

# Assessment is all!

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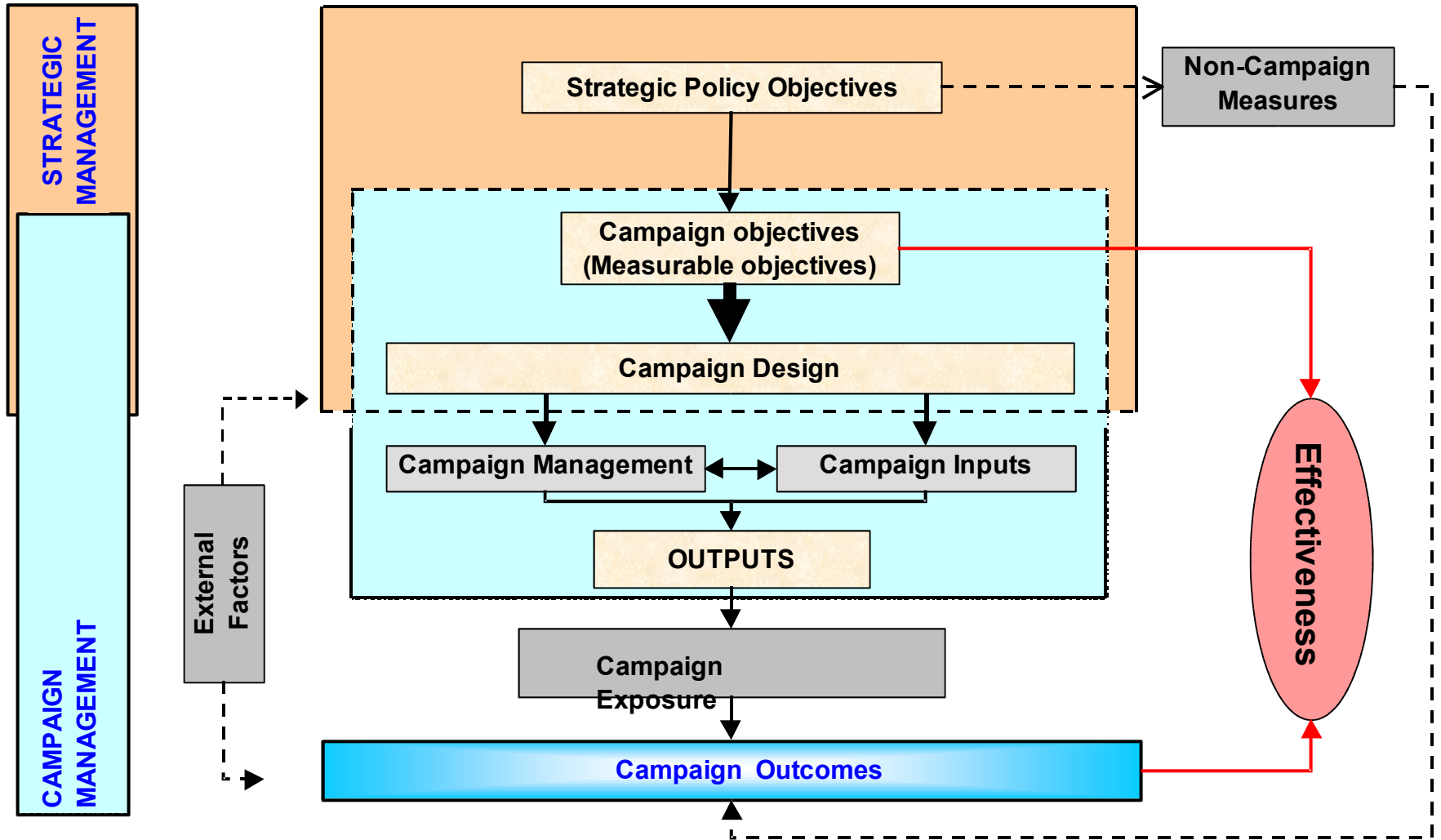
# Overview

- Why monitor and assess campaigns?
- TAPESTRY approach to communications management & assessment
- Process of measuring campaign impacts
- Seven Stages of Change Model
- Cross site analysis results
- Lesson for future campaign assessment

# Why monitor and assess?

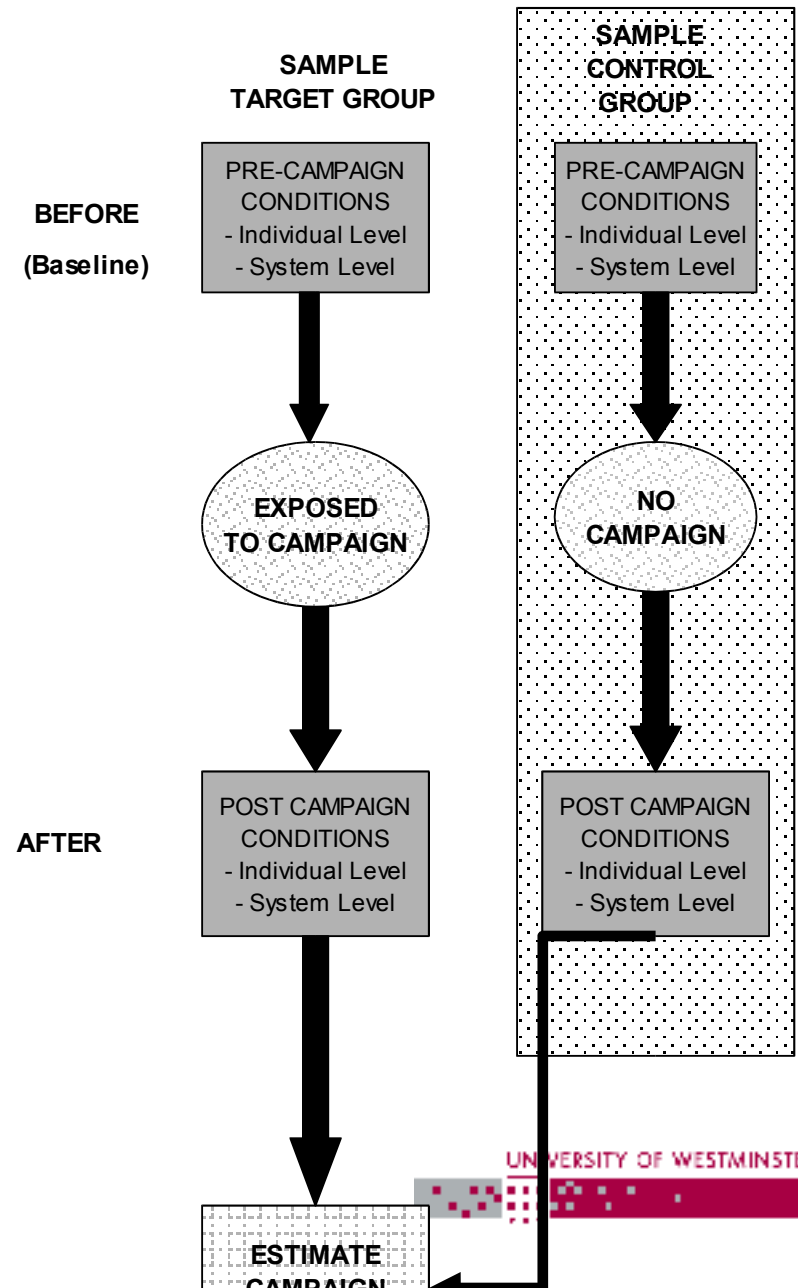
- What are you hoping to achieve?
- Have your campaign objectives been met?
- Was your campaign effective & efficient?
- Was your campaign a good investment?
- Did it deliver really changes in attitudes / behaviour?
- Which parts of the campaign worked best?
- Which parts could be improved for future campaigns?

# TAPESTRY Approach to Communications Management and Assessment

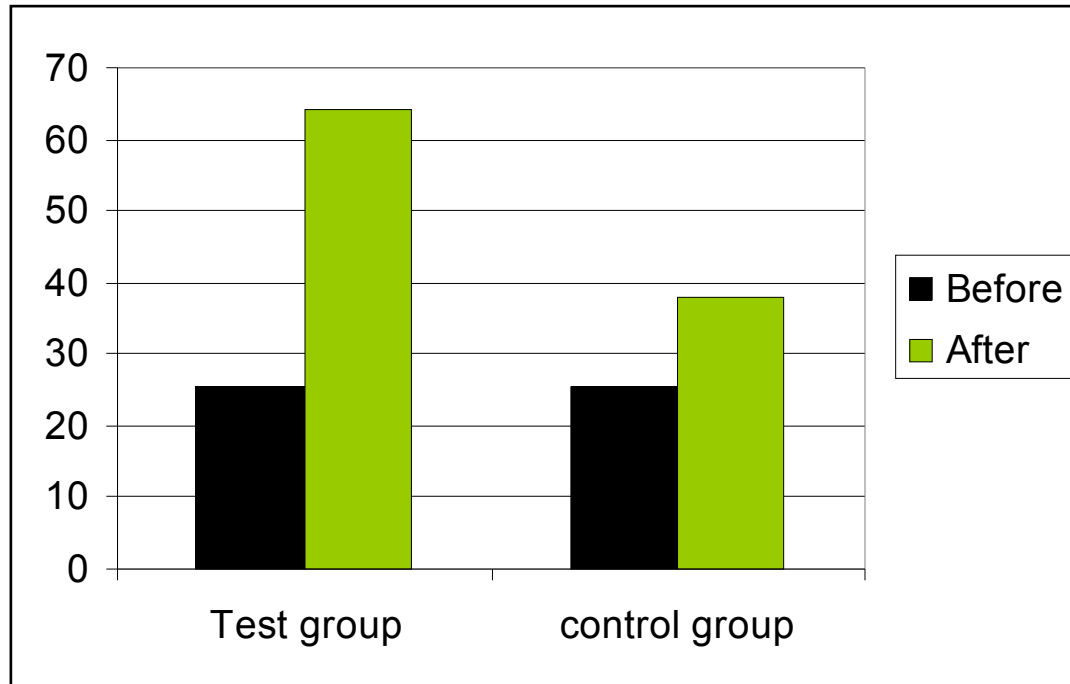


# Process of Measuring Campaign Impacts

- 1 Select part of the target group for the assessment process
- 2 Define control group
- 3 Collect baseline data before the campaign starts
- 4 Monitor implementation of campaign (inputs / outputs, external factors etc.)
- 5 Collect data after the campaign or several times during and after the campaign (tracking)

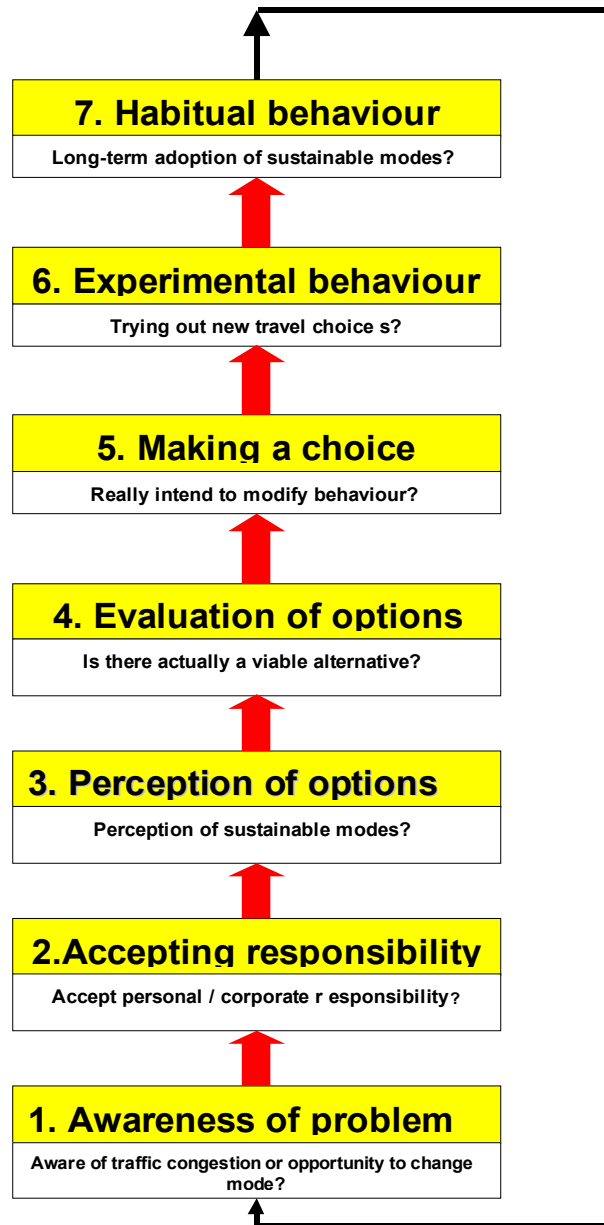


# Example of results with target & control group (Nantes)



*“Do you remember having heard or seen an campaign about transport in the last 2 months?”*

# Seven Stages of Change Model



# Using the Seven Stages of Change Model in a questionnaire

## **1** *Awareness of problem*

e.g. “Congestion is a serious problem for our city”

## **2** *Accepting Responsibility*

e.g. “My car use is contributing to air pollution in our city”

## **3** *Perception of Options*

a, Performance of car versus targeted mode (PT, walking cycling)

Speed, Cost, Reliability, Safety, Comfort, Image etc.

b, Social / cultural influences e.g. “Do you think most people would use the bus to go to work, if their colleagues did? “

# Using the Seven Stages of Change Model in a questionnaire - 2

## **4** *Evaluation of the options*

Importance of each of the performance factors  
(Speed, Cost, Reliability, Safety, Comfort, Image etc )

## **5** *Making a choice*

e.g. “Next time I travel to work, I intend to take the bus”

## **6/7** *Experimental / Habitual Behaviour*

a, Current use of transport modes (car, PT, walking cycling etc)

b, Change in use of targeted mode e.g. “How often do you take the bus to work, compared to this time last year?”

c, Reasons for (intended) change in behaviour

e.g. “What influences how often you take the bus to work?”

# And for children?

## 5.2a Intention



In the future, I am going to cycle as often as I can to school

What do *you* think? – please tick one of the boxes

I definitely will cycle as often as I can

I probably will cycle as often as I can

I'm not really sure

I probably will not cycle as often as I can

I definitely will not cycle as often as I can

*It's not up to me: other people decide*

# Results at *aggregate* level

- all 6 cases with increased use of target mode = positive changes in perception too
- all 3 cases with no changes in perceptions, awareness, or accepting responsibility = no changes in behaviour, or intention, either
- 2 case studies: only positive changes in perception (in both cases for both the car and target mode), but no change in behaviour

# Easier indicators

- perception of the car and target mode (but look at both!)
- may also be useful for identifying barriers to change
  - e.g. "personal security" (in both Vitoria case studies)
- positive campaign material questions:
  - “interesting”
  - “well designed”
  - “agreed with content”
  - “made me think”
  - “directly relevant”

# Some less easy indicators

- “How serious a problem do you think traffic congestion is in [xxx]?” (awareness)
- campaign spend per member of target gp
  - cost base (e.g. Stuttgart)
  - type of campaign (e.g. Stuttgart c.f. Constanza)
  - potential to extend (e.g. Gävle)
  - more useful for trends within a particular context?
- care with campaign recall
  - may work because of, *or in spite of*, the ‘message’
  - subliminal processing (see later!)
  - other campaigns run before, or in parallel

# Last, but not least...

- need disaggregate analyses wherever possible
- local knowledge and observation of external factors is vital for sensible interpretation of results
- allow reserve resources, if possible, for 'extra' research (e.g. shopkeepers, politicians, parents of pupils, etc)
- data analysis...
- consider monitoring the campaign management process