

## Terms to Know

**Activities** – what the program does with the inputs to fulfill mission. Activities include the strategies, techniques and types of treatment that comprise the program’ service methodology.

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**Coalition** – A coalition is a group of organizations and individuals working together for a common purpose. There are two types of coalitions:

1. “One Issue” or event coalitions only have to agree on one particular issue. The coalition is dissolved when the issue has been resolved or the event has been coordinated.
2. “Multi issues” coalitions have related issues, such as nutrition and health, childcare needs, salinity and nutrient management, or the environment. This more permanent type of coalition recognizes the value of mobilizing together for action over a longer period of time. To be effective the “multi issues” coalition should have a date set for work to be completed. The coalition can always be reorganized if there is still a need (Stevens, 1990)

**Collaboration** – processes through which parties who see different aspects of a problem can explore constructively their differences and search for and implement solutions that go beyond their own limited vision of what is possible. (Taylor-Powell et al., 1998)

**Cooperation** – a process where parties with similar interests plan together, negotiate mutual roles and share resources to achieve joint goals but maintain separate identities. (Taylor-Powell et al., 1998)

**Coordination** - a process of communication, planning, sharing of resources, risks and rewards for purposes of efficiency and effectiveness in achieving the complementary goals of the parties involved. (Taylor-Powell et al., 1998)

**Educational programming** includes developing, implementing, and improving programs that provide information, education, or training. Evaluation is a part of all stages of programming not just a follow-up to program implementation. Educational programming may be divided into three stages: program organization, program planning, and program performance. Evaluation helps revise organization, plans, and performance.

**Inputs** – resources dedicated to or consumed by the program. Examples are money staff and staff time, volunteers and volunteer time, facilities, equipment and supplies.

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**Impact** – the ultimate social, economic, and or environmental effects or consequences... Impacts tend to be more comprehensive and longer-term achievements. They may be positive, negative and or neutral. (Taylor-Powell et al., 1998)

**Impact Evaluation** – A form of outcome evaluation that assesses the net effect of a program by comparing outcomes with an estimate of what would have happened in the absence of the program. This form of evaluation is employed when external factors are known to influence the program's outcomes, in order to isolate the program's contribution to achievement of its objectives. (U.S. General Accounting Office, 1998)

**Indicator** – 1. specific items of information that track a program's success. They describe observable, measurable characteristics or changes that represent achievement of an outcome. 2. observable phenomena that point toward the intended and or actual conditions of situations, programs, and outcomes. These observable items are used to specify program goals and objectives and to signal their degree of achievement. 3. tangible evidence that one uses to measure how far one has achieved the goal. 4. observable phenomena whose presence demonstrates or suggests the presence of phenomena that are less observable.

**Needs assessment** is a social institution that integrates ideas from political theories of democracy with practices flowing from the mainstream of social science research. In the broadest sense, citizens participate in community and societal activities in many ways: as consumers, as members of voluntary civic groups, through religious organizations, and in electoral politics. However...citizen participation [through needs assessment] denotes the involvement of people in political decision making outside the electoral process. (Summers, 1987, p.3)

**Opportunity assessments** identify the combination of circumstances that are favorable for program development and implementation. Agencies and organizations assess the opportunity, or the prospect, they have to make a positive impact on the target social, economic, or environmental condition. Because missions and goals vary among different agencies and organizations, opportunity assessments identify how collaborative efforts among agencies and organizations can most effectively address the target SEE (social, economic, environmental) condition using the least amount of resources.

**Outcome** – 1. benefits or changes for individuals or populations during or after participating in program activities. They are influenced by a program's outputs. Outcomes may relate to behavior, skills, knowledge, attitudes, conditions or other attributes. They are what participants know, think, or can do; or how they behave; or what their conditions is, that is different following the program.

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2. Behavior changes over time. A unit of outcome represents some individual, group, organization, or community with a sustained change in status or behavior that can be attributed in part to the efforts and influences of the agency, program, or project (Kibel, 1999)

**Outcome Evaluation** – A form of evaluation the extent to which a program achieves its outcome-oriented objectives. It focuses on outputs and outcomes (including unintended

effects) to judge program effectiveness but may also assess program process to understand how outcomes are produced (U.S. General Accounting Office, 1998)

**Outputs** – the direct products of program activities. Usually they are measured in terms of the volume of work accomplished, for example the number of classes taught, counseling sessions conducted, educational materials distributed, and participants served. Outputs have little inherent value in themselves. They are important because they are intended to lead to a desired benefit for participants or target populations.

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**Process (or Implementation) Evaluation** - A form of evaluation that assesses the extent to which a program is operating as it was intended. It typically assesses program activities' conformance to statutory and regulatory requirements, program design, and professional standards or customer expectations. (U.S. General Accounting Office, 1995)

### **Program**

1. A "Program" is sequences of significant educational experiences with a focus on a main purpose of helping people make improvements in their lives. Each teaching event leads to another as the program develops over several years. The educational program is aimed at helping people achieve important outcomes or impacts (Parslow, 1995)
2. A "Program" may be any activity, project, function or policy that has an identifiable purpose or set of objectives. (U.S. General Accounting Office, 1998)
3. A "Program" is a series of activities designed to collectively hasten development and testing, considerations, and adoption of technologies and practices toward improving social, economic, and environmental conditions. These activities adapt, systemize, and transfer information to program participants, and also provide them with non-formal (not for academic credit) education. Program participants include end users or targeted practices and technologies, as well as intermediate users that support and influence those who are end users.

**Program evaluation** – an individual systematic study conducted periodically or on an ad hoc basis to assess how well a program is working. They are often conducted by experts external to the program, inside or outside the agency, as well as by program managers. (U.S. General Accounting Office, 1998)

A **Program plan** is a written document used to guide an ...educational program over several years. Effective...educational programming depends on sound planning.

Effective program plans include:

- evidence that the program is of significant concern and worth of intensive effort,
- clearly focused, intended educational outcomes,
- an educational strategy to reach the desired outcomes, and
- a plan to collect evidence that the program has made a difference. (Parslow, 1995)

**Stakeholder** – a person, inside or outside the organization who has:

- a real, active interest in the organization
- an investment in the organization (time, mental/emotional energy, money)

**Success markers**- identified actions/behaviors, which indicate successful accomplishment of the outcome (Kibel, 1999)

**Targets, or objectives**, are measurable conditions to be reached in a defined period of time. Targets (objectives) are generally a compromise or trade off between what is envisioned and what is feasible for an educational program to accomplish.

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