



LDAT Evaluation Measures Guide.

This guide is designed to help you identify and select **the process and impact measures** that you'll collect and report on as part of your Community Action Plan (CAP) evaluation.

Identify audience, issue and select toolkit

This sets the foundations for identifying the measures you will use.

Choose activities

Identify the activities you plan to deliver to address the chosen issue.

You are here →

Select measures

Identify how you will measure whether your activities have achieved their objectives.

Report against your CAP

Undertake evaluation by collecting and analysing data.

How to use this Guide

Step 1: Use table 1 on page 2 to find the **type of activity** you have selected for your chosen **toolkit** – specific definitions for each activity are provided in the appendix on page 16.

Step 2: Read about **process** and **impact** measures and then use table 2 on page 3 to see what **process and impact measures** apply to your chosen **activity**.

Step 3: Use table 3 on page 4 to find the section within this guide that outlines how to collect data for the **process and impact measures** you'll be using.

Note: This guide covers the ADF-recommended impact and process measures only, you're welcome to design and collect additional measures as a part of your CAP evaluation.

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Step 1. Find the relevant activities for your toolkit

Use the table below to identify the **type of measurable activities** you will be delivering as part of your CAP. A Measurable Activity is an activity, designed and delivered by the LDAT or an AOD health practitioner, that facilitates the structured collection of short-term impact data. This can include AOD data, such as knowledge about AOD harms or attitude towards AOD use.

Table 1: Toolkits and relevant activity types

| Toolkits | Types of Activities | | | | |
|---|---|------------------|-----------------------|--------------------|----------------------------|
| | Campaigns or awareness raising activities | Events or forums | Training or workshops | Policy development | Liquor licensing objection |
| Alcohol and Pregnancy | X | X | X | | |
| AOD Education In Schools (Primary and Secondary) | | X | X | X | |
| AOD and Older Adults | X | X | X | | |
| AOD and Younger Adults | X | X | X | | |
| Community Action on Alcohol Availability | X | X | X | | X |
| Creating Social Connection, Belonging and Purpose | X | X | X | | |
| Healthy Workplaces | X | X | X | X | |
| Mentoring | | | X | | |
| Parenting | X | X | X | | |
| Peer Support | | | X | | |
| Pharmaceutical Drugs and Your Community | X | X | X | | |
| Providing Support for Teenagers | X | X | X | | |

Step 2. Identify the process and impact measures for your activities

There are **process** and **impact measures** for each **type of activity**.

Process measures relate to how your activity is being delivered. In other words, they help you to **monitor if the implementation of your activity went according to plan**.

Impact measures relate to the **short-term difference your activity has made** on the target participants or community. These include individual attributes such as **knowledge, attitudes, confidence, intention to 'do' something**, as well as structural changes such as **implementing new policies** in an organisation or submitting a **liquor licencing objection**.

The sorts of things to think about when developing your impact measures are:

| | |
|---|---|
| Target percentage or number | This reflects the target number or percentage of people in the communities you're aiming to reach through your activity . |
| Target population, group or audience | This is the specific population you're aiming to reach – young people, parents, teachers, and so on. |
| Impact area | This relates to a specific capability or change that you want to influence – knowledge, confidence, intention to implement what was learned, and so on. |

Tip: The way in which you collect data against your impact measures (such as an increase in knowledge) can vary. The examples in this guide are largely survey based – but even for surveys there are many ways to ask a question. We provide multiple examples and encourage you to think critically about the style of question that best fits your activity, context and community. You can also consult the [LDAT Alternative Evaluation Methods Guide](#) if you find the examples provided here do not suit your community's needs.

Find the activities you're planning to deliver as part of your CAP in the table below. Make a note of the relevant **measures** that are marked for that activity before moving onto Step 3.

Table 2: Measures by different activity types

| Types of activities | Process measures | | Impact measures | | | | | | | |
|---|------------------|-------|-----------------|-----------|------------|---------------------|-----------|--------------|----------------------|----------------------|
| | Outputs | Reach | Knowledge | Attitudes | Confidence | Sense of connection | Intention | Help seeking | Policies implemented | Objections submitted |
| Campaigns or awareness raising activities | X | X | X | X | | | X | X | | |
| Events or forums | X | X | X | X | | X | X | X | | |
| Training or workshops | X | X | X | X | X | | X | X | | |
| Policy development | X | X | X | | | | | | X | |
| Liquor licensing objection | X | X | X | | | | | | | X |

Step 3. How to collect data for your process and impact measures

The last step is to identify the **data collection** methods for your **process and impact measures**.

The remaining sections provide example **data collection questions and tracking devices for your measures**, as well as some guidance on how to analyse and interpret the responses. You are welcome to use or adapt this content to fit your particular **activity** and context.

The links in the below table will take you to the right page to view data collection methods for your chosen **measures**.

Table 3: Process and impact measures, and their page numbers

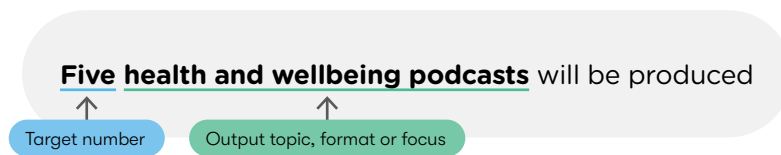
| Measures | | Page number |
|------------------|--------------------------------------|-------------|
| Process measures | Outputs | 6 |
| | Reach | 7 |
| Impact measures | Knowledge | 9 |
| | Attitudes | 11 |
| | Confidence | 12 |
| | Sense of connection | 14 |
| | Intention | 15 |
| | Help seeking | 16 |
| | Policies implemented | 18 |
| | Objections submitted | 19 |

Process measure: Outputs

Outputs relate to the ‘things’ that are produced through your **activity**. The structure of an outputs **measure** would typically include:

| | |
|-----------------------|---|
| A target | The number of outputs (‘things’) to be produced or developed. |
| Topic or focus | The topic that your output is discussing or addressing. |

For example:



The best approach for capturing data against your process measures for outputs is to keep it simple – it all comes down to keeping a record.

To easily track your outputs, use a table that summarises each output (e.g. the five podcasts) and their production status. As each output is produced, you can update the status to reflect this.

| Output | Brief description of output | Status |
|----------------------|--|---------------|
| Podcast launch event | An event to celebrate the release of the first podcast episode and promote uptake among the community. | Complete |
| Podcast 1/title | Podcast on topic A | Complete |
| Podcast 2/title | Podcast on topic B | Complete |
| Podcast 3/title | Podcast on topic C | In production |
| Podcast 4/title | Podcast on topic X | Planning |
| Podcast 5/title | Podcast on topic Y | Planning |

Tip: Your outputs process measures will always reflect the ‘things’ you make or produce through your activities, but not the number of people that they reach.

Process measure: Reach

Reach focuses on capturing the number of **people, groups or organisations** attending or influenced by your activity. For example:

- the number of people from your target population or community that participate in your **activity**, or that complete a data collection activity, such as a survey
- the number of organisations (and potentially the type of organisations) that are represented or involved in your activity – this can include **partnerships** as well
- the scale of online engagement (**listens, views, likes, shares, comments, clicks**) – usually through different platforms.

Similar to **outputs**, the trick with **reach** is to set up a process of tracking and documenting engagement in a way that works for you and your **activity**. Below are some ideas on the sort of content you could capture.

| | |
|--|---|
| Activity / approach to reach participants | For example: a social media campaign, podcasts – the number of these undertaken would be captured as part of your outputs . |
| Brief description | If you are not using an outputs table, then you could also include a brief description of the activity along with your reach figures. |
| Date | For some activities it can be useful to capture the date that the event was run, or for a campaign (online or otherwise) the start and end dates. |
| Target number | This is the target number of participants/organisations/viewers for your activity – this might apply to the general community or a specific group or population (e.g. young people under 25). |
| Number reached | This is the actual number of participants/organisations/viewers that engaged with your activity. You can use the total number reached as a way of understanding if you have met your target. |

For example:

On average, the **five health and wellbeing podcasts** will be listened to **500 times each**

↑
Output topic, format or focus

↑
Target reach figure

Using the above measure, your table might look like this:

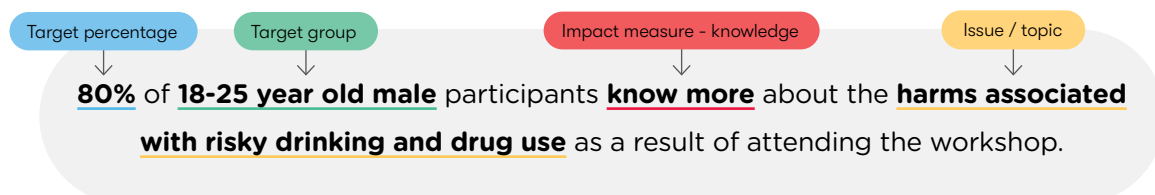
| Activity | Date completed / launched | Target number | Number reached (as at 30/12/2022) |
|----------------------|---------------------------|---------------|-----------------------------------|
| Podcast launch event | 10/10/2022 | 50 attendees | 65 |
| Podcast 1/title | 30/09/2022 | 500 listens | 480 listens |
| Podcast 2/title | 17/19/2022 | 500 listens | 350 listens |
| Podcast 3/title | Pending | 500 listens | 0 |
| Podcast 4/title | Pending | 500 listens | 0 |
| Podcast 5/title | Pending | 500 listens | 0 |

Tip: Depending on your activity, the way you think about reach might vary. The most important thing is that you think about how you track your reach early and set up a process. For example, who will keep attendance of events? Do you have access or the ability to look at the reach of social media posts, or listens of a podcast?

Impact measure: Knowledge

This refers to a **target number or percentage of participants** reporting an **increase in knowledge on a topic as a result of their participation** in your activity. This could cover a range of topics such as where to seek help or additional support, or ‘foundational’ knowledge to do with harms or risks.

For example:



Using retrospective pre-post questions

Traditional pre-post questions can be hard to manage as you need to rely on participants completing two surveys (before and after the activity), which then need to be compared in detail. A retrospective approach allows participants to tell you about their knowledge before and after the activity at the same time (after the event), which makes it easier to both collect and analyse the data.

Below is an example and a template that you can adapt and use for your evaluation.

Example question:

- Using the below, please tell us how much you knew about the harms associated with risky drinking and drug use **before** attending the session today and how much you know **after** attending the session today:

| Before today | | | | After today | | | |
|----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|----------------|
| I knew nothing | A small amount | A medium amount | A large amount | I knew nothing | A small amount | A medium amount | A large amount |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Template question:

- Using the below, please tell us how much [you knew/know about “issue”] **before** [the event on date / today] and **after** attending [the event on date/today]:

| Before today | | | | After today | | | |
|----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|----------------|
| I knew nothing | A small amount | A medium amount | A large amount | I knew nothing | A small amount | A medium amount | A large amount |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Analysis tip: When analysing a response to this question, you would look to see if the ‘after today’ rating is higher than the ‘before today’ rating. If the rating is the same (‘a small amount’ before today, and after today) this means there is no change. If the rating is different (‘a small amount’ before today, and ‘a large amount’ after today) then your participant is reporting an increase in knowledge.

Using a three-point scale

Another way to pose these sorts of questions is with a simple scale. In this example we have used a three-point scale, but you can expand it if you feel it's needed (e.g. to five points).

This might be influenced by the characteristics of your participants (e.g. their age). It's important to keep your audience in mind when writing your questions.

Below is an example and a template that you can adapt and use.

Example question:

- Since attending today, how much more do you feel you know about the harms associated with risky drinking and drug use?
 - No change
 - A little more
 - A lot more

Template question:

- Since attending [the event on xyz date/today], how much more do you feel you know about [topic]?
 - No change
 - A little more
 - A lot more

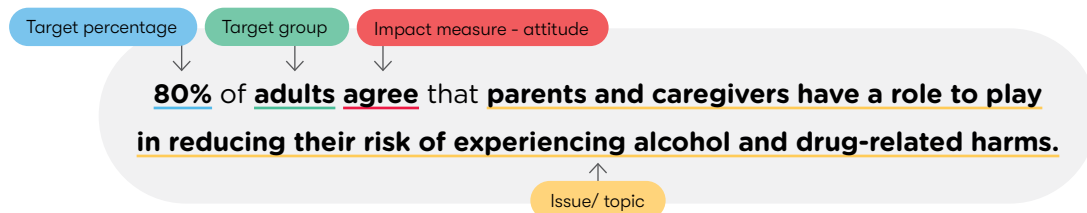
Analysis tip: In our example, we wanted to see if 16 out of 20 (80%) participants reported an increase in knowledge. We'd be hoping to see at least 16 of them report either 'a little more' or 'a lot more' to meet this requirement.



Impact measures: Attitudes

An **attitude** refers to a **set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event**. One way to think about an attitude as an **impact measure** is to frame it in a way that suggests there is a 'preferred' attitude to have. That way, when designing the survey question you can 'test' the participant and see if they're leaving your activity with your preferred attitude towards the topic.

For example:



Your **survey question** will want to reflect this measure by **including the topic** and 'test' if your participants agree. Below is an example of how to use **a scaled question to measure an attitude**, as well as a template that you can adapt and use.

Using a four-point scale

The aim with the question is to present a statement that reflects the relevant topic or attitude that you're seeking to influence. It is a direct reflection of the **impact measure**.

Example question:

- To what extent do you agree with the following: "Parents and caregivers of teenagers have a role to play in reducing their risk of experiencing alcohol and drug-related harms."
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Don't know

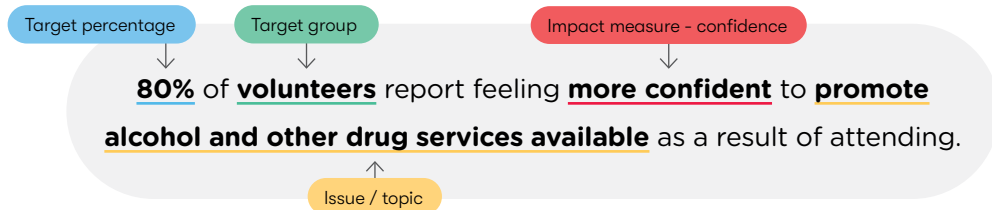
Template question:

- To what extent do you agree with the following: "[insert topic or sentence that relates to the topic]".
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Don't know

Analysis tip: Analysing responses to a scaled question testing an attitude involves identifying the 'preferred' response (in this case, we want our participants to 'agree' with the statement). Then it is a case of calculating how many have selected 'agree' and determining if we have met our target. In this example, we'd hope to see that at least 16 out of 20 participants indicate they 'agreed' with this statement.

Impact measure: Confidence

Measures related to confidence can be quite broad. For instance, it **could relate to a participant feeling as though they can take or do an action**, or it **could relate to a participant feeling more confident in themselves**. For example:



Below are two different ways of collecting survey responses to measure the above impact, as well as a template for each question.

Using retrospective pre-post questions

Traditional pre-post questions can be hard to manage as you need to rely on participants completing two surveys (before and after the activity), which then need to be compared in detail. A retrospective approach allows participants to tell you about their confidence before and activity the activity at the same time (after the event), which makes it easier to both collect and analyse the data.

Example question:

- Using the below scale, please tell us your level of confidence to promote mental health messaging in the community **before** attending the session today and your level of confidence **after** attending the session today:

| Before today | | | | After today | | | |
|---------------|--------------------|----------------------|------------------|---------------|--------------------|----------------------|------------------|
| Not confident | Slightly confident | Moderately confident | Highly confident | Not confident | Slightly confident | Moderately confident | Highly confident |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Template question:

- Using the below scale, tell us your level of confidence [to do “an action”]/[about yourself] **before** attending [the event on xyz date/today] and your level of confidence **after** attending [the event on xyz date/today]:

| Before today | | | | After today | | | |
|---------------|--------------------|----------------------|------------------|---------------|--------------------|----------------------|------------------|
| Not confident | Slightly confident | Moderately confident | Highly confident | Not confident | Slightly confident | Moderately confident | Highly confident |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Analysis tip: When analysing a response to this question, you would look to see if the ‘after today’ rating is higher than the ‘before today’ rating. If the rating is the same (‘not confident’ before today and after today) then this means there is no change. If the rating is different (‘not confident’ before today and ‘moderately confident’ after today) then your participant is reporting an increase in confidence.

Using a three-point scale

In this example we've used a three-point scale, but you can expand it (e.g. to five points). Sometimes this might be determined by the characteristics of your participants (e.g. their age). It's important to keep that in mind when writing your questions.

Example question:

- Since attending today, do you feel more confident in promoting mental health messaging in the community?
 - No more than I did before
 - A little more
 - A lot more

Template question:

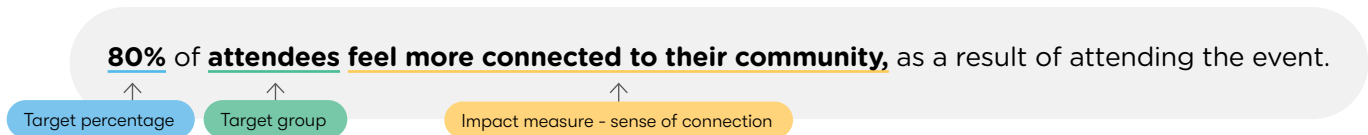
- Since attending today, do you feel more confident [to do "an action"]/[about yourself]?
 - No more than I did before
 - A little more
 - A lot more

Analysis tip: In our example, we wanted to see if 16 out of 20 (80%) of volunteers felt more confident to promote available alcohol and other drug help service messaging in their community. We'd be hoping to see at least 16 of them report either 'a little more' or 'a lot more'.

Impact measure: Sense of connection

Measures related to **sense of connection** are focused on understanding whether your participants feel more connected to other people in their lives. This helps to demonstrate that you've improved the social connectedness of the community you are focusing on.

For example:



Using a three-point scale

In this example we've used a three-point scale, but you can expand it (e.g. to five points). Sometimes, this might be determined by the characteristics of your participants (e.g. their age). It's important to keep that in mind when writing your questions.

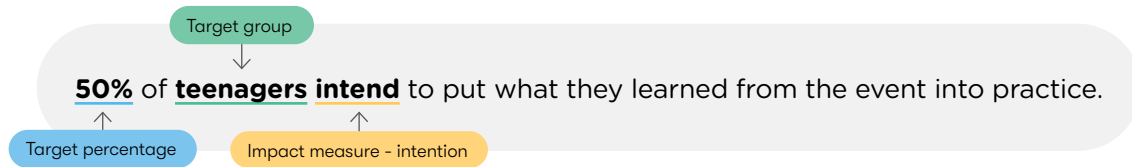
Template/example question:

- Since attending today, how would you rate your sense of connection to your community?
 - No change to my sense of connection
 - A small increase in my sense of connection
 - A large increase in my sense of connection

Analysis tip: In our example, we wanted to see that 16 out of 20 (80%) attendees reported feeling more connected to their community. We'd be hoping to see at least 16 of them report either 'a small increase' or 'a large increase'.

Impact measure: Intention

Measures related to **intention** are focused on understanding if **people plan to use or implement what they learned** from your **activity**. This helps to demonstrate the likelihood that people will take an action. For example:



Your data collection questions may or may not reference the specific topic. In this example we did not, but that might depend on the specific nature of the activity. Below are **different ways of using a scaled question to measure the above impact**, as well as a template version for each question.

Using a three-point scale

There are different ways to present a scaled question to prompt participants to consider the likelihood they'll implement what they learned. Below are two examples.

Question 1 - example:

- As a result of attending today, how likely are you to implement what you learned?
 - Not likely
 - A little likely
 - Very likely

Question 1 - template:

- Since attending [the event on xyz date/today], how likely are you to [do/implement what you learned / practised]?
 - Not likely
 - A little likely
 - Very likely

Question 2 - example:

- After attending today, do you intend to implement what you learned?
 - No
 - Maybe
 - Definitely

Question 2 - template:

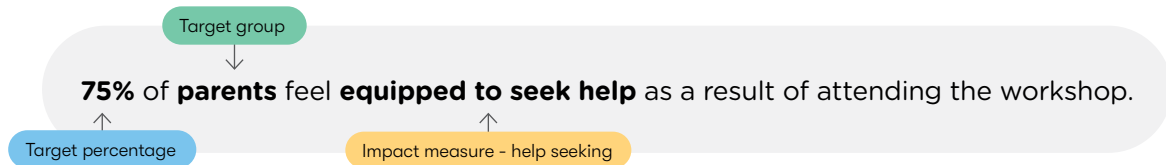
- After attending [the event on xyz date/today], do you intend to [implement what you learned or practised]?
 - No
 - Maybe
 - Definitely

Analysis tip: The approach to analysing the above examples is the same – in our example we wanted to see if 50% of teenagers intend to implement what they learned. So, if at least 10 of our 20 teenage attendees report that they will implement what they learned, then we have succeeded in our activity.

Impact measure: Help seeking

Help seeking is a specific **impact measure** that applies to **activities** that seek to **improve capabilities of participants to seek help if they need it, or to support others to seek help if they need it.**

For example:



To make data collection easy, it can be good to **incorporate the specific language you use in your measure into the question.** In the example above this is the word “equipped”, which we’ve used in our survey question examples below. You might like to use other terminology, such as “confident to” or “capable to.”

Using retrospective pre-post questions

Traditional pre-post questions can be hard to manage as you need to track a participant and manage two data sets and analyses (before and after the activity). A retrospective approach allows participants to tell you their knowledge before and after the activity at the same time.

Below is an example and a template that you can adapt and use.

Example question:

- Using the below, please tell us how well **equipped** you felt to seek help **before** attending the session today, and how well equipped you feel to seek help **after** attending the session today:

| Before today | | | | After today | | | |
|--------------|-------------------|---------------------|-----------------|--------------|-------------------|---------------------|-----------------|
| Not equipped | Slightly equipped | Moderately equipped | Highly equipped | Not equipped | Slightly equipped | Moderately equipped | Highly equipped |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Template question:

- Using the below, tell us how [focus of activity and language around help seeking] **before** [the event on xyz date/ today] and [focus of activity and language around help seeking] **after** attending [the event on xyz date/today]:

| Before today | | | | After today | | | |
|--------------|-------------------|---------------------|-----------------|--------------|-------------------|---------------------|-----------------|
| Not equipped | Slightly equipped | Moderately equipped | Highly equipped | Not equipped | Slightly equipped | Moderately equipped | Highly equipped |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Analysis tip: When analysing a response to this question to determine if you are contributing to your measure, you’d look to see if the ‘after today’ rating is higher than the ‘before today’ rating. If the rating is the same (‘not equipped’ before today, and after today) then this means there is no change. If the rating is different (‘not equipped’ before today, and ‘moderately’ after today) then your participant is reporting an increase in how equipped they feel to seek help.

Using a three-point scale

Another way to pose these sorts of questions is with a simple scale. In this example we have used a three-point scale, but you can expand it if you feel it's needed (e.g. to five points). Sometimes this is determined by the characteristics of your participants (e.g. their age). It's important to keep that in mind when writing your questions.

Remember to use the **specific term or language** that is the **focus of your activity**. In this example it is the word 'equipped'.

Example question:

- Since attending today, do you feel more equipped to seek help?
 - No change
 - A little more
 - A lot more

Template question:

- Since attending [the event on xyz date/today], do you feel more [focus of activity and topic of session]?
 - No change
 - A little more
 - A lot more

Analysis tip: In our example we wanted to see if 15 out of 20 (75%) parents felt they were more equipped to seek help, or to support others to seek help. This style of question is a fast and easy way to capture these sorts of insights.



Impact measure: Policies implemented

Impact from **implementation of policies** is about understanding both **what has been implemented** and **what the intent is for that policy**. Our example here is:



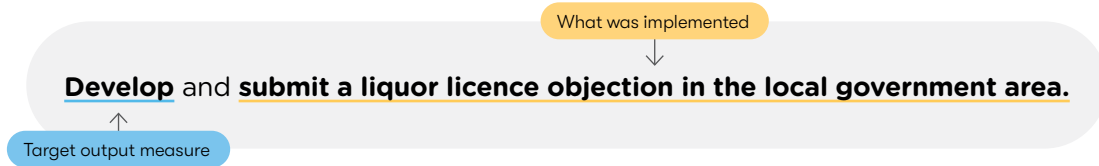
There are actually two parts to this measure. First, the **process measure** (work with five organisations) which would be a **reach measure**, and the **impact measure** (that five alcohol and other drug policies were implemented).

In this context, the specific nature of the policies for each organisation may vary. Create a table at the start of your CAP to make recording progress simple. This way, you can capture additional pieces of information such as the setting and the number of people who are influenced or governed by the policy. For example:

| Policy name | Setting / workplace | Number of people in setting | Description | Date developed | Date implemented |
|------------------------------------|---------------------|-----------------------------|--|----------------|------------------|
| Responsible Service Policy | Sporting Club | 250 | Outlines the rules related to how many volunteers are required at the bar at all times, as well as the process for ensuring only those over-age are present. | 23/03/2022 | 30/03/2022 |
| Holiday and Events Party | Local Business | 100 | Describes the type of appropriate activities and event management practices for celebratory events such as Christmas parties. | 24/10/2022 | |
| Pending | | | | | |
| Pending | | | | | |
| Pending | | | | | |
| Total policies developed: | | | | 2 | |
| Total policies implemented: | | | | | 1 |

Impact measure: Objections submitted

Impact from **submission of objections** is about **understanding what has been implemented**. Our example here is:



In addition to capturing your **process measures** related to the number of objections developed, you also want to capture the **impact measure** (the number of objections submitted).

Setting up a tracking table so that you can keep a record of key aspects of the submissions will make it simpler for you during your reporting process. You could also consider recording additional information about the outcome of the submission if it's processed in time.

The example table outlines some of the key pieces of information that you might want to keep track of during your activity.

| Submissions | Description | Date submitted | Outcome |
|--|--|----------------|---|
| Operating Hours Reduction in the [Government Area Name] | To reduce the operating hours for bottle-shops in the local government area. | 24/09/2022 | Large chain bottle shops operating hours were reduced – with a later opening time and earlier closing time. |
| Total submissions: | 1 | | |

Appendix – Definitions of each activity type

Table 4: Definitions of the types of activity

| Types of activities | Description |
|--|--|
| Campaigns or awareness raising activities | A coordinated series of targeted messages delivered across one or more platforms (social media, pamphlets, radio commercials, etc.) that are aimed at minimising risk factors and/or increasing protective factors associated with an AOD health issue. |
| Events or forums | One or more planned occasions where community members and/or relevant stakeholders are invited to come together (either face-to-face or virtually) to share ideas, learn new information, and connect with one another over ideas or activities aimed at minimising risk factors and/or increasing protective factors associated with an AOD health issue. |
| Training or workshops | An event that is held for the specific purpose of training community members in a new skill set, and/or delivering a structured presentation aimed at increasing knowledge about risk and/or protective factors associated with an AOD health issue. |
| Policy development | A targeted effort to either design new policy or amend existing policy to minimise AOD harm in the community. |
| Liquor licensing objection | Participation in local government liquor licensing processes with the intent of amending or blocking existing licenses to minimise AOD harm in the community. |