about the conference?

What did you like least about the conference?

In what ways could this conference be improved?

Do you have any other comments?

**For speakers at the conference:**

Did you experience any difficulties with the facilities or multi-media during your session?

Please explain:

Was there any other facilities or multi-media that you would have liked to be available to you? Please explain:

Would you consider presenting again at this conference?

What, if anything, could be done to improve your experience as a speaker at this conference?

## PACeN Evaluation Tool Style Guide



There are many advantages of evaluation tools having the same style and format. These include:

- Easier to cut/paste when developing new tools
- Reduces the need to worry about what looks best/ what format to use
- Ensures a consistent and unified approach to evaluation

This style guide can be used by anyone developing an evaluation tool that is to be used within their community, within their workplace, within other workplaces, recreation or sporting groups. Logos and letterheads of your workplace, partners or funding bodies can be added as needed.

This guide is a suggested format only.

### Key Elements of the PACeN Evaluation Tool Style Guide

#### Header

The header should display the Tool name, version and date.

Example:

**Tool 6** - HPC Community Kitchen Survey – Version 1.0 June 2008

#### Footer

The footer should display page number in *Page X of Y* format.

Example:

Page 1 of 2

#### Font

It is most important that the survey is easy to read.

A suggested guideline for text is:

Main headings:

**Verdana, bold, size 14, black, shading grey -12.5%,  
centre**

Headlines after heading:

Verdana, size 14, black, shading gray -12.5%, boxed paragraph border ½ pt line, centre

Headlines within document body: **Tw Cen MT, bold, size 12, black**

Body of document: Tw Cen MT, size 12, black, spacing 1.5 lines

Example:

## Community Kitchens Survey

We are interested in hearing from you about your experience taking part in the Community Kitchen Program. The information you give us will help us to make improvements to any other activities that we run in the future and let us know which parts of the activity you particularly liked.

### About you

1. What is your postcode?

2. What is your gender? (please circle)      **MALE<sub>1</sub>**                      **FEMALE<sub>2</sub>**

---

**Format**

- All questions should be numbered consequentially regardless of headings and subheadings

Example:

### About you

1. What is your postcode?

2. What is your gender? (please circle)      **MALE<sub>1</sub>**                      **FEMALE<sub>2</sub>**

### Nutrition

3. How many serves of **fruit** do you usually eat each day?  
 (1 serving = 1 apple, banana or orange, or 2 mandarins, or a cup of diced fruit or fruit salad).

*Please tick the appropriate box*

<sub>0</sub>    None

<sub>1</sub>    1 serve

<sub>2</sub>    2 serves

<sub>3</sub>    3 serves

<sub>4</sub>    4 serves or more

- Please use the following standard age range brackets:

Example:

4. What is your age bracket? (please tick one)

- <sub>0</sub> Under 25  
<sub>1</sub> 25 - 45  
<sub>2</sub> 46 - 55  
<sub>3</sub> 56 - 65  
<sub>4</sub> 66-75  
<sub>5</sub> 76 - 85  
<sub>6</sub> 85 +

Try to keep the format of the questions the same throughout the entire survey. For example try not to mix “tick box” questions with “please circle” questions. If the tick boxes are on the left hand side of the answers for one question, then make sure they are on the left for all of the questions.

### Coding

It is a good idea to code questions that are able to be answered using ticks, circles or numbers. This makes data entry much easier when it is time to analyse the data. Where possible, use a code that represents the actual answer.

For example, 1 serve of fruit = 1, 2 serves = 2 etc or

Exercise 5 times a day = 5, exercise 6 times a day = 6

Data coded in this way is able to be analysed using statistical measures such as averages.

Coding qualitative data such as Male = 1 Female = 2 provides a quick and easy way to enter survey results.

Example:

5. How many serves of **vegetables** do you usually eat each day?

*Please tick the appropriate box:*

- <sub>0</sub> None  
<sub>1</sub> 1 serve  
<sub>2</sub> 2 serves  
<sub>3</sub> 3 serves  
<sub>4</sub> 4 serves or more

### Demographic Data

Thought should be given to what demographic data needs to be collected in the survey tool. Consideration should be given to who else may use the data collected and whether gaining certain demographic data will increase the usefulness and transferability of the data. Ethical consideration is also needed to determine the appropriateness of collecting such data.

Please consider the collection of the following demographical information:

- Postcode
- Age (using age brackets listed earlier)
- Gender
- Aboriginal/Torres Straight Islander status
- Country of Birth
- Health care card or Pension card holder
- Highest level of education completed
- Self yearly income
- Household yearly income, including all earners in the household
- Current marital status

NB these are just examples of demographic data that need to be considered.



# Data Entry Resource

Version 1.0 dated October 2011

Created by:

Rebecca Huddy – Evaluation Project Officer

**Campaspe Primary Care Partnership**



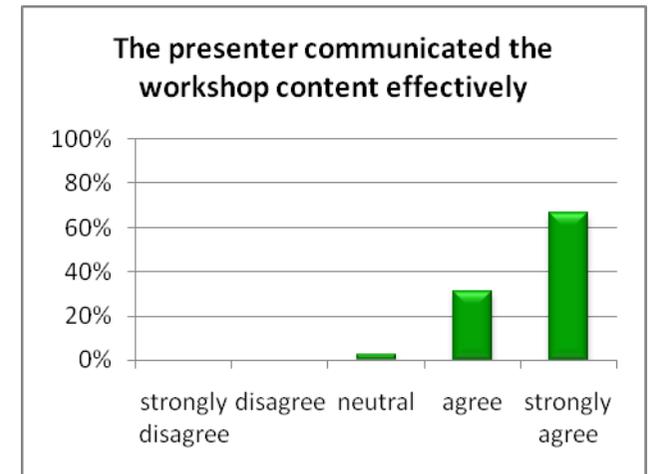
## Microsoft Excel Data Entry Example

1a				1b				1c			
code	actual	responses	percentage	code	actual	responses	percentage	code	actual	responses	percentage
1	strongly disagree	0	0.00%	1	strongly disagree	0	0.00%	1	strongly disagree	0	0.00%
2	disagree	0	0.00%	2	disagree	0	0.00%	2	disagree	0	0.00%
3	neutral	1	2.22%	3	neutral	4	8.89%	3	neutral	1	2.22%
4	agree	23	51.11%	4	agree	19	42.22%	4	agree	14	31.11%
5	strongly agree	21	46.67%	5	strongly agree	22	48.89%	5	strongly agree	30	66.67%
TOTAL		45	100.00%			45	100.00%			45	100.00%

The workshop met my expectations

The workshop was relevant to my current position and duties

The presenter communicated the workshop content effectively



## How to set up formulas using Microsoft Excel

	A	B	C	D	E
		code		responses	percentage
1		1	strongly disagree	0	0.00%
2		2	disagree	0	0.00%
3		3	neutral	1	2.22%
4		4	agree	23	51.11%
5		5	strongly agree	21	46.67%
				45	100%

TOTAL

The Workshop met my expectations

This figure represents the percentage of people who chose that response. Ensure that you **divide by the total number of responses**

**E.g. to get 51.11% (Cell E4)**  
 Enter: =D4/45 (you must ensure that column E is set on the percentage setting)

This figure represents the total number of responses in the survey, to add total number of responses enter: SUM(D1:D5)

This will add the total number of responses together

**This figure should equal 100%**

To set up the total percentage, enter: =SUM(E1:E5)

➤ Again, ensure that the percentage setting is on

**Always include as headings at top of Excel spreadsheet:**

- Title
- Group (*where relevant*)
- Location (*where relevant*)
- Date of collection

**What does it all mean?**

Code = the numerical code on your survey - always change to match the question

Actual = what the code is actually standing for (always match)

Responses = the number of people that respond to that answer

Percentage = should come up automatically when set up correctly (total percentage at bottom should equal 100%)

- Need to change the total number of surveys otherwise the percentage will not equal 100%. Change total number by clicking on the 'total percentage number' and change this E.G 96% (=C14/45) (change 45 to the total number of surveys you are entering so the 96% will then become 100%)

**Graphs**

Linking data to graphs

- Click 'Ctrl' button and highlight the data you want represented on graph
- Insert tab – click column graph
- Adjust graph as required (axis, headings etc)

**Report writing**

One simple way to report on results from a survey or other evaluation tool is to copy and paste each question and its corresponding graph into a word document. If the question was qualitative and therefore does not have a corresponding graph then copy and paste the question and qualitative responses also (Example see appendix B).

## Appendix

Example of one evaluation tool that can be used to enter the data into a Microsoft Excel Spreadsheet

### Health Information Session feedback - Appendix A

	<b>Strongly Disagree<sub>1</sub></b>	<b>Disagree<sub>2</sub></b>	<b>Neutral<sub>3</sub></b>	<b>Agree<sub>4</sub></b>	<b>Strongly Agree<sub>5</sub></b>
<b>a)</b> The session met my expectations					
<b>b)</b> The information was useful and easy to understand					
<b>c)</b> The presenter communicated the topic content clearly					
<b>d)</b> The session improved my understanding of the topic					
<b>f)</b> There was enough opportunities provided for discussion and participation					
<b>g)</b> I will look at the information that was handed out again					

**Health Promotion Officer Report Example - Appendix B**

**Participants:** 11

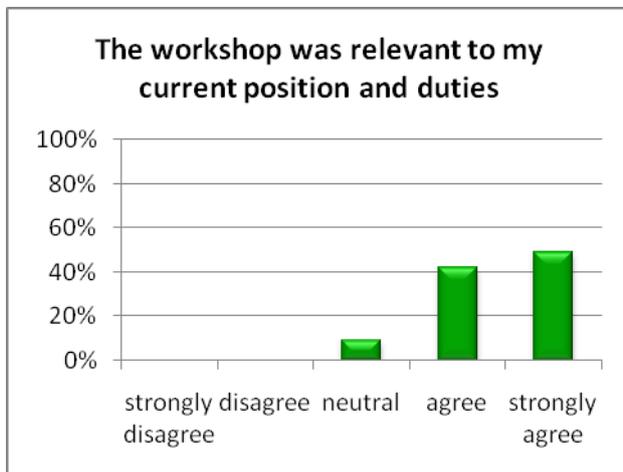
**Workshop Venue:** Rochester and Elmore District Health Service

**Date of collection:** 12/3/2011

Q1) Did the workshop meet your expectations?



Q2) Was the workshop relevant to your current position and duties?



Q3) Do you have any recommendations for future improvement?

- Make session a little shorter
- Healthier catering
- Nothing – Great session!
- make content relevant for everybody – not just staff

## Templates

There are several templates available on the Campaspe Primary Care Partnership website that aim to assist with data entry, data management, evaluation planning and more. It also includes a summary of the local evaluation tools available for use in the region.

These templates are available at: <http://www.campaspepcp.com.au/index.php> in the member's area (must log into the members area to access templates).

Contact Campaspe PCP staff if you are unable to access the member's area of our website.

## Fat Loss – Athon Survey (Appendix A)

We are interested in your thoughts and ideas about the 6 week program conducted recently at the Shire – better known as the “Fat Loss – Athon”. The aim of the survey is to obtain your feedback on the program, and give us valuable information about what staff members want. This may lead to changes in our workplace and the provision of healthier options. Suggestions can also be made for future programs.

### Instructions

1. There are questions on both sides of the page.
2. Some questions may look the same but each question is different, please answer every question.
3. There are no right or wrong answers. If you are unsure how to answer a question, please ask the project staff for help and then give the best answer you can.
4. Please answer the questions by ticking the box like this . If you tick a box by mistake and wish to change your answer, put a cross through the wrong answer like this , and then tick the box for the correct answer.
5. When you have finished, please return it to the project staff in the envelope provided.

These are just the instructions from one of our surveys so please make sure that you add in anything relevant to your survey such as..... please return your survey to ..... By .....date.

Think about how you are going to get the staff to fill it out – in a staff meeting vs copies left in the dining room vs one placed in everyone’s pigeon hole, vs. any other ideas??

### About you

1. What department do you work in? \_\_\_\_\_
2. What is your gender? (please circle)                      **MALE1**                      **FEMALE2**

You can remove this gender question if you don’t think relevant or maybe too identifying (due to small numbers)

**About the program**

3. Did you participate in the exercise classes?  
1 No  
2 Yes
4. If yes, approximately how many?\_\_\_\_\_
5. What were some of the barriers to you attending the exercise classes? (may tick more than one box)  
1 Lack of time  
2 Lunch time didn't suit  
3 Didn't like the activities  
4 I didn't need to  
5 Couldn't be bothered  
6 Other:\_\_\_\_\_
- 7 Not applicable
6. Did you participate in Tea Tuesday?  
1 Every Tuesday  
2 Most Tuesdays  
3 Occasionally  
4 Not at all
7. Would you like to see herbal tea provided in the tea rooms?  
1 Yes                      2 No
8. If yes, which ones would you like? (may tick more than one)  
1 Peppermint  
2 Chamomile  
3 Sencha (green tea)  
4 Chai  
5 China Jasmine (green tea)  
6 Lemongrass and ginger  
7 Other:\_\_\_\_\_
9. How often do you use your water bottle?  
1 Regularly  
2 Occasionally  
3 Rarely  
4 Never
10. Do you think having the water bottle has made you drink more water?  
1 Yes              2 No              3 Not sure

11. Do you think the Fruity Friday has made you think more about providing fruit for meetings instead of biscuits and cakes?

- 1 Yes       2 No       3 Not sure

12. How often do you eat the jam biscuits provided in the tea room?

- 1 Regularly  
 2 Occasionally  
 3 Rarely  
 4 Never

13. Would you like to see the jam biscuits removed?

- 1 Yes       2 No       3 Not sure

Comment:

14. Do you have any other suggestions for food that could be provided in the tea room?

15. Did the 6 week health promotion program "Fat Loss – Athon" make you think more about leading a healthier lifestyle?

- 1 Yes       2 No       3 Not sure

Comment:

### Ideas for the future

16. Do you have any suggestions for future "healthy" activities that the staff could be involved in?

17. Do you have any suggestions for how to make your workplace "healthier"?

**Thank you for your time – much appreciated!**

## Record of Data Collection (Appendix B)

The purpose of this sheet is to record as much information as possible about the methodology used to collect data. The record should be completed by the person collecting the data, and can be added to by those who further handle any information relating to this data.

### Methodology

Name of Tool: \_\_\_\_\_

Method of data collection:  Written survey completed by consumer  
 Survey completed by staff  
 Telephone interview  
 Face to face interview  
 Focus group  
 Other \_\_\_\_\_

Date of data collection:

Time of data collection:

Date survey was sent out (if applicable):

Date survey results were received (if applicable):

Location of data collection:

Total number of people asked to complete survey:

Number of people who completed survey:

Brief description of methodology of data collection:

*(including: people involved with data collection, use of incentives, recruitment, replied paid envelopes, sampling etc)*

## Data entry

Date entered:

By whom:

Filename:

Geographical location of data:

Data cleanup rules:

Things to consider for change if tool to be re-used: