

Poulin, Mary E. (2000). The Significance of Definitions of Success in Program Evaluation. Evaluation Review. 24(5), 516-536.

Purpose:

- Examine whether a program is reaching its goals in the evaluating program.
- Identify the definitions of success.

Literature Review: Reynolds and Kamphaus (1992), Battle (1992), Cernkovich and Giordano (1987), Cernkovich and Giordan (1992), Baird (1984), and Jesness (1984) all did studies using different scales to determine a person's control, self-esteem, family bonding, school bonding, their needs assessment, and behavior. All scales showed that they had something to do with the definition of success in one's own life.

Methods:

- Sample: Philadelphia delinquency prevention program to define success in their program.
- Variables: Issues involving success in one's life: self-control, self-esteem, family relationships, school relationships, individual needs assessment, and one's behavior.
- Procedure: Researching staff held evaluation assessments with each program that the Philadelphia delinquency prevention center offers to determine the center's objectives and goals for each program. Each staff member at the center were interviewed and asked what factors contributed to the definition of success.

Results/Conclusions:

- Eleven top factors that contributed to success from the delinquency prevention center were:
 - 1) improvement in school grades or progress,
 - 2) reduction or absence in negative behavior,
 - 3) higher self-esteem,
 - 4) improved behavior at school,
 - 5) participation and attendance in programs,
 - 6) less crimes committed,
 - 7) positive attitude and behavior,
 - 8) better family bonding,
 - 9) personal goals being set,
 - 10) higher school attendance, and
 - 11) no juvenile justice system participation.
- These factors may differ with each program and with different state delinquency prevention programs.