Outputs/Outcomes/Impacts

A framework for objectifying key aspects of a program’s intended intervention and identifying resulting intended change

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Program = Intervention

A useful way to view a program is as an intervention

- The intervention is responding to a current or potential problem
- The intervention is set up to effectively address the current or potential problem
A potential problem exists

- The intervention is designed to change –
  - Patterns of concern
  - Among related entities of concern

- An intervention should have clear targets:
  - Intended audience (who?)
  - Intended change (what?)

Prerequisite 1

Intervention = Outputs

Outputs are the intervention (program) aimed at addressing a problem.

Outputs are...
- The stuff of which a program is made.
- The way in which it is delivered.
- The degree to which it is delivered.
- The person(s) or thing(s) to which it is delivered.
Prerequisite 1

**Intervention = Outputs**

Outputs are the *intervention* *(program)* aimed at addressing a problem.

Outputs...
- Are based on theories that are developed to effectively address their target problems.
- Should be effectively aligned with their theory.

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Prerequisite 1

**Intervention**

To what degree is the intervention *theoretically* and *practically* designed to address its target problem?
Prerequisite 1

**Intervention = Outputs**

**Output Evaluation:**
- To what degree is the intervention composed of what is intended?
  - Delivered stuff as intended?
  - Delivered to intended audience?
  - Reaching the intended number of people?
  - Within intended context?
  - Etc.

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Prerequisite 2

**OUTCOMES:** To what degree does the intervention have the intended affect on its intended participants?

- Change knowledge?
- Change in behavior?
- Change in aspirations?
- Change in attitude?
- Etc?

*Intervention strategically targets parts of the problem*
### OUTCOMES – A specific example:

By coming in contact with a program a person realizes they need to test their house for radon (knowledge outcome). Two weeks later they buy a testing kit and test for radon (behavior outcome). The test found no radon (no impact) or the test found radon (still no impact) and a mitigation system was installed (impact).

### IMPACTS: To what degree do the intended outcome changes result in intended changes in the overall problem?

- **Change** in system
- **Change** in condition
- **Change** in situation
IMPACTS: To what degree do the intended outcome changes result in intended changes in the overall problem?
- Change in system
- Change in condition
- Change in situation

IMPACTS – As specific example:

By coming in contact with a program a person better understands food safety procedures (knowledge outcome). Within two months this person changed the way he handled food in three important ways (behavior outcome). As a result of this person's behavior change, food in his restaurant was safer (impact). Besides food handling, this person also had a management role and he made policy changes in the restaurant that led to improved handling of food organization-wide (impact), and this change resulted in safer food (impact) and fewer health risks to restaurant patrons (impact).
Not all impacts are \textit{valuable or meaningful}.

The \textit{VALUE} of an impact depends on the –

- Intentions of the intervention
- Values of program developers
- Values of program stakeholders

\textbf{WHERE are IMPACTS found?}

\textit{All the intended places.}

- Among intended audiences
- Among variables that would exhibit intended change
Impacts

Looking for IMPACT

Levels of IMPACTS
- Family/home
- Organization
- Industry sector
- Community/County

Domains of IMPACTS
- Health, Food, and Nutrition
- Building and Infrastructure
- Financial
- Political
- Social Network
- Natural Resources
- Cultural
Measuring impacts can be challenging, as change may not be measurable for many years.

WHAT TO DO:
In this case, programs need to rely on existing research to link their “outcomes” with “impacts.”

Linking “outcomes” using existing research can allow you to report *theoretical*, rather than actual, impacts.

- **Valuable reminder:** When determining which “outcome” variables and measures to target, consider the existing research that links your program outcomes with intended impacts. That way you will collect the data that can be used for projecting theoretical impacts… if that is a goal of the evaluation.
Program developers organizing the pieces of the theory that informs their program development.

“What indicators should we evaluate to see –

If our program is being carried out as intended?

If our theory is resulting in the intended changes?”