



Scoring the Girls Circle® Survey

TO BE USED WITH THE GIRLS CIRCLE EVALUATION TOOL KIT

1. Review data from **at least 50 or more youth**. The analysis will provide more realistic, representative and accurate results when looking at data sets obtained from larger numbers of respondent surveys.
An organization can collect pre and post surveys from a total number of 50 or more participants over a period of time such as one calendar year through successive Girls Circle groups and analyze data as a whole group. Fewer numbers of participants may provide a less true picture of the program's effectiveness.
2. Have a statistician or evaluator with a strong statistics background to provide data analysis. If this person is not on staff, inquire at a local university social sciences department for a student with statistics and research training to assist. This person should use **Descriptive Statistics and Paired Sample T-Tests** to measure changes over time for participants of Girls Circle programs. This person should also use analysis of variance or regression analyses to determine if outcomes vary across race, sexual orientation, gender, or other characteristics.
3. **SPSS (“Statistical Package for the Social Sciences”)** is a software program that is used to conduct statistical analysis tests. The evaluator (or person on evaluation team) enters all data from pre-surveys and post-surveys into Excel or SPSS. If using Excel, import the data file into SPSS. Finally, analyze the data using SPSS or another statistics software.
One Circle Foundation can provide a GC Survey Excel spreadsheet “shell” on which to enter data for each of the responses provided by participants. The data on the spreadsheet can then be imported into the SPSS program for analysis. To request this spreadsheet shell, see Resources section below.
4. **Scoring:**
 - a) Use **Descriptive Statistics Tests** for sections **A (Demographics information)** and **D (Satisfaction survey)** of the Girls Circle Survey. Frequency and means tests on data from Section A will help describe the age, race/ethnicity, sexual orientation, etc., of respondents. Data from Section D can be analyzed to determine the average response for each question. Answers can be disaggregated by age, race/ethnicity, or sexual orientation to determine whether different subgroups have different answers. *NOTE: Section D is for Post-Survey ONLY, as it is a Satisfaction Survey.*
 - b) Use **Paired sample t-tests** for sections **B and C of the Girls Circle Survey**. *NOTE: only sections B and C of the Girls Circle Survey are the **outcomes** intended for measurement using Paired Sample T-Test data analysis. Paired sample t-tests allow you to match the pre and post participation scores of each participant for sections B and C, aggregate the changes over all participants, and see if there is positive change over time.*
 - **Section B** – These items address outcomes pertaining to Girls Circle programs, developed through a logic model with Angela Irvine, PhD. Answers can be disaggregated by age, race/ethnicity, or sexual orientation using means or cross-tab tests to determine whether different subgroups have different answers.

NOTE: Item B7, while stated in a positive tense, is an undesirable outcome (getting drunk), while all other items are stated so that a “strongly agree” would be the desired outcome. Therefore, **item B7 must be reverse scored**. For example, a “strongly agree/1” response on the B7 item should be recorded on the yellow-highlight indicated area of the Excel sheet*, then reversed to a “strongly disagree/4” score in adjacent REVERSE column. Be sure to account for that scoring during analysis.

- **Section C** – The Schwarzer’s Self-Efficacy Scale – This validated instrument provides ten statements. A composite score should be calculated by adding the individual scores of each question. Paired sample t-tests can then be run on these composite scores. Answers can be disaggregated by age, race/ethnicity, or sexual orientation to determine whether different subgroups have different answers.
- c) **Use Analysis of Variance tests for sections B and C.** If you’d like to determine if differences across race, sexual orientation, gender, etc are statistically significant, you can use analysis of variance tests. Construct a variable by subtracting the pre-test score from the post-test score. Run analyses of variance to determine if this “change” variable varies across different demographic groups.

Resources:

1. To request the GC Survey spreadsheet shell, contact: research@onecirclefoundation.org or call (415)-419-5119
2. For more information on SPSS software:
www-01.ibm.com/software/analytics/spss/products/statistics
Free downloads also exist, search sites for terms and safety.
3. For more information about how to use the SPSS, see:
http://en.wikibooks.org/wiki/Using_SPSS_and_PASW
4. For information on statistical significance:
www.youtube.com/watch?v=G60Hp_iFW5I&feature=related
5. For further information on Paired Sample T-Tests, see the following sites:
 - YouTube instructional video: www.youtube.com/watch?v=9ipXE6q6tnU
 - SPSS Learning Modules on I-Tunes:
<http://itunes.apple.com/us/itunes-u/spss-learning-modules/id396781458>
6. The General Self-Efficacy Scale, Schwarzer & Jerusalem:
<http://userpage.fu-berlin.de/~health/engscal.htm>

*Available by request