



Evaluation: A Co-operative Enterprise 2004 CES Conference

Sessions will be given in the language of the
abstract

L'évaluation: Une entreprise coopérative Congrès de 2004 SCÉ

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-1

Michelangelo A
Papers / Présentation

Simultaneous interpretation / Traduction simultanée

Lundi 17 mai
10h30 – 12h00
Séance M2-1

Large Scale Evaluation Practices / Les évaluations de grandes dimensions

M2-1-1

Moving To a Higher Plane: Methodological Innovations in Evaluating Global Partnership Programs

Uma Lele, Senior Adviser & Chris Gerrard, Senior Evaluation Officer, Operations Evaluation Department of the World Bank, Washington, D.C.

The two authors are the principal evaluators of a major 3-year evaluation of the World Bank's involvement in global programs such as Consultative Group of International Agricultural Research. Global programs have become a growing business line for the World Bank. They are a response to the growing opportunities and threats associated with the accelerated pace of globalization and the need for collective action to address them. Although the Bank has historically operated mainly at the country level, it has now become – sometimes by default – the major player, along with the United Nations system, in many global programs. The first-ever evaluation of the Bank's portfolio of 70 global programs and in-depth case studies of 26 programs has required a number of methodological innovations to assess their relevance, efficacy, and efficiency achieving development outcomes, as well as the Bank's performance as one of the partners in these global programs.

M2-1-2

L'évaluation sommative des mesures actives d'emploi du Québec

Serge Hamel, Directeur de l'évaluation, Ministère de l'Emploi, de la Solidarité sociale et de la Famille, Gouvernement du Québec, Québec

Le Québec vient de compléter une évaluation de grande envergure sur l'efficacité de ses mesures actives d'emploi. Il s'agit de la première évaluation sommative des effets nets des mesures depuis la création d'Emploi-Québec qui coïncide avec la conclusion de l'Entente Canada-Québec relative au marché du travail. Des experts internationaux ont donné leur point de vue sur les approches d'évaluation à retenir et des échanges avec le gouvernement fédéral et les autres provinces ont eu lieu pour favoriser l'utilisation d'approches méthodologiques et de certains indicateurs d'effets pouvant permettre certaines comparaisons avec les évaluations sommatives des autres provinces. Deux modèles économétriques ont été utilisés et les résultats obtenus pour ces modèles convergent. De plus, une évaluation formative a été réalisée préalablement basée sur des méthodes qualitatives et quantitatives. Cette première phase est venue appuyer les choix méthodologiques de la phase sommative et l'interprétation des résultats. Enfin, l'évaluation sommative réalisée s'inscrit dans une perspective pluriannuelle (2000-2005) qui comporte plusieurs évaluations complémentaires qui permettront à terme de fournir un éclairage relativement complet des processus, de l'efficacité et de l'efficacité des mesures d'emploi. Finalement, mentionnons quelques résultats. Les effets nets obtenus sont très bons, notamment pour les clientèles plus éloignées du marché du travail. Les effets positifs les plus importants concernent l'insertion en emploi, la rémunération d'emploi et la diminution du recours à l'assistance-emploi (aide sociale). Des effets positifs sont aussi obtenus sur la qualité de vie.

M2-1-3

A Single Analysis Framework as Organising Instrument of Various Evaluation Projects

Marie Gervais, Ph.D., Full Professor, Rehabilitation Department, Laval University, Director, Research and Evaluation Direction, Québec Automobile Insurance Board, Québec

Responding to multiple stakeholders in a complex evaluation environment amounts to a rather noble undertaking. In this context, the analysis framework brought forth by Gervais (1996, 1998), which was favoured by the Canadian Evaluation Society in 1996, can prove to be a useful tool in structuring such an evaluation. This framework reflects an attempt to represent the complex interaction that exists between the program, its environment and the actors involved. It is expressed through 5 dimensions of the program, being: 1) structural; 2) operational; 3) strategic; 4) systemic and 5) specific dimensions.

The use of this framework in the context of four evaluation projects in the health field will be presented. Subsequently a critical analysis will be put forward, in terms of facilitating elements and in terms of difficulties encountered. The adaptation potential of this framework will then be explored while underlining its contribution to the field of evaluation.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-2

Michelangelo B
Papers / Présentations

Lundi 17 mai
10h30 – 12h00
Séance M2-2

Building Capacity in Large Organizations

M2-2-1

Trends in Evaluation in the Federal Government: A Performance Audit Perspective

Barry Leighton, Ph.D., Office of the Auditor General of Canada, Ottawa, Ontario

Improvements in the capacity, quality and use of program evaluation activity in the federal government over the past 25 years or so has been slow but steady. One way in which this progress has been assessed is through occasional audits by the Office of the Auditor General of Canada. This paper links the supply of evaluations with trends in demand, paying particular attention to the broadening in scope of evaluative activity in response to an increased appetite for results information to contribute to both public performance reporting and performance management. As well, the growing demand for a wider range of evaluations, from operational through to strategic evaluations, is discussed. Finally, the distinction between performance auditing (value-for-money audits) and evaluating and monitoring programs is maintained.

M2-2-2

EAAC – A Journey to Build Evaluation Capacity

Frank Testin, Evaluation Specialist, Data Development and Evaluation Branch, Alberta Human Resources & Employment, Alberta

Alberta Human Resources & Employment (AHRE)'s executive team established a department-wide Evaluation and Analysis Advisory Committee (EAAC) in August 2002, as part of its commitment to evidence-based decision making. The Committee's mandate is to:

- * Develop a departmental evaluation and analysis plan which is linked with the departmental business, financial, human-resource and regional operational plans; and
- * Provide coordination (inter-divisionally and with partners) to the planning and implementation of evaluation and analysis activities, and the communication of results.

The presentation will describe how EAAC has increased the evaluation capacity of departmental staff through its processes, tools and products. This includes the development of processes to increase awareness and coordinate activities, evaluation and analysis standards for use by staff, and an Intranet site to share information on evaluation and analysis projects. AHRE is interested in sharing our journey as well as learning from the experiences of other organizations.

M2-2-3

Constructing, Owning and Using Evidence

Heather Perkins & Kaireen Chaytor, Chaytor Consulting Services Ltd., Nova Scotia

Evaluation is gradually becoming a part of program management. However, program staff either do not have the knowledge to conduct evaluation or are not provided orientation to evaluation guidelines. To support evaluation in literacy networks in Nova Scotia an evaluation tool kit was developed. To encourage implementation it was entitled tools for decision-making. These tools allow each network to conduct their own evaluations, analyze the data and report on the findings. However, development and handing off of the tools was not seen as sufficient to ensure use. With the financial support of the National Literacy Secretariat and considerable provincial effort, workshops were developed to educate the networks about the benefits of using the tools and using them effectively. The presentation will focus on the process of developing the tools, the role of the workshops to ensure use and the use of the tools in producing evidence for decision making.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-3

Michelangelo C
Symposium / Symposium

Lundi 17 mai
10h30 – 12h00
Séance M2-3

Before Step One: Planning and Negotiating Successful Evaluations

*H.S. Campbell, C.Y. Lovato, J. Joza & R. Byers, Centre for Behavioural Research and Program
Evaluation, University of Waterloo, Ontario*

The Broadbent Report identified the need for organizational accountability in the volunteer and not-for-profit sector. A variety of approaches have been developed, including best practices, logic models, program evaluation, continuous quality improvement strategies, performance monitoring, and report cards. Many organizations already use some or many of these approaches for evaluation, sometimes through consultation or contract with external evaluators, sometimes by working with evaluation or program staff within their organizations.

The Centre for Behavioural Research and Program Evaluation works closely with a large, national, non-profit organization on program evaluations and thus has a unique perspective on the link between program evaluation and organizational accountability. This approach, like all evaluations, requires thoughtful planning and co-ordination with both program goals and objectives and organizational needs in mind.

This symposium will engage participants by examining:

- a) techniques for clarifying a client's purpose and expectation for evaluation, and relating those to the organizational goals,
- b) approaches to conducting an evaluability assessment,
- c) negotiation skills for defining realistic and feasible evaluation strategies.

This series of presentations will focus on the participatory planning approach in order to promote relevance and facilitate the utilization of results. A case study will be used to illustrate the planning and negotiating techniques above. Participants will leave this session with renewed skills for successfully planning and negotiating an evaluation that will meet a client's expectations and ensure that the client's accountability obligations are met.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-4

Da Vinci Room
Papers / Présentations

Lundi 17 mai
10h30 – 12h00
Séance M2-4

Issues in Evaluation Theory

M2-4-1

Learning from Experience: A Context for Clarifying the Nature and Purpose of Program Evaluation

Marcel D'Eon, Ph.D., College of Medicine, University of Saskatchewan, Saskatchewan

There are many models of program evaluation (e.g., utilization focused and empowerment) and each one claim to offer something unique and worthwhile to both practice and theory. This great diversity together with the enthusiasm of advocates and detractors has created the need to develop a unifying model or meta-theory of evaluation that addresses both nature (what evaluations are) and purpose (what evaluations are intended to do). This paper will explicate a model of learning from experience and demonstrate its relationship to that which program evaluation intends to accomplish within an organizational setting (learning - its purpose) and what evaluation is (a process - its nature). Relevant examples from medical education will be used to illustrate key points.

M2-4-2

Fundamental Issues in Evaluation Theory

Nick Smith, Ph.D., President American Evaluation Association, Syracuse University, Syracuse, New York

This paper presents a selection of fundamental issues in evaluation theory, such as, (1) Why should evaluation be done? (to improve programs, influence decision-making, protect the public, solve social problems,...?), (2) What are the proper roles for professional evaluators? (researchers, teachers, advocates, judges,...?), and (3) What should be considered acceptable evidence for making evaluative decisions? (causal claims, moral conclusions, expert opinion, aesthetic judgements, stakeholder consensus,...?). The paper then examines how the resolution of such issues can both alter the definition of the profession, as well as guide its practice.

The traditional treatment of alternatives in evaluation theory has focused on the examination of models, approaches. This paper moves the discourse to a deeper level in order to identify the fundamental issues that underlie all models and approaches, thereby moving from a standard treatment of alternative prescriptive theories to an analysis of key concepts central to a meta-theory of evaluation.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-5

Naples Room
Papers / Présentations

Lundi 17 mai
10h30 – 12h00
Séance M2-5

International Perspectives on Capacity Building

M2-5-1

Building, Monitoring and Evaluation Capacities in Countries: Cultural Shifts and Technical Challenges – the Experience of Nicaragua

Dr. Marie-Helene Adrien, President Universalialia Management Group, Canada, Dr. Rosa Flores, Associate Consultant, Universalialia Management Group (Nicaragua) & Katrina Rojas, Consultant, Universalialia Management Group, Canada

As part of the implementation of its Poverty Reduction Strategy, the Government of Nicaragua has identified the need for strengthening the Monitoring and Evaluation (M&E) capacities of the institutions involved in the oversight, management, and delivery of services to local communities, including several municipalities where projects aimed at reducing poverty have been implemented.

The M&E capacity-building initiative included a vast repertoire of activities targeted at individuals, evaluation units in selected Ministries, and the development of M&E systems, including baseline data, data collection methodologies and software, project supervision guidelines, and reporting format. The development of M&E capacity has proven to be more than a technical challenge. It also calls for a shift in culture and norms in a context where accountability for results and expenditures is not yet widely integrated or valued. This paper aims at describing a Capacity development framework for the M&E initiative in Nicaragua, identifying the areas of success and the limitations, and sharing lessons learned at the technical and cultural levels.

M2-5-2

Capacity Building in Monitoring and Evaluation: Experience and Lessons from Working with International Development Agencies

Dr. Charles Lusthaus, Universalialia, Montreal Office; Geraldine Cooney, Universalialia, Ottawa Office, Ottawa, Ontario

Capacity development has been defined as "the process by which individuals, entities (groups, organizations or institutions) and systems (countries or societies) increase their individual and collective abilities to (a) perform core functions, resolve problems, and define and achieve objectives, and (b) to understand and deal with their performance needs within a broad context and in a sustainable manner". Capacity thus refers to the ability or power of individuals, entities or systems (a) to perform functions; (b) to produce goods and services effectively, efficiently and in a sustainable manner; (c) to grasp ideas, analyze and judge, and cope with problems; and/or to execute, consider, appreciate and experience. As can be seen from the above definition, capacity development is a broad term. It refers to many potential units of change.

The purpose of this paper is to explore "building monitoring and evaluation capacity" as it links to international development agencies. Over the past 20 years, Universalialia evaluator-consultants have worked with international development agencies (and evaluation units within these agencies) to increase the capacity of these organizations to monitor and evaluate projects, programs and organizations that they invest in. The paper will do three things: first, explore the idea of capacity building in the context of the monitoring and evaluation function within international development agencies; second, share observations stemming from Universalialia's experience in building such capacity and finally, identify some lessons that may benefit others engaged in monitoring and evaluation capacity building.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-6

Florence Room
Papers / Présentations

Lundi 17 mai
10h30 – 12h00
Séance M2-6

Early Childhood Evaluation

M2-6-1

Detecting Children at High Risk for Tooth Decay: Process Evaluation of the Implementation of the Early Childhood Dental Health Questionnaire

Leslie Topola, Vicki Walter, Tracey Carr & Colleen Kells, Public Health Services, Saskatoon Health Region, Saskatchewan

In October 2003 Saskatoon Health Region's Dental Health Program implemented a program to detect children who were at high risk for tooth decay. The Early Childhood Dental Health Questionnaire (ECDQ), a 13-item instrument completed by parents, identified 12 month old high-risk children at a health centre. Parents of high-risk children (scored 10 points or higher in the (ECDQ) were contacted by letter and invited to bring their child fluoride varnish paintings (FVP). The purpose of the evaluation was to monitor the percentage of children identified as high risk by ECDQ and to assess the success of dental staff's teaching practices around parent/guardian high-risk dental health practices. Number of completed questionnaires, the frequency of FVP visits and a brief telephone survey of ECDQ non-responders will serve as process and outcome indicators of program success. Results of the evaluation (March 2004) will guide further implementation of the ECDQ into health centres.

M2-6-2

Using Technology to Address Information Needs for Evaluation Purposes: Developing a Multi-site data Collection and Reporting System for a Social Services Agency

Herbert Chan, Clyde Hertzman, Human Early Learning Partnership, University of British Columbia & Dana Brynelson, Infant Development Program of British Columbia

Social service agencies face increasing demands from governments and other funders to provide timely descriptive statistics and program evaluation measures. Rapidly developing information management solutions facilitate the collection and reporting of such data, while human behavior and attitudes determine the success of data collection efforts. This presentation describes a model for developing a province-wide data collection and reporting system for a social service agency. The model elaborates on the roles of leadership, goal-setting, needs assessment, user consultation, technical solutions, project management, implementation, and evaluation. It is based on the implementation of a coordinated data management system for 52 geographically dispersed Infant Development Programs in British Columbia. The project was conducted through a co-operative relationship between a social service agency and an academic research institute: the Infant Development Program of British Columbia and the Human Early Learning Partnership at the University of British Columbia.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCE**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
10:30 – 12:00
Session M2-7

Venice Room
Papers / Présentations

Lundi 17 mai
10h30 – 12h00
Séance M2-7

Using Theory to Examine Evaluation

M2-7-1

How Theories of Systemic Change Relate to Evaluation and the Role of the Evaluator's in Systemic Reform

Mukaria J. Itang'ata, Ph.D. (candidate), Western Michigan University, Kalamazoo, Nebraska

Theories of systemic change views the world as a universe comprising of a hierarchy of systems that are systemically interlinked and well-structured in sub-systems. That systemic change occurs in the universe when (1) people as agents of the systems change, become systems thinkers and adopt a systemic point of view (2) people shift their thinking, life styles, and organizational behaviors to invest in systemic principles and values. Systemic change theorists argue that systemic change can be measured and evaluated in terms of the shifts in peoples' values, assumptions, awareness and behavior change patterns.

The theories of systemic change relate to evaluation when the evaluation approach is used as an interventional measure designed to cause or influence a systemic change in the system(s). This occurs when an evaluation measure or activity is put in place thus linking the interests of the client and the evaluator via the evaluation intervention. Theories of systemic change can aid evaluators to building evaluation capacities in many ways. To mention just a few, can they help in easing understanding and simplifying of evaluation descriptions thus enabling evaluators to assess and document the needs of a program, system, project or policy being evaluated in a well structured and clear manner. Two they can provide the evaluator with the opportunities of knowing on time the diverse nature of the stakeholders information needs for the evaluation. Three, the theories help can help evaluators to better understand the interrelationships, complexities and dimensions of program, system or policy evaluation design and theory, thus, enabling evaluators to collect the right data for the evaluation.

M2-7-2

What Have We Really Evaluated? The Advantages and Challenges of a Theory Driven Approach in Disentangling Program Effects from Problems with Program Theory and Evaluation Methodology

Shannon Fenton & Karen Korabik, Department of Psychology, University of Guelph, Ontario

Theory-driven approaches to evaluation have been lauded for their capacity to distinguish between the failure of a program and the failure of a program's theory. This presentation will discuss and provide an illustrative example of the value of the theory-driven approach in providing this type of clarification. The study described in this presentation involves a comprehensive, theory-driven evaluation of a community-based early childhood prevention program. This presentation will briefly describe the design and implementation of the evaluation. Presenters will share their methodological and data analytic challenges (i.e. having to reconcile seemingly contradictory quantitative results), the benefits of having used a theory-driven approach, and the insights that resulted.

M2-7-3

How Much Bias Can Objectivity Withstand?

François Dumaine, Senior Research Manager & Danielle Muise, Research Associate, PRA Inc., Ottawa, Ontario

The impact of bias and, by extension, the relative importance attributed to objectivity in research, continue to raise methodological questions. In evidence-based research such as program evaluation, the issue of bias is particularly significant. In conducting evaluation involving culturally diverse groups, where should the line be drawn between *awareness* and *bias*? Is belonging to a specific cultural group or being particularly knowledgeable of such group enhance the capacity of an evaluator to conduct rigorous studies or does it make him or her too biased? Based on a review of the literature on objectivity in evaluation research and on numerous evaluations completed involving official language minority groups and First Nations, the presenters will explore the issue of bias in conducting evaluations with culturally diverse populations.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-1

Michelangelo A
Papers / Présentations

Lundi 17 mai
13h15 – 14h45
Séance M3-1

Les bénéfices d'évaluation

M3-1-1

L'évaluation des interventions dans un contexte de protection de la jeunesse - ou - Comment la recherche évaluative peut contribuer à améliorer les pratiques et la prise de décision

Christian Dagenais, Ph.D., Centre de liaison sur l'intervention et la prévention psychosociale, Montréal, Québec

Cette communication porte sur les retombées de l'évaluation d'un projet pilote mis en place par un établissement de service en protection de la jeunesse. L'intervention était offerte aux familles dont un enfant risque d'être placé en milieu substitut à cause d'une situation qui menace sa sécurité ou son développement. Ce programme a fait l'objet d'un examen attentif des chercheurs pendant près de cinq ans. La recherche évaluative amorcée dès l'implantation du programme visait à documenter: 1) les caractéristiques des familles et des services; 2) l'impact du programme sur les taux de placement et de signalement à la suite de l'intervention et 3) l'impact du programme sur le fonctionnement familial et le bien-être de l'enfant. La discussion portera sur l'application concrète des recommandations dans l'élaboration d'un programme développé à la suite du projet pilote. Elle met l'accent sur le développement progressif d'une culture d'évaluation au sein de l'établissement.

M3-1-2

Comment faire le focus sur l'objet d'évaluation avec quatre paires de lunettes différentes? Le cas de la collaboration entre les parents et les intervenants dans les centres de réadaptation en déficience physique du Québec

*Monique Carrière, Ph.D., Sylvie Tétreault, Ph.D., Myreille St-Onge, Ph.D., Éve-Line Bussièrès, M.P.S.
Martine Giroux, M.A. & Véronique Bégute Ph.C., Université Laval, Québec*

Deux recherches subventionnées ont été conduites dans six centres de réadaptation en déficience physique du Québec pour explorer et comprendre la collaboration entre les intervenants et les parents des enfants ayant une déficience physique. Quatre groupes d'acteurs ont participé : des parents, des intervenants, des gestionnaires et des administrateurs. À partir de leur position respective et à travers des entrevues individuelles et des groupes de discussion, les participants ont exprimé leurs attentes et leurs réflexions vis-à-vis de cette collaboration. L'analyse des résultats met en évidence des convergences et des divergences quant à la façon d'aborder le phénomène de la collaboration. Cette réalité n'est pas exceptionnelle. De plus, elle a des conséquences pour les chercheurs qui doivent donc utiliser des indicateurs et des stratégies qui en tiennent compte afin de réaliser une évaluation crédible et utile à l'ensemble des acteurs.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCE**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-2

Michelangelo B
Papers / Présentations

Lundi 17 mai
13h15 – 14h45
Séance M3-2

Effective Practices in Intersectoral Settings

M3-2-1

What “Works” In Implementing a Demonstration Fund? Growing Pains and the Wisdom of Age

Mary Sehl, Senior Evaluation Analyst & Nicola Epprecht, Senior Program Officer, National Crime Prevention Centre, Toronto, Ontario

When the National Crime Prevention Centre launched the Crime Prevention Investment Fund (CPIF), it presented the fund as a way to demonstrate “what works in crime prevention, what doesn’t, and why.” Five years later, much has been learned about what works in demonstration funds. Of the 52 CPIF projects funded to date, only a few have produced the rigorous evaluations originally anticipated. Among the lessons the presenters will share are: the need to better communicate to community groups interested in submitting proposals a) how a demonstration fund differs from other funding opportunities intended to address community needs and b) the capacities required to lead projects that will undergo rigorous evaluation, the need to communicate to evaluators interested in bidding on the corresponding evaluations the particular requirements of such evaluations, and alternative approaches to identifying appropriate demonstration projects and contracting their evaluations.

The presentation will be of interest to evaluators working in federal and provincial governments and to others interested in evaluation for research demonstration purposes.

M3-2-2

Working Together to Address the Issue of Domestic Violence: The HomeFront Experience

Irene Hoffart, Director Synergy Research Group & Bonnie Knox, Executive Director, HomeFront, Calgary, Alberta

HomeFront is a collaborative community project involving social service agencies, law enforcement and the criminal justice system for the purpose of providing an immediate, seamless response to those involved in domestic violence. HomeFront links specialized Crown Prosecutors, Police Officers, Probation Officers, Legal Aid Duty Counsel, Court Case Workers and treatment agencies. Since its inception in May of 2000, HomeFront has undergone comprehensive evaluation. The evaluation required that representatives of various systems involved with HomeFront either collect or provide access to needed information. Ultimately, we were successful in collecting information reflecting all stages of the HomeFront processes, including police, treatment and court data. Current evaluation database is comprised of over 900 variables and 2500 units of analyses.

The paper will discuss how partnerships among the various players were fostered, describe information-sharing processes among various systems represented on HomeFront and discuss some of the challenges and opportunities associated with accessing needed data sources.

M3-2-3

Effective Practices for the Implementation of Intersectoral Programs

David Mykota, Ph.D., Assistant Professor, University of Saskatchewan

Increasingly stakeholders and policy decision makers are calling for evaluations that seek to explain the process involved in newly formed organizations. These assessments are known as implementation valuations and are a means to connect what actually happens in a program to its intended outcomes. For pilot projects, implementation evaluations are important because they can inform subsequent efforts and stabilize the program. This becomes even more significant when evaluators later attempt to discern the relevance and power of outcomes. To help conceptualise effective practices relevant to the development and implementation of an intersectoral program, a model is developed based on the qualitative findings of a utilization-focused evaluation of an early intervention program. Documenting the fidelity of early intervention efforts during implementation will provide information for reflection on how adaptations and modifications to a program have affected the system of service delivery and how these short-cycle decisions will affect its sustainability.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-3

Michelangelo C
Panel / Panel

Lundi 17 mai
13h15 – 14h45
Séance M3-3

**Crossing Currents: Scenarios from Educational Evaluation
in Multicultural Settings**

S. Reed Early, Evaluation Specialist, Pacific Resources for Education and Learning, Honolulu, Hawaii

Ormond Hammond, PREL Senior Scholar for Planning, Honolulu, Hawaii

Ann Curry, Assistant Director of the Saskatchewan Instructional Development and Research Unit Faculty of Education, Ph.D. (candidate), University of Regina, Saskatchewan

Rob Malatest, President R.A. Malatest and Associates

Jerry Hinbest, President Hinbest & Associates Consulting, Ed.D. (candidate), UBC, British Columbia

The challenges of cross-cultural program evaluation include linguistic, pragmatic, cultural and spiritual dimensions among others. This panel of presenters will speak to the on-the-ground problems and solutions based on their experience of working with Canadian and American first nations, ethnic minorities, Pacific islanders, and others. Presentations will include “talk story” discussions of particular scenarios of problems faced, resolutions, non-resolutions, and lessons learned. Audience participation will be encouraged after the scenarios are given.

Reed Early – Evaluating a teacher’s conference in Micronesia. Reed will describe the evaluation of the Pacific Educational Conference and the use of modified “western” evaluation techniques in Pohnpei, Federated States of Micronesia.

Ormond Hammond - Islands: finding common ground between the currents: Ormond will discuss how evaluators and diverse cultural groups can work together. He will describe several cases in which it was possible to find common ground. An example is the evaluation of a Hawaiian language immersion high school by non-Hawaiian language speaking evaluators using a simulated accreditation methodology.

Ann Curry – Words and Meanings. Ann will discuss the meanings of certain words like 'sustainability' in international development from different cultural perspectives. An example from China is used, and the consequences of using only one meaning in the evaluation process.

Rob Malatest - Challenges of evaluating FN education programs in BC school districts. Rob will talk about learned experiences, identifying the challenges and best practices associated with evaluation of three different First Nations education programs.

Jerry Hinbest – Evaluation can involve diverse partnerships in which first nations participants may have the largest stake in program outcomes, but the least power in the evaluation context. Jerry will discuss case studies of on-line learning and suicide prevention programming



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-4

Da Vinci Room
Papers / Présentations

Lundi 17 mai
13h15 – 14h45
Séance M3-4

Trust, Ethics and Planning

M3-4-1

Parallel Tracks: Program Planning and Evaluation

Grant Wood, MSc PAg, Program Director Agriculture, Food & Horticulture Program, University of Saskatchewan, Saskatchewan

As a result of a growing emphasis in accountability, efficiency and effectiveness in many organizations and departments, numerous individuals with little or no experience or knowledge of evaluation find themselves being required to evaluate programs. Out of necessity they learn about program evaluation but not about program planning. Although a key component in the program planning process, it is important to remember that evaluation is only one component. The presenter will draw on his experience and that of the audience in both program planning and evaluation to discuss the importance of using the other components of the program planning process to assist in evaluating programs: for example needs identification, objectives / outcomes, delivery methods and evaluation. We will also explore the need to involve the evaluation coordinator at the start of the program planning process rather than at the end, thus making the evaluation process more efficient and effective.

M3-4-2

A Model that Integrates Story-telling and Health History

V.R. Ramsden, RN, Ph.D. (candidate), University of Saskatchewan, Saskatchewan

The lack of evidence-based interventions in clinical prevention, and the stories of both individuals and health care practitioners about their feelings of inadequacy in either making or facilitating a behavior change led me to consider how this might be accomplished respecting the needs of both. The purpose of this research endeavor was to design and construct (Stage I) apply (Stage II) and further develop (Stage III) the Enhancing Wellness Model utilizing participatory methods of research and evaluation with clinical practice.

The evaluation of the Enhancing Wellness Model will be shown based on the learnings with the individuals who engaged in utilizing the Model. 7/7 indicated that the Model would assist them in making sustainable changes that will enhance their health and well-being. 6/7 individuals indicated that the model would assist them with asking questions of the members of the interdisciplinary team. Each of the individuals subsequently established goals and objectives for a health promotion program, implemented and completed some aspect of the program, reflected upon what had been accomplished and re-engaged.

The realities for the individual are not necessarily what the health care practitioner perceives them to be. Engaging in participatory research methods integrated with clinical practices requires trust built upon relationships that are sustainable over time. Changing behavior is a process and not an outcome. Health care practitioners are often discouraged by “working with” individuals due to the lack of predictable outcomes. The wisdom of the individual once recognized, respected and validated will support and enhance the capacity for the transformation.

M3-4-3

Ethics in Evaluation: What Is Right For You May Be Wrong For Me

Genevieve Pépin, Ph.D. (candidate), Professor, Laval University, Quebec

The goal of this presentation is to elucidate certain ethical considerations inherent to all evaluation processes. Currently, organizations such as the Canadian Evaluation Society have developed standards to ensure that program evaluations respect ethical norms. They mainly pertain to competence, accountability and integrity of the evaluator. Outside of these specific concerns, one is left wondering about ethical considerations related to the motivations of different groups of actors with the respect to an evaluation process or with their use of evaluation results? After suggesting a definition of ethics, this presentation will illustrate ethical yet seemingly contradictory applications of program development and evaluation based on examples drawn from the health field. Then the effects of the use of results on the people served by particular programs will be addressed from an ethical perspective. Finally, possible ways to unite seemingly opposed visions of ethics will be identified and discussed.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-5

Naples Room
Papers / Présentations

Lundi 17 mai
13h15 – 14h45
Séance M3-5

Community Wellness

M3-5-1

My Mother Told Me I'd have Days Like This: Assessing Collaboration, Capacity and Empowerment in Community Programs

Lynne Baillie, Ph.D., Co-ordinator, BC Cancer Agency Prevention Program, British Columbia

The BCCA Prevention of Cancer Program was introduced to Interior communities in 1997. The aim is to reduce the incidence of preventable cancers; extending our scope beyond clinical and behavioral interventions to address the broader social-environmental context that shapes choice and action. As one attempt to capture the evolution of program-related community change we have, over the years, compared the ongoing feedback from our collaborators to the program's original guiding principles of equality, negotiated content, collaborative process, inclusion of critique, importance of action, and mutual accountability.

What we have learned from this comparison is that the path to community capacity, collaboration and empowerment is not always smooth. Growth also implies change, uncertainty, and anxiety. Assessing this growth places the evaluator in a role requiring a long-term commitment to undistorted communication, one which permits and actively encourages critical questioning and challenging of the values and assumptions behind given facts and practices.

M3-5-2

Evaluation Capacity-building In Community Organizations: What Constitutes Success?

Natalie Kishchuk, Program Evaluation and Applied Social Research, Kirkland, Québec

This paper will present some lessons learned and questions raised by evaluation capacity-building (ECB) experiences in four community-based groups: a 77-year old inner-city community centre; an intergenerational Meals-on-Wheels program; a grass-roots girl's critical education program in the process of becoming a national organization; and a resource and training centre for other community-based organizations. While all four organizations had similar objectives and their capacity-building work generally met the criteria in Baizerman et al's (2002) framework (developed from ECB work in large NGOs and public sector agencies), they started their capacity-building processes in very different places, and have taken them in wildly different directions – with very different results. In some cases, the results do not look very much like what evaluation practitioners would recognize as standard evaluation practice. Questions discussed will include: what constitutes success in this context, and who should be defining it? What is the evaluator's role in defining success, and in defining the standards and parameters of evaluation practice in ECB?

M3-5-3

Strategies and Lessons While Building Evaluation Capacity in A Non-profit Organization: The Importance of Trust, Inclusion, And Communication

*Melissa S. Kittmer, Dept. of Psychology, University of Guelph and Family Service Association of Toronto;
Serge Desmarais, Dept of Psychology, University of Guelph, Ontario*

In response to increasing demands for accountability, Family Service Association of Toronto, a multi-service agency with 13 programs and over 125 staff serving Toronto's diverse communities, developed the Effective Services Program (ESP), which is now responsible for ongoing evaluation of services and organizational development of FSAT. The challenge has been, and continues to be, building agency capacity while implementing an agency-wide evaluation framework. Two essential components of ESP's success have been the promotion of an organizational culture of learning (Preskill & Torres, 1999) and generating support and buy-in. The strategies used include building trusting relationships with staff, emphasizing improvement and utility, transparency, communication, and staff-centered training. ESP has focused on a process of collaboration, inclusion, and utilization-focused evaluation (Patton, 1997). These aspects have been critical to developing ownership of the program and the presentation will highlight strategies as well as provide evidence related to the program's successful implementation.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-6

Florence Room
Papers / Présentations

Lundi 17 mai
13h15 – 14h45
Séance M3-6

Capacity Building in Higher Education

M3-6-1

University Systematic Program Review: Patterns within the Process

*Trevor J. Gambell, Academic Director & Tonya Wirchenko, Administrator Systematic Program Review,
University of Saskatchewan*

Systematic Program Review (SPR) at the University of Saskatchewan is a six-year review of all undergraduate and graduate programs on the campus of a comprehensive research university. The first university-wide review in 100 years among a diverse array of programs and academic units, SPR could potentially yield outcomes as diverse as the university itself.

In this paper the focus is not on the process, but on the outcomes of SPR as this program enters its final (and self-evaluation) year of pan-campus programs. Specifically, our interest is on the macro-patterns that emerge across program and disciplinary groupings, and which yield implications for academic planning at various levels: the department/unit, the college/faculty, and the university. We suggest that many of these implications have import for most Canadian universities as they become increasingly immersed in a competitive world, find themselves partnering with diverse agencies and the corporate world, and with greater emphasis on the interface between and among teaching, research, and scholarship.

M3-6-2

A Collaborative Evaluation Effort as a Tool for Capacity Building

*Riitta Konkola, LicEd, Principal Lecturer, Helsinki Polytechnic Studia & Riitta Seppänen-Järvelä,
D.Soc.Sc, Development Manager, STAKES*

The central concern of this paper is to analyse how a systematic, process-oriented training and consultation initiative harnessed for evaluation promoted the organisation's capacity and activated professionals to use evaluation techniques in their work. A case from education field (Helsinki Polytechnic, Finland), where project-based research and development serving working life and regional development are crucial elements, will be used as an example. This paper will focus on one project related to the above-mentioned capacity building process, the ARENA project. In the project, 25 vocational teachers from social- and health care carried out different projects with work places to link the R&D and teaching. In that particular project, the awareness rising about evaluation issues was significant: teachers applied empowerment evaluation approach (Fetterman) to study and strengthen the processes and results of the collaboration with the external partners from various work places. The capacity building processes will be analysed both at the organisation level and the project level to clarify the learning mechanisms that have to be taken into account.

M3-6-3

Methodological Issues in Conducting an Evaluation of Professional Development

*Darryl L. Jinkerson, Ph.D., Chair Department of Management Sciences, Abilene Christian University,
Texas; Carl Hanssen, Research Associate, The Evaluation Cenere, Western Michigan University,
Kalamazoo, Michigan*

The preparation and professional development of college faculty and teachers is one purpose of the Advanced Technological Education (ATE) program. The context is a large, multi-site program with non-systematic implementation. The program evaluation model for this program consists of mixed methods, including an annual web-based survey, site visits, document review, and targeted studies for each key program component.

The goal of the current targeted study is to examine the program and impact of professional development efforts. The evaluation model used was the Accountability-Effectiveness-Impact-Organizational Context-Unanticipated Consequences (A-E-I-O-U) model (Simpson, 1997). Data collection included key informant telephone interviews, participant web survey, and best practices literature review. The paper will discuss key methodological issues encountered including: 1) Dealing with partial support of one's analytical framework; 2) Reconciling data that does not triangulate properly because of different answers from different methods; and 3) Realities of different projects adopting different operational definitions of the variable of interest.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
1:15 – 2:45
Session M3-7

Venice Room
Papers / Présentations

Lundi 17 mai
13h15 – 14h45
Séance M3-7

Methodological and Statistical Advances

M3-7-1

Comparison of Expert-based and Rasch-based Approach in the Development of a Severity Index to Measure Outcomes

P. Antonio Olmos-Gallo, Mental Health Corporation of Denver, Don Bacon, Daniels College of Business, University of Denver; Karen Mason, Mental Health Corporation of Denver

When evaluating a program's outcomes it is not uncommon to use combinations of interval and nominal scales. These indicators can be very meaningful to the program stakeholders but its use for other purposes like comparing different consumers or analysis of change over time is very challenging. In this study, retrospective data routinely collected on approximately 1600 clients was used to compare two different methods for the development of a severity index scale to measure outcomes in a population of severe and persistent mentally ill consumers receiving Assertive Community Treatment services. The expert-based method was developed using Thurstone's method of paired comparisons using a panel of national experts. The second method was based on the development of a Rasch model. Comparison of the results obtained with both models is evaluated in terms of its reliability and cost-effectiveness for our understanding of the recovery process and mental health service effectiveness.

M3-7-2

Simulating Non-Participant Intervention Durations Using a Flexible Semi-Parametric Model, With Empirical Applications

Ian Cahill, Senior Evaluation Officer, Program Evaluation Branch, Les Szabo, Former Senior Evaluation Officer; Paula Folkes, Policy Analyst, Human Resources Development Canada,

In the evaluation of labour market training programs using matching, evaluators must decide when to start measuring participant outcomes against non-participant outcomes. The job separation date and intervention start and end dates may demark the outcome measurement period. Measurement relative to an intervention period permits the separation of training opportunity costs from possible benefits. In this case, an equivalent period for the comparison group must be determined. One method imputes the positioning and duration of the intervention for comparisons from that of the participant match. However, with propensity score matching, this may produce biased outcome estimates. Instead, the authors use semi-parametric survival analysis methods to develop models of the positioning and duration of the intervention, based on participant data. These models are then used to simulate the intervention timing for non-participants. Data comes from the Human Resources Development Canada (HRDC) Employment Insurance (EI) databank, which contains EI use and program participation data.

M3-7-3

A Government Performance Framework that Fosters Program Evaluations

Kevin Perry, Manager, Performance Measurement & Evaluation Team, Ontario

The development of public administration in recent years has seen a strong focus on results. This may be due, in part, to the increasing expectations from the public that governments demonstrate value for monies entrusted to them. A key modern controllership function of government is evaluating and reporting of results against stated objectives. This requires governments to look beyond activities and outputs to focus on actual results – the impacts and effects of their programs. It means clearly defining the results to be achieved, delivering the program or service, measuring and evaluating performance and making adjustments to improve both efficiency and effectiveness. It also means reporting on performance in ways that make sense to the public. This presentation will highlight the performance measurement framework adopted by the Ontario Public Service as a way of demonstrating accountability to the public. We will describe the use of performance information collected from various sources such as program evaluations and how this information is used to make critical policy and expenditure decisions in a fiscally constrained environment.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
3:15 – 4:45
Session M4-1

Michelangelo A
Papers / Présentations

Lundi 17 mai
15h15 – 16h45
Séance M4-1

Evaluation in Aboriginal Communities

M4-1-1

New Perspectives on Evaluating Aboriginal Community Programs

Andrea L.K. Johnston, Independent Consultant, Director, Johnston Research Inc., Toronto, Ontario

As an Evaluator working in the Aboriginal community, I have grown from the use of western models, such as the Logic Model. For evaluation to be effective and utilized for the advancement of Aboriginal people it needs to be understood by all levels involved in the evaluation process. The ultimate question is: *How do you meaningfully involve the various evaluation stakeholders in the evaluation process and ensure that they can walk away with some sort of benefit from being involved in the experience?* For the Ka:nen – Our Children, Our Future 2003 Evaluation Johnston Research Inc. developed and implemented a methodology which attempts to address the Reach issue. This presentation outlines the research methodology and approach, by looking at the evaluation design, the selection of projects, the start-up phase, instrument design, data collection, in addition to analysis, reporting, and the research team.

M4-1-2

Working With Inuit Populations

Natalie Froese, PRA Inc., Winnipeg, Manitoba

Federal and provincial/territorial programs are often directed to populations which are the most in need. These populations can be socially isolated from much of the rest of the population, and evaluators who are skilled and understanding have the best success in reaching them. When these populations are also geographically isolated, a range of local cultural factors also become important, and evaluators must adapt.

This paper focuses on program recipients in Inuit populations. It discusses potential challenges when conducting research in Nunavut. Using a recent evaluation as a model, it outlines a series of best practices and highlights the importance of innovation when overcoming local cultural and geographic challenges to meet client expectations.

M4-1-3

Working with Indigenous Communities: A Culturally Relevant Evaluation Process

*Linda Goulet, Associate Professor, Department of Indian Education, First Nations University of Canada;
Angelina Weenie, Department Head/Assistant Professor, Department of Indian Education, First Nations University of Canada, Regina, Saskatchewan*

This paper will examine the process developed to evaluate sixteen Aboriginal Head Start sites in Saskatchewan. The method used was the stakeholder approach, which strives to involve the main stakeholders in the evaluation process. Adaptations were made to reflect cultural diversity. Issues related to the development and use of culturally appropriate evaluation methods in Aboriginal communities will be presented and discussed. It is argued that an examination of historical colonial relationships is integral to the evaluation process. Cultural considerations in the evaluation process, the view of appropriate programming for Aboriginal children, and the analysis of the data, will be included.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
3:15 – 4:45
Session M4-3

Michelangelo B
Symposium / Symposium

Lundi 17 mai
15h15 – 16h45
Séance M4-3

Building Evaluation Capacity in Canada: Challenges and Actions for the Future

Shelley Borys, Ph.D., Senior Vice President, Applied Research and Evaluation, EKOS Research Associates

Kaireen Chaytor, Ph.D., Principal with Chaytor Consulting Services and Adjunct Professor with the school of Public Administration, Dalhousie University, Nova Scotia

J. Bradley Cousins, Ph.D., Professor in the Faculty of Education, University of Ottawa, Ontario

Steve Montague, Partner with Performance Management Network and current President of the Performance Planning Exchange (PPX)

Bob Lahey, Former Senior Director of the Centre of Excellence for Evaluation at Treasury Board of Canada Secretariat

All sectors of society have increased demands for evaluation. Within the public sector at the federal level, evaluation is seen to be a critical component of the government's Management Framework and the Results-based Management Agenda. A new federal Evaluation Policy has stimulated demand and expectations that evaluation will contribute to not only good management practices, but also to greater accountability in the public sector. Non-government organizations are increasingly being asked to account for how resources are spent and to demonstrate performance and results achieved. All of this has brought into greater focus the need to have sufficient capacity across the system in general to not only conduct quality evaluation but to also ensure that evaluation becomes a part of the broader management culture. It is apparent from recent studies though that building evaluation capacity is a critical challenge that many sectors in Canada currently face. Meeting this challenge in a timely and cost-effective manner may require new ways of thinking about 'building evaluation capacity' and, perhaps, new partnerships across various communities.

□

This Symposium will bring together viewpoints and a broad range of experience from the several communities critical to the demand for and supply of evaluators in Canada: public sector evaluators, both federal and provincial levels; the academic community; private sector providers of evaluation services; users of evaluation results; and professional associations.

□

Each speaker, using their own experience and perhaps unique lens, will address the issues of building evaluation capacity in Canada through an examination of the following issues:

What are the major challenges to building evaluation capacity in Canada today?

What is the single most important action that needs to be taken in the short and longer-term?

What role should the professional association be playing in this regard?



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
3:15 – 4:45
Session M4-4

Michelangelo C
Papers / Présentations

Lundi 17 mai
15h15 – 16h45
Séance M4-4

Qualitative Evaluation Strategies

M4-4-1

Inductive Analysis, Applied Research, and Program Evaluations

David Mykota, Ph.D., Assistant Professor, College of Education, University of Saskatchewan

Through the summary of a number of qualitative reports that have not labelled what they have done within one of the identifiable traditions of qualitative research, a procedure for conducting qualitative analysis based on the objectives of the study has been developed (Thomas, 2000). Inductive analysis has been reported widely within the research literature in the areas of disability, education, health care, and child abuse programs. The intent and purpose of the approach is to allow the emergence of themes and categories from the raw data and, in this sense, it is similar to grounded theory. To help illustrate the methodology and differentiate it from grounded theory, results from semi-structured depth interviews with stakeholders are depicted. As an applied research study, findings demonstrate how inductive analysis can be used to summarize major dimensions and create a model or framework for understanding based on the objectives of the study.

M4-4-2

Interpretation Panels: A Collaborative Approach to Data Analysis

Brian Noonan, Associate Professor, University of Saskatchewan

The process of data analysis is critical in providing accurate and meaningful interpretation of the results of a program evaluation. Usually it has been the project managers or other personnel who were responsible for analyzing and interpreting data. Recently, however, collaborative approaches to data collection and interpretation, such as action research and appreciative inquiry, have become increasingly common in research and evaluation. Typically such approaches involve project participants in assisting with the project design and data analysis. Interpretation panels are composed of individuals or groups who served as participants in a project and are therefore very aware of the purposes and processes of a project. This session will describe how interpretation panels can serve an important function in evaluation projects by assisting project managers in making meaningful and useful interpretations of data. Examples of the use of interpretation panels in educational evaluation, such as program reviews, curriculum evaluation or standard setting, will be discussed.

M4-4-3

Being Heard: Creating Space for ESL Voices

Wendy M. Doughty, Ph.D., Partner, Emerging Directions Consulting, Ltd., Edmonton, Alberta

This presentation will address challenges and opportunities in conducting personal interviews and focus groups with English as a Second Language adults from diverse cultures. The primary focus of the session will be personal interviews.

Over the past two decades, the researcher has conducted interviews and focus groups with international students, adult ESL learners and new immigrants. The session will address two aspects of the research process - preparing to conduct the research and data collection.

1. Preparing for the Research - establishing criteria for selection of participants; determining who selects the participants; determining who invites the participants; selecting a venue; developing interview/focus group questions; pilot-testing of questions.
2. Data Collection - creating a comfortable environment; developing trust/establishing rapport; empathy and self-disclosure; informed consent; active interviewing; intermediaries (interpreters, counselors/instructors, friends/family members); including children in the process; note-taking and audio/visual recording; non-verbal communication; working with silence; accepting participants' emotions; cultural sensitivities; recognition/remuneration of interviewee.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
3:15 – 4:45
Session M4-5

Da Vinci Room
Papers / Présentations

Lundi 17 mai
15h15 – 16h45
Séance M4-5

Capacity Building Across Many Sites

M4-5-1

Evaluation of the Quality Workplace Program

*Lisa Clatney, Health Quality Council; Carolyn Hoffman, Saskatchewan Health; Barbara Walls-Nini,
Saskatchewan Registered Nurses Association*

The Quality Workplace Program (QWP) aims to address the retention of professional nursing staff in Saskatchewan through exploring the attributes of quality workplaces (or magnet environments) for nursing. The QWP is based on shared decision-making and community development models to promote involvement of staff, unions and management. The program was created by the Saskatchewan Registered Nurses' Association, with funding support from Saskatchewan Health.

The SRNA and the Health Quality Council worked in collaboration with the support of the Provincial Nursing Council Working Group on Magnet Environments to evaluate the Quality Workplace Program (including both process and outcome components) at three pilot sites and one control site in Saskatchewan. Tools used to measure the effectiveness of the program at improving the quality of nursing workplaces included: staff surveys, patient surveys, and system input indicators (e.g., sick time, work-related injuries).

We will discuss the findings and recommendations of the evaluation, as well as the unique challenges and opportunities that arose during this collaborative evaluation.

M4-5-2

Using Evaluation to Build the Capacity at the U.S. Environmental Protection Agency & Evaluation Modules for Innovative Environment Programs

Janet L. Kroll, Planning and Evaluation Officer, The Pew Charitable Trusts, Pennsylvania

Well-designed, effectively implemented evaluations can build capacity in the communities or organizations being evaluated. But they can also build capacity in the organizations sponsoring the evaluation. Creating a "culture of evaluation" within an organization requires a comprehensive approach informed by an understanding of mission as well as organizational norms and politics. At the Pew Charitable Trusts we use evaluation to strengthen our core activity: designing and implementing philanthropic investment strategies. Through a range of mechanisms – including strategic planning, staff training, knowledge management, and performance management – we strive to create an organizational culture within which evaluation data play a critical role in decision-making at all levels. This session will provide an overview of the philosophy behind this approach, a description of its major components, and a frank discussion of challenges, recent mid-course corrections, and lessons learned. Participants will be provided with tools that can be adapted in their own organizations.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
3:15 – 4:45
Session M4-6

Naples Room
Papers / Présentations

Lundi 17 mai
15h15 – 16h45
Séance M4-6

Interconnectedness in Evaluation

M4-6-1

Evaluating Student Perceptions of Connectedness, Instruction and Learning In Online Classroom Settings

Dr. Vivian Schoner, St. Paul's College; Marta Bailey, Centre for Learning and Teaching Through Technology (LT3), University of Waterloo; Dr. Dawn Howard-Rose, Centre for Learning and Teaching Through Technology (LT3), University of Waterloo, Ontario

This session presents the results of distance student responses to a faculty designed electronic questionnaire focusing on three instructional features that are well-documented as important to success in online learning. Students from different discipline orientations – Liberal Arts; Science-Applied Science; Management-Economics – reported on the extent to which they *felt connected* (FC) to the instructor and to other students, perceived the presence and value of *student-centred instruction* (SCI) and perceived themselves to be encouraged to become *self-regulated learners* (SRL). Results show that students perceived SCI to be a high-priority in all three discipline orientations, but particularly so in Science-Applied Science. With the exception of Liberal Arts, students did not perceive SRL to have been achieved in their online courses. Science-Applied Science students felt more connected to instructors and peers than did those from Arts or Management-Economics areas. We discuss the implications of these findings for online instructional design in academic settings. Results may also apply to corporate learning settings.

M4-6-2

Spreading the Word on Social Security: Cultural Challenges in Developing an Internet Multilanguage Gateway

Mindy C. Reiser, Ph.D., Senior Consultant, Synetics for Management Decisions Inc., Arlington, Virginia

This presentation will highlight the unanticipated issues facing a national U.S. Government outreach initiative providing information about and facilitating access to a critical government service – Social Security – to diverse ethnic and linguistic communities. The initiative, the Social Security Administration's Multilanguage Gateway, utilizes the Internet to provide information and translations of significant Social Security materials in 15 languages. The presentation will discuss challenges encountered by diverse populations in making use of the Gateway. Concerns specific to particular cultural communities will be described, as well as more generalized difficulties encountered across the communities. Building on the findings from an evaluation of the Gateway, suggestions for enhancing the utility, reach and user-friendliness of governmental and non-governmental Internet outreach efforts to diverse populations will be offered.



**Evaluation: A Co-operative Enterprise 2004
CES Conference**

Sessions will be given in the language of the
abstract

**L'évaluation: Une entreprise coopérative
Congrès de 2004 SCÉ**

Les séances auront lieu dans la langue du
résumé



Monday, May 17
3:15 – 4:45
Session M4-7

Florence Room
Papers / Présentations

Lundi 17 mai
15h15 – 16h45
Séance M4-7

Surveys In Evaluation

M4-7-1

The Challenge: Conducting Surveys for Multi-Service Organizations – The Solution: Multi-Model Surveys

Suzanne Lafortune, Partner, Performance Management Network Inc., Ottawa, Ontario

More and more organizations are providing access to a wide range of services through an ever increasing range of means of access. Most government services can now be accessed in person, by telephone, by email or via the Internet. This presents challenges when determining the best approach to survey clients. While many organizations have opted to conduct web surveys, many limitations to this approach have been identified.

This presentation reports on a survey of clients of the Canada-Ontario Business Service Centre (COBSC) conducted by Performance Management Network Inc. (PMN). The COBSC is part of the national network of Canada Business Service Centres and provides business information services such as information on how to start a business, taxation, how to export / import, etc. The survey offered four ways of completing the survey: electronically, by telephone, by mail or by fax. Since COBSC clients can obtain this information by directly contacting the COBSC by telephone via its call centre, through the Internet via its web site, by email and / or in person via its network of Regional Access Centres, the multiple options to completing the survey was particularly appropriate for clients.

The presentation will involve a discussion of the pros and cons of each survey approach, by type of service interaction, in terms of response rates, quality of responses, timelines and cost.

M4-7-2

Implementing Web-Based Evaluation Data Collection Systems

James B. Luther, Ph.D., Luther Consulting, Indianapolis, Indiana

Indiana State Department of Health implemented a web-based evaluation monitoring system at 20 locations, each having an HIV Prevention intervention. The system was implemented in January 2000, has undergone one major revision, and collects demographic, contact and behavioural risk data. Data from January 2000 to June 2002 was analyzed and over 12,500 unique clients were seen. At that time a customer satisfaction survey was conducted by the contractor to evaluate the web-based data collection process. The results of the survey and learning points for implementing web-based evaluation data collection systems will be discussed.

M4-7-3

Using E-Methodology to Evaluate E-Education: A Case of Internet Survey Use

Diane P. Janes, PhD (candidate) Assistant Professor, Extension Division, University of Saskatchewan

Awarded funding from the Inukshuk Fund in 2002-2003, the Inukshuk Consortium (which included multiple partners in British Columbia: the Vancouver School Board, "Cool School" (a consortium of 12 school districts), a consortium of nine Provincial Distance Education Schools, the Surrey School District, and Royal Roads University) aimed to "lay the groundwork for developing a robust infrastructure for on-line learning at the secondary level with sound pedagogy and...rich content." Within the project, selected K-12 teachers participated in a structured face-to-face and online training led by Royal Roads University to access skills and strategies for developing and teaching online courses. They then went on to develop and implement online courses or course modules in their home schools and school districts, to develop collaborative teams of teachers to promote best practices for teaching and learning on-line and to develop usable resources to share with other teachers.

Using Internet surveys and an online hosting service, MAPLE's role within this project was to develop and undertake an appropriate evaluation of the project at each stage. This presentation will look at the process and effectiveness of using these tools in evaluating e-learning and online professional development.