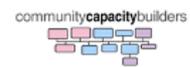


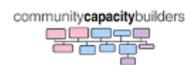
# Developing a Social Impact Measurement Plan



In this lecture we are going to look at how to develop a social impact measurement plan.

## Social Impact Measurement Plan

- Contains a summary of:
  - The outcomes that are being measured
  - The outcome indicators for which values will be collected
  - The methods used for collecting the information

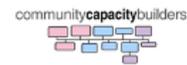


A social impact measurement plan provides a framework for collecting the required information to measure the outcomes as the result of an initiative, as it contains a summary of:

- The outcomes that are being measured
- The outcome indicators for which values will be collected, and
- The methods used for collecting the information

## Measuring Outcomes

- Outcomes are the changes that are expected as a result of implementing an initiative.
- Changes can include:
  - changes in learning
  - changes in action, and
  - changes in conditions
- To be measurable need to include an indicator in outcome statement



To determine what outcomes we intend to measure, we need to be clear about what we mean by outcomes.

Outcomes are the changes that are expected as a result of implementing an initiative, the difference the initiative is expected to make.

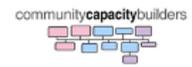
Changes can include changes in learning, changes in action and changes in conditions.

In order to assess whether outcomes have been met, the outcomes need to be measurable by including an indicator in outcome statements.

# Social Impact Measurement Plan

Outcome	**Indicator	Information Collection Method

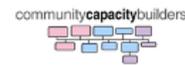
\*\* Indicator that measures desired change in learning, action or condition



This slide shows a template that can be used to record the required information for a social impact measurement plan.

## Examples of Outcome Statements

- Change in learning:
  - Increased level of awareness amongst initiative participants
  - Increased level of knowledge amongst initiative participants
  - Increased level of skills amongst initiative participants
- Change in action:
  - Increased number of people changing their behaviour
  - Increased number of people taking action on the issue
- Change in condition:
  - Measurable improvement to the environment
  - Measurable increase in employment
  - Measurable improvement in access to a service
  - Measurable reduction in crime



Possible outcome statements that include indicators to measure the success of outcomes could include:

### Change in learning:

Increased level of awareness amongst initiative participants  
Increased level of knowledge amongst initiative participants  
Increased level of skills amongst initiative participants

### Change in action:

Increased number of people changing their behaviour  
Increased number of people taking action on the issue

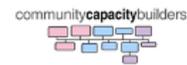
### Change in condition:

Measurable improvement to the environment  
Measurable increase in employment  
Measurable improvement in access to a service  
Measurable reduction in crime

Assigning indicators to each of the desired outcomes enables quantitative or qualitative information to be identified for each indicator that can provide a value for each indicator in order to evaluate whether its associated outcome has been achieved

## Attainment Scales

- Measurement technique that enables progress towards achieving desired outcomes to be measured
- Steps to develop an attainment scale:
  1. Choose an indicator to measure the success of the outcome
  2. Specify the expected level of achievement for the outcome
  3. Specify a somewhat more and a somewhat less than expected outcome level
  4. Specify a much more and a much less than expected level for the outcome



Attainment scaling is a measurement technique that enables progress towards achieving desired outcomes to be measured.

Developing an attainment scale usually involves the following steps.

Step 1: Choose an indicator to measure the success of the outcome

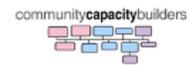
Step 2: Specify the expected level of achievement for the outcome

Step 3: Specify a somewhat more and a somewhat less than expected outcome level, and

Step 4: Specify a much more and a much less than expected level for the outcome

## Example Attainment Scale

- Desired outcome:
  - To increase the awareness of initiative participants with regard to an issue
  - The indicator is ‘increased awareness’
  
- 1 = Poor Awareness (much less)
- 2 = Fair Awareness (somewhat less)
- 3 = Good Awareness (expected level)
- 4 = Very Good Awareness (somewhat more)
- 5 = Excellent Awareness (much more)



This slide shows the attainment scale for the indicator of ‘increased awareness’. There are 5 choices:

- 1 = Poor Awareness
- 2 = Fair Awareness
- 3 = Good Awareness
- 4 = Very Good Awareness
- 5 = Excellent Awareness

**Community Leadership Program Outcome Evaluation**

To assist the evaluation of the Community Capacity Builders Community Leadership Program could you please indicate your response to the following statements by circling a number in the appropriate box:

1 = Strongly Disagree  
2 = Disagree  
3 = Agree  
4 = Strongly Agree

---

1. The program has provided me with knowledge and skills to form collaborative community capacity building projects

1	2	3	4
---	---	---	---

2. The program has provided me with knowledge and skills to bridge my projects and activities to local, regional and state strategic plans

1	2	3	4
---	---	---	---

3. The program has provided me with knowledge and skills to participate in whole of community visioning and planning

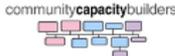
1	2	3	4
---	---	---	---

Do you consider that your participation in the program has provided you with any additional outcomes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



This slide shows a survey form for measuring outcomes that was used for a Community Leadership Program. It consists of three questions that use an attainment scale and an open question at the end of the survey asking participants if they had received any other outcomes from undertaking the program.

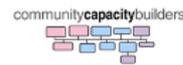
The attainment scale for the 3 questions consists of 4 choices: an even number of possible responses, so that participants do not have the choice of selecting a middle ground.

The four choices are:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

## Determine How to Collect Information

- Need to collect information to give a value to the indicators
- Secondary information
  - information that already exists somewhere, having been collected for another purpose
- Primary information
  - information that did not exist before and has to be created specifically for measuring the social impact of an initiative



The final step in developing a social impact measurement plan is determining how to collect the information in order to give a value to the indicators. This information could be collected from secondary or primary information.

In Unit 2 in the Mapping the Solution Ecosystem lecture we explored the concepts of secondary information and primary information:

Secondary information is information that already exists somewhere, having been collected for another purpose.

Primary information is information that did not exist before and has to be created specifically for measuring the social impact of an initiative.

The survey form shown in the previous slide is a tool to collect primary information that gives a value to indicators.

## References

- Conley-Tyler, M. (2005), A fundamental choice: internal or external evaluation?, in the Evaluation Journal of Australasia, vol. 4, nos. 1 & 2, March/April 2005
- Department for Communities and Social Inclusion (2017), Grants SA Guidelines, viewed 1 July 2108, <[http://dhs.sa.gov.au/\\_\\_data/assets/pdf\\_file/0013/52060/GRANTS-SA-Guidelines-v-2.1-1-June-2017.pdf](http://dhs.sa.gov.au/__data/assets/pdf_file/0013/52060/GRANTS-SA-Guidelines-v-2.1-1-June-2017.pdf)>
- Preskill, H., & Beer, T. (2012), Evaluating social innovation, FSG Centre for Evaluation.