

## Evaluation tools

This table suggests data collection/evaluation tools for:

- › baseline information
- › process evaluation (adoption, reach, implementation)
- › impact evaluation (individual, organisational and community)
- › outcome evaluation (small to large scale and long-term sustainability).

NB: Not all these questions need to be answered. Link the evaluation you need to your goal, objectives and strategies.

Evaluation question	How to collect	What to collect
<b>Baseline information</b>		
Collect baseline information before you commence your project/program	Community stocktake Survey	<ul style="list-style-type: none"> <li>– Numbers and types of services available</li> <li>– Falls injury data</li> <li>– Emergency Department presentations for falls</li> <li>– Hospital admissions for falls</li> <li>– Hip fractures</li> <li>– Readmissions</li> </ul>
<b>Process evaluation</b> <i>Process evaluation measures the actions of delivering the project/program and whether or not the planned strategies are being delivered as intended [89, 90].</i>		
<b>Adoption</b> <i>Adoption measures the number and proportion of settings, stakeholders and agencies that are involved with the project/program [89, 90] at an organisational level.</i>		

Evaluation question	How to collect	What to collect
Record the total number of settings that have adopted the project/program	<ul style="list-style-type: none"> <li>– Workforce training sessions</li> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Resource mailing list</li> <li>– Survey</li> </ul>	<ul style="list-style-type: none"> <li>– Whole project/program</li> <li>– Part of project/program</li> <li>– Which materials are being used eg. community guidelines, toolkit, checklists</li> </ul>
Record the number of community settings that have adopted the project/program	<ul style="list-style-type: none"> <li>– Workforce training sessions</li> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Resource mailing list</li> <li>– Survey</li> </ul>	<ul style="list-style-type: none"> <li>– Whole project/program</li> <li>– Part of project/program</li> <li>– Which materials are being used eg. community guidelines, toolkit, checklists</li> </ul>
Determine the proportion of community settings that have adopted the project/program (the number of community settings divided by total number of settings)	<ul style="list-style-type: none"> <li>– Workforce training sessions</li> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Resource mailing list</li> <li>– Survey</li> </ul>	<ul style="list-style-type: none"> <li>– Whole project/program</li> <li>– Part of project/program</li> <li>– Which materials are being used eg. community guidelines, toolkit, checklists</li> </ul>

Evaluation question	How to collect	What to collect
Record the number of acute care settings that have adopted the project/program	<ul style="list-style-type: none"> <li>– Workforce training sessions</li> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Resource mailing list</li> <li>– Survey</li> </ul>	<ul style="list-style-type: none"> <li>– Whole project/program</li> <li>– Part of project/program</li> <li>– Which materials are being used eg. ‘Green Box’ falls prevention strategies, tools, etc</li> </ul>
Determine the proportion of acute care settings that have adopted the project/program (the number of acute care settings divided by total number of settings)	<ul style="list-style-type: none"> <li>– Workforce training sessions</li> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Resource mailing list</li> <li>– Survey</li> </ul>	<ul style="list-style-type: none"> <li>– Whole project/program</li> <li>– Part of project/program</li> <li>– Which materials are being used eg. ‘Green Box’ falls prevention strategies, tools, etc</li> </ul>
Record the number of residential aged care settings that have adopted the project/program	<ul style="list-style-type: none"> <li>– Workforce training sessions</li> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Resource mailing list</li> <li>– Survey</li> </ul>	<ul style="list-style-type: none"> <li>– Whole project/program</li> <li>– Part of project/program</li> <li>– Which materials are being used eg. ‘Green Box’ falls prevention strategies, tools, etc</li> </ul>

Evaluation question	How to collect	What to collect
Determine the proportion of residential aged care settings that have adopted the project/program (the number of residential aged care settings divided by total settings)	<ul style="list-style-type: none"> <li>- Workforce training sessions</li> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Resource mailing list</li> </ul>	<ul style="list-style-type: none"> <li>- Whole project/program</li> <li>- Part of project/program</li> <li>- Which materials are being used eg. 'Green Box' falls prevention strategies, tools, etc</li> </ul>
Determine the number of organisations that have participated in the project/program [89]	<ul style="list-style-type: none"> <li>- Workforce training sessions</li> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Resource mailing list</li> <li>- Survey</li> </ul>	<ul style="list-style-type: none"> <li>- Identify type of organisation (non-government, local government, business)</li> <li>- Whole project/program</li> <li>- Part of project/program</li> <li>- Which materials are being used eg. guidelines, toolkit, checklists</li> </ul>
If you have developed a training/education package, determine the number of organisations that have adopted it [89]	<ul style="list-style-type: none"> <li>- Workforce education training sessions held</li> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Resource mailing list</li> <li>- Survey</li> </ul>	<ul style="list-style-type: none"> <li>- Whole package</li> <li>- Part of package</li> </ul>

Evaluation question	How to collect	What to collect
Determine the proportion of stakeholders/ organisations that have adopted the services, strategies and resources [89] (the number of stakeholders/organisations divided by total stakeholders/organisations)	<ul style="list-style-type: none"> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Survey</li> </ul>	Identify which services, strategies and resources
Determine the number of stakeholders/ organisations that have declined involvement and reasons why [90]	<ul style="list-style-type: none"> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Survey</li> </ul>	Identify the reasons and group into themes
Determine the number of organisations that have included falls prevention information in their orientations, training, policies, procedures, business plan, mission statement etc	<ul style="list-style-type: none"> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Survey</li> </ul>	Identify the type of information included and what policies and procedures have been implemented.
<b>Reach</b> <i>Reach measures whether the target group is getting the information and accessing the project/program.</i>		
Record how many resources were distributed [90]	Mailing lists	Which resources are being used?
Record how many target groups said they received resources [90]	<ul style="list-style-type: none"> <li>- Survey (self completed, mailed or telephone)</li> <li>- Focus group</li> </ul>	Which resources have they received?

Evaluation question	How to collect	What to collect
Record how many people participated in the project/program	<ul style="list-style-type: none"> <li>– Registrations forms</li> <li>– Attendance logs</li> </ul>	Age, gender, postcode, how they found out about program etc
Determine does the program reach those most in need? [90]	Registrations forms	Age, gender, functional ability
Determine what percentage of the population you are reaching [93]	Registrations forms and population data	Age, gender, functional ability, risk factors exhibited
Determine if these are the intended people for the project/program [22]	Registrations forms and population data	Compare participants with eligibility criteria
Determine how target groups are using the project/program resources, and whether this is as intended [90]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	What are they using and how they are using? Feedback on the materials or any adaptations they have made.
Identify the characteristics of the target groups [89]	<ul style="list-style-type: none"> <li>– Registrations forms</li> <li>– Survey</li> </ul>	Age, gender, postcode, activity level, type of housing etc

Evaluation question	How to collect	What to collect
Identify the characteristics of non-target groups [89]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> <li>– Compared to registration forms</li> </ul>	Age, gender, postcode, activity level, type of housing etc
Determine how representative the target groups in your project/program are by comparing the demographic profiles of target groups to those of the broader community	Registration forms	Age, gender, postcode, activity level, type of housing etc
Determine how satisfied are target groups and stakeholders [90]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	Likes, dislikes, perceived benefits and results
Determine whether the program is accessible and affordable [91]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	How people travel to program, do they believe it is easy to get to, is the cost affordable for them?
Determine what helped people to be involved (enablers) [90]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	Collect issues that motivated people to attend. eg. supplied transport or a friend encouraged them

Evaluation question	How to collect	What to collect
Determine what discouraged people from being involved (barriers) [90]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	Collect issues that stopped them from being involved eg. promotional material sounded boring
<b>Implementation</b> <i>Implementation measures what is being delivered, how it is being delivered and if the project/program is being delivered as it was intended.</i>		
Record the number of meetings held and who attended	Agenda and minutes	Collect profession, type of organisation, position
Record the number and quality of the project/ program materials (keep two copies) [23]	<ul style="list-style-type: none"> <li>– Count the materials</li> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	Describe quality as perceived by others (eg. poor, excellent)
Record how organisations and communities are using the project/program resources, and whether this is as intended [90]	<ul style="list-style-type: none"> <li>– Survey (self completed, mailed or telephone)</li> <li>– Focus group</li> </ul>	<ul style="list-style-type: none"> <li>– What are they using and how they are using?</li> <li>– Feedback on the materials or any adaptations they have made.</li> </ul>
Determine if training/education package is being delivered as expected [90]	Observation	What is being delivered, which sections, what is left out and why

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Record the number and type of services being delivered to the community	<ul style="list-style-type: none"> <li>– Telephone call log</li> <li>– Stakeholder interviews</li> <li>– Survey (self completed, mailed or telephone)</li> </ul>	Describe the service being delivered
Record the cost of the implementation [91]	Budget forecast compared to actual cost	Include actual costs and in-kind contributions
Record the type of media coverage gained eg. press coverage measured in square centimetres, radio and television recorded by the number of aired advertisements and any additional media news interviews	Use media and communication log of activity template	Who generated media, square centimetres of coverage, type of media etc
Determine if the project/program was delivered within specified time	<ul style="list-style-type: none"> <li>– Project plan</li> <li>– Reports</li> <li>– Issues log</li> </ul>	Length of delay, what caused the delay
Determine the quality of staff delivery of the project/program [23]	<ul style="list-style-type: none"> <li>– Observation</li> <li>– Participant satisfaction surveys</li> <li>– Focus groups</li> </ul>	Identify positive and negative aspects of staff delivery from comments and testimonials eg. supportive staff
Record the issues raised throughout the project/program	<ul style="list-style-type: none"> <li>– Interim reports</li> <li>– Issues log</li> <li>– Minutes of meetings</li> </ul>	Describe issues and their positive or negative impact on program

Evaluation question	How to collect	What to collect
Record if all project/program elements been delivered. If not, why not?	<ul style="list-style-type: none"> <li>- Project plan</li> <li>- Interim project reports</li> <li>- Final report outputs (goals, objectives, key performance indicators etc)</li> </ul>	Describe what has not been delivered and the reasons why
Determine if all activities are working as planned [17, 21]	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Project plan</li> <li>- Reports</li> <li>- Issues log</li> </ul>	Describe what has or has not worked reasons why and what was done as a result
<p><b>Impact evaluation</b></p> <p><i>Impact evaluation measures the effectiveness of the project/program and the progress towards achieving the objectives [17, 89, 90]. It is considered an intermediate measure to determine the positive and negative changes that have resulted [89, 90]. When collecting information, consider multiple measures.</i></p>		
<p><b>Target group level (individual)</b></p>		
Determine the awareness the target group has of the project/program	<ul style="list-style-type: none"> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Survey (self completed, mailed or telephone)</li> </ul>	Have they heard of the program, how they heard of it, what they heard?

Evaluation question	How to collect	What to collect
Determine the awareness the target group has of the key messages from the project/program	<ul style="list-style-type: none"> <li>- Telephone call log</li> <li>- Stakeholder interviews</li> <li>- Survey (self completed, mailed or telephone)</li> </ul>	Can they recall the message unprompted and prompted, do they know what the message means?
Determine if there are any changes in target group's knowledge from being involved in the project	Pre- and post- surveys (self completed, mailed or telephone)	Collect knowledge pre-program and knowledge post-program and compare changes
Determine if there are any changes in target group's attitudes from being involved in the project	Pre- and post- attitudinal surveys (self completed, mailed or telephone)	Collect attitude to falls and falls prevention pre-program and post-program and compare changes eg. pre-program participants believed that falls were inevitable; post-program they believed that things could be done to reduce the risk of falls.

Evaluation question	How to collect	What to collect
Determine what the target group do now as a result of this project/program that they could not do before (skills)	Pre- and post- behavioural surveys (self completed, mailed or telephone)	Collect behaviour regarding falls risk factors pre-program and post-program and compare changes eg. pre-program participants did not do balance exercises; post-program they participate twice a week.
Determine what physical changes occurred as a result of the project/program eg. improved balance strength, nutrition	<ul style="list-style-type: none"> <li>- Pre- and post- strength and balance tests</li> <li>- Food diaries</li> <li>- Tools such as Stanford exercise questionnaire and Berg Balance Scale</li> </ul>	Collect balance scores pre- and post-, limb strength, serum Vitamin D levels.
Determine what psychological changes occurred as a result of the project/program eg. reduced fear of falling, improved quality of life/satisfaction with life, reduced social isolation	Surveys such as Fear of Falling using Falls Efficacy Scale International (FES-I) Falls, Satisfaction with Life Scale and Friendship Scale	Participants perceptions about their concerns about falling, how satisfied they are with their life and friends.

Evaluation question	How to collect	What to collect
Determine if there are any adverse consequences resulting from implementing your project/program eg. injuries during physical activity	<ul style="list-style-type: none"> <li>– Participants surveys (self completed, mailed or telephone)</li> <li>– Incident report forms</li> <li>– Issues logs</li> </ul>	What type of injury, level of severity, how injury occurred, activity being undertaken at time of injury
<b>Organisational level</b>		
Determine organisational awareness of the project/ program	<ul style="list-style-type: none"> <li>– Stakeholder interviews</li> <li>– Survey</li> </ul>	Have staff heard of the program, how they heard of it, what they heard
Determine organisational awareness of the key messages from the project/program	<ul style="list-style-type: none"> <li>– Stakeholder interviews</li> <li>– Survey</li> </ul>	Recall of key messages (unprompted and prompted), do they know what the message means
Determine if there have been any changes in the organisational environment since this project / program eg. installing double hand rails	<ul style="list-style-type: none"> <li>– Physical audit</li> <li>– Stakeholder interviews</li> <li>– Survey</li> </ul>	Collect changes in physical environment eg. removed mats, installed hand rails
Determine if there have been any changes in support structures eg. formal and informal falls networks or working groups	<ul style="list-style-type: none"> <li>– Focus group</li> <li>– Stakeholder interviews</li> <li>– Survey</li> </ul>	Collect type of groups formed and the activity they undertook

Evaluation question	How to collect	What to collect
Determine if there has been any change in the provision of organisational services eg. provision of transport, more physical activity programs	<ul style="list-style-type: none"> <li>- Community stocktake</li> <li>- Stakeholder interviews</li> <li>- Survey</li> </ul>	Describe types of services offered
Determine if there has been any change in the provision of products eg. unsafe product removed	Community stocktake	Types of products available pre- and post-program. Identify unsafe products pre-program and post-program. Identify if they are still available. If not, determine what influenced their removal.
Determine if more products have been made available eg. more styles of safe shoes	Community stocktake	Types of products available pre-and post-program.
Determine if there has been a change in skills within the organisation	<ul style="list-style-type: none"> <li>- Stakeholder interviews</li> <li>- Survey</li> </ul>	Skills held pre- and post-program eg. trained Tai Chi leaders

Evaluation question	How to collect	What to collect
<b>Community</b>		
Determine if there has been any change in community attitudes since implementing this project/program. eg. to falls and healthy active ageing	<ul style="list-style-type: none"> <li>– Pre- and post- survey (self completed mailed or telephone)</li> <li>– Attitude to Falls Related Interventions Scale (AFRIS)</li> </ul>	Collect attitude to falls and falls prevention pre- and post-program and compare changes eg. pre-program community believed that falls were inevitable; post-program they believed that things could be done to reduce the risk of falls.
Determine if there has been any change in community policies, practices, legislation, standards and regulations are in place that were influenced by this project/program	<ul style="list-style-type: none"> <li>– Community stocktake</li> <li>– Pre-post survey</li> </ul>	Collect type of policy, practice standard or regulation that has been changed or new ones developed, their level of uptake and adherence

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Determine if there have been any changes in the environment	<ul style="list-style-type: none"> <li>– Environmental audit</li> <li>– Survey</li> </ul>	Collect environmental changes using video or photographs and a description eg. footpaths being repaired or built, increased public seating, handrails and non-slip edges on all stairs and ramps
Determine any changes in support structures eg. formal and informal networks, friendship groups	<ul style="list-style-type: none"> <li>– Stakeholder interviews</li> <li>– Participant feedback surveys</li> <li>– Testimonials</li> </ul>	Type of structures developed, what they do and their benefit
Determine any changes in the provision of services in the community or by an organisation eg. transport, more physical activity programs	<ul style="list-style-type: none"> <li>– Stakeholder interviews</li> <li>– Participant feedback surveys, testimonials</li> <li>– Community stocktake</li> </ul>	Types of services provided and by whom eg. transport, more physical activity programs
Determine if there has been any improved community connectedness through regular community events and activities	<ul style="list-style-type: none"> <li>– Stakeholder interviews</li> <li>– Participant feedback surveys</li> <li>– Testimonials</li> <li>– Community stocktake</li> </ul>	Assess if people are feeling support and connection to others, how this has happened, which event helped

Evaluation question	How to collect	What to collect
<b>Outcome evaluation</b>		
<i>Outcome evaluation is the process of measuring the long-term effects of the project/program. It observes whether your project/program has met its goals of reducing falls, falls related injury, deaths (mortality) and disabilities (morbidity) and increasing healthy active ageing.</i>		
<b>For small sample sizes</b>		
Determine if the target group's quality of life has improved	Quality of Life tools	
Determine if the target group's satisfaction with life has improved	Satisfaction with Life Scale	
<b>For larger sample sizes (eg. hundreds)</b>		
Determine if there has been a reduction in self-reported falls	Daily diary or calendar	Collect slip, trip, falls with or without injury data, feelings of loss of balance
<b>For very large sample sizes</b>		
Determine if there has been a reduction in Emergency Department presentations from falls	Emergency Department Data Collection programs, Injury Surveillance programs and reports eg. Queensland Injury Surveillance Unit	Type of fall, height of fall, activity undertaken at the time, location of fall, type of injury, type of treatment etc

Evaluation question	How to collect	What to collect
Determine if there has been a reduction in hospital admissions from falls	Hospital separations data	Number of people admitted to hospital for fall related injury
Determine if there has been a reduction in fall related injury	Hospital separations data over a ten year period	Number of people admitted to hospital for fall related injury compare rates over ten years
Determine if there has been a reduction in hip fractures	Hospital separations data and reason for admission	Number of people admitted to hospital for hip fracture, length of stay, any deaths, rehabilitation, were sent after hospital, level of activity post-treatment
Determine the cost of the project	Actual cost records	Staff, resources, administration, insurance, in-kind support
Determine if you can conduct cost effectiveness analysis	Discuss with an epidemiologist	Health care costs saved by preventing falls and hip fractures. Project/program costs versus benefits.

Evaluation question	How to collect	What to collect
<b>Long-term sustainability (conduct some time after project finishes)</b>		
Determine who has heard of the project/program	<ul style="list-style-type: none"> <li>– Focus group</li> <li>– Stakeholder interviews</li> <li>– Surveys</li> </ul>	If they know the project by name and/or reputation
Determine if the project/program influenced practice	<ul style="list-style-type: none"> <li>– Focus group</li> <li>– Stakeholder interviews</li> <li>– Surveys</li> </ul>	Why people changed practice, what aspect made them change
Determine what practices have changed as a result of the project/program	<ul style="list-style-type: none"> <li>– Focus group</li> <li>– Stakeholder interviews</li> <li>– Surveys</li> </ul>	Describe what has changed
Determine what skills remain in the individual, organisation or community	<ul style="list-style-type: none"> <li>– Focus group</li> <li>– Stakeholder interviews</li> <li>– Surveys</li> </ul>	Identify what type of skills are still around and if they are being used
Determine what structures are in place	<ul style="list-style-type: none"> <li>– Community stocktake</li> <li>– Environmental audit</li> </ul>	Collect changes eg. ramps, footpaths
Determine what networks are in place	<ul style="list-style-type: none"> <li>– Focus group</li> <li>– Stakeholder interviews</li> <li>– Surveys</li> <li>– Community stocktake</li> </ul>	Support groups, physical activity programs

Evaluation question	How to collect	What to collect
Determine what products are in place	Community stocktake	Types of products on market
Determine what services are in place	Community stocktake	Types of services, what they offer, who is eligible
Determine what policies are in place	Key stakeholder interviews	Types of policies, are they being implemented
Determine what external investment in the project/program has occurred by other organisations	Key stakeholder interviews	Type of investments, in-kind support, room hire, staff, resources, administration support
Determine if the target group and stakeholders feel that they now own the project/program (ownership)	<ul style="list-style-type: none"> <li>– Key stakeholder interviews</li> <li>– Focus groups</li> <li>– Surveys</li> </ul>	Assess whether they can run project/program without direction