



**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



Tuesday, May 18
10:00 – 11:30
Session T2-1

Da Vinci Room
Panel / Panel

Mardi 17 mai
10h00 – 11h30
Séance T2-1

Where is Society Heading? A Compelling Need for Quality Accountability!

Gwen Keith, President Canadian Evaluation Society, Saskatchewan

What are the future issues and conditions facing various segments of society that point toward an increased need for quality program evaluation? A panel representing various disciplines will address this question. Reflection, discussion and debate are encouraged! Will we see trend lines in Evaluation as a Co-operative Enterprise based on these issues?

The panel:

Gwen Keith, President, Canadian Evaluation Society (CHAIR)
Nick Smith, President, American Evaluation Society
Nancy Porteous, Past President, Canadian Evaluation Society
Linda Lee, Past President, Canadian Evaluation Society



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Tuesday, May 18
10:00 – 11:30
Session T2-2

Michelangelo C
Papers / Présentations

Mardi 17 mai
10h00 – 11h30
Séance T2-2

Using the Web to Build Capacity

T2-2-1

Evaluating Online Professional Development Program for In-service Teachers in Information and Communication Technology

George G. Zhou, Ph.D. & Myrna Sears, MA, MDE and Stanley Varnhagen PhD, Academic Technology for Learning, University of Alberta

To meet the requirements of the new information and communication technology (ICT) curriculum introduced by Alberta Learning, many teachers required professional development. In response, a professional development course was developed by the Calgary Board of Education and delivered online. This paper reports the implementation and findings of the evaluation of this online program. Evaluators worked collaboratively with stakeholders, integrated quantitative and qualitative methods, and carried out evaluation at the beginning of, end of, and nine months following the course. This evaluation design not only allowed us to collect data regarding the potential and challenges of delivering by distance professional development programs for the in-service teachers in the ICT area, but also enabled us to examine some of the higher-order goals of the course organizers, such as learning communities and transformative practice. Based on this study, lessons learned in evaluating ICT projects will be shared.

T2-2-2

Reflections on Teaching and Learning Program Evaluation by E-learning

Donna Campbell & Julie Kearns, University of Calgary, Alberta

The advent and growth of E-learning holds significant potential for building evaluation capacity by expanding access to courses in program evaluation. E-learning also presents challenges due to:

- * The separation of instructor and learners in space and/or time;
- * The use of educational media to unite instructor and learner and deliver course content;
- * The provision of two-way communication, synchronously or asynchronously, between the instructor and learner and among learners;
- * The volitional control of learning by student rather than instructor.

This paper will offer an instructor's and learner's perspective of teaching and learning program evaluation using E-learning technologies. We will highlight the impact of adopting a learner-centred pedagogical philosophy that emphasizes learning from experience. The challenges of building, and working within, a community of learners (from the learner's perspective) using E-learning technologies will be discussed. The outcome for the majority of students is an unexpected appreciation for the field and the development of evaluative thinking capabilities.

T2-2-3

Developing, Implementing and Validating a Web-based Tool to Report on Research Outcomes in the Social Sciences and Humanities

Robert Lalande, Senior Evaluation Officer & Nicole Michaud, Manager, Electronic Service Delivery, SSHRC, Ottawa, Ontario

The objectives, process, challenges and lessons learned in developing a unique, Web-based tool for the collection of data on the outcomes of research in the social sciences and humanities will be showcased during the presentation. This tool and a database of research outcomes have been developed by the Social Sciences and Humanities Research Council (SSHRC) (Canada's agency for the funding of social sciences and humanities research) in order to respond to increased federal accountability requirements. Since October 2002, researchers supported by SSHRC must use this tool to submit their final reports at the end of their grants. Data and information collected with this tool is used to report annually to Parliament on the outcomes of the research funded through SSHRC programs. It is also used in developing program logic models and conducting evaluations. The presentation will focus on lessons learned and will allow time for questions and comments.



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Séance T2-3

Evaluation Across Agencies

T2-3-1

Working with a Diverse Evaluation Steering Committee

Natalie Froese, PRA Inc., Winnipeg, Manitoba

Program evaluation is increasingly involving a larger number and more diverse group of stakeholders. Projects are often overseen by steering committees or working groups with a number of federal and provincial/territorial departments or agencies. Frequently, they also include non-government organizations representing community or special-interest groups. Some federal departments, in particular, have also been incorporating academics and experts in a larger capacity, as peer reviewers.

Drawing on recent evaluations with large, diverse steering committees, this paper presents a series of best practices that help balance responsiveness to the client with unbiased research. It also presents innovative ideas to manage and make best use of steering committee members. This paper argues that while a large number of “clients” can create challenges for the evaluator, they can also assist the evaluator in producing sophisticated, refined research.

Two recently completed projects are used as illustration. The first had over 17 federal and provincial/territorial departments represented by 35 evaluation working group members. The second project was overseen by a steering committee that included representatives from government, private industry, and non-profit organizations.

T2-3-2

Use of Experts to Validate Evaluation Findings

Carrie Bibik, Prairie Research Associates, Winnipeg, Manitoba

Evaluators often face the challenge of evaluating programs that are complex and scientific in nature. When this happens, evaluators may choose to work with subject matter experts. While these experts help validate the research, they may have little experience in evaluation.

This paper discusses the benefits and challenges of working with experts and identifies several best practices for fostering effective working relationships between evaluators and experts. This paper also discusses how a methodological approach known as the Delphi Method can include experts in an evaluation.

The concepts presented in this paper will be illustrated using examples of projects completed for two Government of Canada departments. The first projects were a series of evaluations of “Programs at the Objective Level (POLs)” conducted for Natural Resources Canada. For these evaluations, an expert helped assess the success of research projects based on their scientific soundness, completeness, and relevance to the natural resources sector.

The next projects, completed for Agriculture and Agri-Food Canada, assessed the market potential for non-food/non-feed industrial uses for agricultural products in six sectors. These projects used the Delphi Method to solicit expert insight into the viability of each of the sectors included in the study.

T3-2- con't

T3-2...continuu



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T2-3-3

WNV in the Field: A Formative Evaluation of Surveillance Activities

Judith Wright, Saskatoon Health Region, Saskatchewan

The timely and systematic collection, analysis and interpretation of surveillance data is essential for public health decision-making. In the spring of 2003, in cooperation with Saskatchewan Health, the Saskatoon Health Region, the Western College of Veterinary Medicine, the Canadian Cooperative Wildlife Health Centre, and the City of Saskatoon shared West Nile Virus (WNV) surveillance activities. The purpose of surveillance was to help assess risk for transmission of WNV to humans.

Purpose of evaluation: To document the scope of WNV surveillance activities, identify barriers to timely and consistent data collection, and improve, where possible, WNV surveillance in the Saskatoon Health Region.

Methods and Involvement of stakeholders: Surveillance personnel from the Western College of Veterinary Medicine, City of Saskatoon, Public Health Services, and Saskatchewan Health were interviewed and participated in feedback working groups. Key informant interviews were also conducted with the Medical Health Officer and the provincial WNV coordinator.

Anticipated uses of information: To inform decisions about surveillance activities for 2004, and to improve planning and surveillance systems performance.

Findings: Many specific recommendations evolved out of the evaluation process. One of the key findings was the need to share the “big picture” of surveillance with the people in the field who are providing the data. The evaluation process provided valuable interaction between field staff and data-analysts on issues affecting data quality, and timely dissemination of information. Assessing reporting systems via specific activities and processes of data collection, interpretation and dissemination is essential to ensuring a responsive surveillance system.



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Tuesday, May 18
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Session T2-4

Naples Room
Papers / Présentations

Mardi 17 mai
10h00 – 11h30
Séance T2-4

Methodological Advances in Evaluation

T2-4-1

Using the Multivariate Profile Analysis Method to Evaluate the Effectiveness of a Medical Training Program on Two Types of Curricula (Problem Based Learning and Traditional Learning)

Mukaria J. Itang'ata, Western Michigan University

There has been some interesting debate in the use of problem-based learning and traditional learning curriculum models among medical schools in the US and Canada. Few medical schools are using both curriculum models for their training endeavors. The proponents of problem-based learning argue that this model is less theoretical, thus preparing students to acquire clinical and other medical reasoning skills in a more practical manner. The proponents of the traditional model argue the opposite. A thorough review of literature on both models seems to indicate that both models yield undifferentiated external professional examinations results. A university offering a master's degree program that trains physician assistant students using both models is considered. Multivariate profile analysis method will be used to evaluate the effectiveness of the physician assistant training program on two types of curricula, the Problem Based learning and Traditional Learning models. The focus will be on using the method to evaluate whether or not: 1) the two training methods lead to the same *pattern* of student achievement, 2) one method of the training program leads to greater *overall* student achievement than the other, and 3) student achievement *changes* over the period of student training and assessment.

T2-4-2

Design and Use of Performance Evaluation Surveys by the Office of the Auditor General of Canada

Paul Pilon, Office of the Auditor General of Canada, Ottawa, Ontario

A major challenge of any program evaluation strategy is identify opportunities for critical feedback and to collect it on a continuous and consistent basis to use as a barometer of performance. As part of the OAG's evaluation strategy, the Office solicits the opinions of the departments it audits and assesses regarding the performance of the auditors. One major challenge of designing this survey was defining relevant and meaningful variables. This is because a standard 'client satisfaction' survey approach would not be appropriate as government departments are not our clients and their satisfaction is not a primary concern. Another challenge was to develop a survey strategy that was flexible enough to apply to several Office products and still produce some cross-product comparisons.

T2-4-3

Children and Evaluation: An Exploratory Analysis of Involving Children in Evaluations and Evaluating Children's Participation

Seetharam Mukkavilli, Ph.D. PMP (PMI, USA), Evaluation Specialist, FPPI Limited, International Headquarters, Woking, United Kingdom

Development organizations and governments are increasingly focusing their efforts on improving the quality of life of children. Agencies such as UNICEF, Save the Children and Plan are moving towards becoming child-friendly organizations. All countries, except for two, ratified the United Nations Convention on Rights of the Child. This change in development philosophy needs to be effectively articulated in developing evaluation tools and methods to fully integrate children in the process of evaluation and assess the extent of children's participation in the development process. The paper explores the theme in perspective – literature review, past experiences, lessons learned and way forward to involve children in the evaluation process. In this regard, it looks at qualitative and quantitative methods, ethical issues, and principles. The paper will also broach the subject of assessing the impact of children's participation at family, community, and district levels. Short cases will be integrated to identify best practices. The scope of the discussion extends to very young and young boys and girls, including the disabled. The goal is to encourage practitioners, policy makers and Monitoring and Evaluation professionals to bring children into the mainstream of program evaluation.



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Michelangelo A
Symposium / Symposium

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Séance T3-1

The Applied Social Psychology Program at the University of Saskatchewan

Peter Grant & Karen Lawson, Applied Social Psychology Graduate Program, University of Saskatchewan

The Applied Social Psychology Graduate program at the University of Saskatchewan has now graduated over 70 M.A. students and 16 Ph.D. students since 1980 and has recently undergone revitalization and expansion through the retirement of two of its founders and the hiring of three new faculty members. This very successful program trains advanced evaluation research skills through graduate courses and practicum/internship placements at the M.A. level and then goes on to train doctoral students to conduct program and policy relevant research in a variety of organizational settings. The first paper in this symposium describes the training program's past and present curriculum including the role of evaluation research within this program (Grant & Lawson). Then, the perspectives of current students in this program who are at various stages of completion are presented (Parhar, Robertson-Frey & Walls). The third paper gives a contemporary example of a Ph.D. practicum placement within the health care sector (Parhar & Lawson). Then a former Ph.D. graduate of the program will discuss the value and the limitations of the program in relation to his extensive experience as an organizational consultant (Stevens). Fittingly, the final paper in the symposium will give the perspective of one of the Applied Social Psychology program's new faculty members and will reaffirm the value of conducting applied research and evaluation projects in collaboration with community stakeholders -- a core principle of the program since its inception in 1977 (Morrison & Martin). The symposium concludes with reflections on the program's future directions given the current high demand for applied researchers-in-general and evaluation researchers-in-particular in both the public and private sectors.



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Michelangelo B
Symposium / Symposium

Mardi 17 mai
13h00 – 14h30
Séance T3-2

Evaluating Contemporary Policing: A Multi-Site Perspective

Lori S. Ebbesen, Ed.D., Program & Evaluation Officer, Saskatchewan Health Research Foundation

Shelley Ballard, Saskatoon Police Service, Saskatchewan

Corey Oliver, Saskatoon Police Service, Saskatchewan

Traditional police performance measures have been criticized as they fail to account for a substantial proportion of police work, and fail to accommodate changes in the multidimensional nature of police work. The emergence and growth of contemporary community policing presents opportunities and challenges in potential performance measures. Different communities and services design and implement evaluation of contemporary policing in various ways. Approaches are in many respects similar; however, approaches also differ as they are designed to suit local contexts.

In this symposium, representatives from different communities and police services will detail their respective approaches to evaluating contemporary policing. Experiences, challenges and successes across communities will be described and discussed with the intent to explore potential national implications.



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Michelangelo C
Panel / Panel

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13h00 – 14h30
Séance T3-3

Collaborative Partnerships for Successful Evaluations

Lorraine Clavel, Departmental Audit and Evaluation Branch, INAC, Gatineau, Québec

Paul Wheatley, Department of Justice

Anne-Marie Grenier, Economic Development Canada, Quebec Region

Heather MacKenzie, Neegan/Burnside

Many recent publications from Treasury Board have emphasized the need to manage by results (Modern Comptrollership Initiative, Results for Canadians, new policies and evaluation, audit and transfer payments, the Management Accountability Framework (MAF), etc). Among the elements of this new MAF, is some emphasis on shared accountability, results and performance and thus, partnerships. Budgetary pressures have also emphasized the need for departments to avoid duplication and manage resources better.

Program evaluation is one area where departments can combine their expertise and resources to collaborate effectively on areas of common responsibility. INAC is involved with many co-delivery partners in the implementation of its agenda. As such, members of its Evaluation Services Directorate have in the past conducted evaluations in partnership with other federal departments. As we are involved with First Nations in our evaluations, the process of conducting joint evaluations should help in reducing the burden on our First Nations respondents, as per the recommendation of the 2002 report, Chapter 1 (Streamlining First Nations Reporting to Federal Organizations).

The panel proposed is one where four or five of our partners from other federal departments would be invited to present on their experience in performing joint evaluations. We would invite the panel to talk about a few key aspects of their experience. For example, the planning, challenges faced, opportunities encountered, lessons learned and what could be considered as best practices in that area. The panel would be supplemented with other participants: some from a consulting firm and some from First Nations, who participated in an Advisory Committee of a joint evaluation.



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Naples Room
Papers / Présentations

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Séance T3-5

Capacity Building in Schools

T3-4-1

Organizational Readiness for Evaluation in Schools: A Multiple Case Study

J. Bradley Cousins, Faculty of Education, Swee Goh, School of Management & Shannon Clark, Faculty of Education, University of Ottawa, Ontario

The paper reports the results of a multiple case study of four Manitoba schools with regard to their propensity to implement and use systematic inquiry as a basis for school and program decision making and problem solving. The schools were selected on the basis of the results of a prior quantitative survey of 41 schools in Manitoba (Cousins, Goh & Lee, 2003); they were the four top scoring schools with regard to constructs of evaluative inquiry, organizational readiness for evaluation and organizational learning capacity. Our results show diverse patterns of inquiry across schools leading to a variety of consequences and they highlight a variety of supportive and inhibitory factors influencing the implementation of school-based evaluative inquiry. We discuss our results in terms of their implications for evaluation capacity building within schools.

T3-4-2

Practising What We Preach – Using Evaluation to Transform the Manitoba School Improvement Program Inc. (MSIP)

Linda E Lee, Proactive Information Services Inc., & Shannon Leppky, Manitoba School Improvement Program Inc., Manitoba

The Manitoba School Improvement Program Inc. (MSIP), an independent, non-profit, non-governmental organization, has long supported schools and districts in becoming the 'owners and doers' of their own evaluation processes in support of educational improvement. The importance of using data to inform planning and build the school's internal capacity for change is fundamental to MSIP's approach. MSIP itself has also undergone three formal, external evaluations, the latest of which was conducted by a team from the Ontario Institute for Studies in Education (University of Toronto). The findings of this evaluation have challenged MSIP to examine the effectiveness of its own practices and to reassess its strategic approach. MSIP's transformation requires using evaluation findings to chart a new course while, at the same time, learning what must be done to build the organizational capacity the future will demand. The paper documents MSIP's learnings and struggles as it moves to transform itself and places the organization's endeavours in the context of the educational and evaluation

T3-4-3

A Canadian Community – Based Prevention Project – The Challenge of Supporting Multiple Sites in Building Evaluation Capacity

Laura Heinz-Ziliotto, Hinks-Dellcrest Centre & Nancy Cohen, Hinks-Dellcrest Centre, Gail Appel Institute, Toronto, Ontario

Support for local solutions to national problems has grown considerably in recent years. The promise of such community-based initiatives is that they offer more relevant, integrated, and sustainable programs than centrally planned services. Demand for information about the process and outcomes of the programs have fallen on the community-based organizations running the programs, often in collaboration with researchers. The assumption is that this helps the organizations to develop evaluation capacity. This paper will describe a national project (TLC3) carried out at seven sites across Canada. Using a prevention model, each site designed enhancements to their existing programs for young children that would language and cognitive development. They were also required to develop and implement site-specific evaluations with the help of university collaborators. The paper will focus on how to support community-based organizations to design and conduct their own evaluations to develop evaluation capacity and the challenges the organizations face in doing so.



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Da Vinci Room
Papers / Présentations

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Séance T3-6

Building Intersectoral Partnerships

T3-5-1

Smoking Cessation Telephone Services – A National Evaluation Framework

H.S. Campbell, D. Czukar, Centre for Behavioural Research and Program Evaluation, University of Waterloo, Ontario, R. Byers & L. Walker, Canadian Cancer Society, Ontario Division

Canada is one of the leading nations in the world offering telephone-based smoking cessation services. This unique intervention achieves quit rates equal to or better than professional counseling and can reach many times the number of smokers who consult professionals. Policy interest in this intervention is high. The Centre for Behavioural Research and Program Evaluation is currently evaluating seven of the ten provincial Smokers' Helplines. This provides a unique "laboratory" for evaluating the effectiveness of different telephone based cessation services.

This presentation will cover stakeholder engagement, creation of an evaluation logic model and common evaluation framework, tools and protocols for measuring process and outcomes and agreement on key indicators. Some of the innovative evaluation design challenges will be addressed. Finally, discussion of how evaluation results are used by funders (provincial and federal governments), operators (non-profit organizations) and researchers to inform program and policy decisions will be included.

T3-5-2

Evaluating Youth Health Centres in Nova Scotia: An Intersectoral Approach

Bill Collins, Collins Management Consulting Ltd., Dartmouth, Nova Scotia

Youth Health Centres (YHCs) have operated relatively autonomously throughout Nova Scotia for the past decade. Developed in response to locally defined needs, these centres provide a wide range of health services and supports to youth. Prior to the two-year, province-wide evaluation, there was minimal information on the YHCs, governance models, operational characteristics, and impacts on the health of youth. The evaluation, guided by an intersectoral Steering Committee of YHC stakeholders, was designed to improve understanding of the role, functions and results of YHCs, as well as the challenges faced by YHCs. It provided policy makers, funders and YHCs with evidence to make informed decisions and develop policies regarding YHCs. It supported YHCs by providing them with evidence of the impact — and importance — of their work. The evaluation used a participatory approach — a key principle is that those closest to the matter hold the greatest knowledge, have good ideas and are important partners in the evaluation process. This presentation will share the challenges and benefits of the intersectoral evaluation approach, its findings and the implications for provincial policy development.

T3-5-3

An Evaluation of the Use of Partnership to Address Environmental Justice Issues in Communities

Brian Swett, Evaluation Support Division, U.S. EPA, Washington, D.C.

In 2001, the U.S. Environmental Protection Agency (EPA) undertook an evaluation to assess the value of using collaborative partnerships to address environmental justice issues in communities. The uniqueness of each multi-stakeholder partnership, as well as additional factors such as a lack of baseline and performance measurement data, posed methodological challenges for evaluators. To develop a broader understanding of these partnerships, their main activities, and the value they contribute to building stronger communities, EPA undertook a qualitative evaluation involving a range of participants from each of the partnerships. In designing the evaluation methodology to explore the usefulness of this collaborative problem solving approach, EPA consulted with a broad range of stakeholders, including evaluation experts, local partnership leaders, and agency representatives. This presentation will explore the methods used to develop this evaluation, these methods' advantages and disadvantages, and what might have been done differently to improve the evaluation's overall effectiveness



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Venice Room
Papers / Présentations

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Séance T3-7

Working with Diverse Populations in Health and Education Settings

T3-6-1

Do Training Evaluations Predict Successful Practice? Lessons Learned from a Lay Health Promotion/Participatory Research Project with Hispanic Women

Mechthild Meyer, M Ed., Alma Estable, MSW, Lynne MacLean, Ph.D., Community Health Research Unit, University of Ottawa, Ontario & Sara Torres, MSW, LAZO (Latin American Support Organization

Are training evaluations measuring the 'right' outcomes? Can we match training outcomes with performance measures used to assess practice in community work? A training evaluation was conducted as part of a demonstration project: "Mujer Sana/Community Sana - Healthy Women/Healthy Communities". The first project stage consisted of an intensive, bilingual, university-accredited course which we developed to train eleven Hispanic community women as lay health promoters/participatory researchers (LHP/PR). We assessed students using standard training evaluation procedures. Eight months into project implementation, we reviewed each woman's LHP/PR practice in the community, and assessed the application of acquired knowledge and skills. Did training success (e.g., overall marks, performance in each component, self-satisfaction) at the completion of the training match practice success (e.g., number of isolated women reached)? Did we measure and interpret training outcomes adequately? Multiple evaluation data sources (qualitative and quantitative) collected during the project are reviewed to address these questions.

T3-6-2

Why Hospitals Fail The Elderly: Hospitals as Organizations

David Lewis, Ph.D., Regional Geriatrics Program Central, McMaster University; Stephanie Amos, M.Ed., Ph.D., Regional Geriatrics Assessment Program, The Ottawa Hospital

Frequently, hospitals are the institutional settings in which evaluation occurs, and in which conclusions or recommendations must be situated. Even so, the organization is rarely considered as a factor which either facilitates or inhibits successful evaluations. The modern Canadian hospital emerged in an environment of predictable expansion. The result was a classic "functional" organization design including high levels of internal stratification, detailed roles, inhibition of lateral communication, and lack of adaptability.

The current environment is unstable. In response, some hospitals have adopted a "matrix" format to enhance flexibility. Many encounter increased costs, conflict, and data overload. They are inimical to changes of the sort evaluation often calls for, and to novel approaches to care such as health promotion or outpatient service. In this paper, evaluators from the Ontario Regional Geriatrics Programs will analyze hospitals with illustrative cases, suggesting that consideration of the host institution constitutes an essential element of evaluation.

T3-6-3

Thinking Outside the Box — Evaluating Projects Where Diversity Rules

Larry K. Bremner; Denise Belanger — Proactive Information Services, Manitoba

Undertaken by one Winnipeg school district, the Advancing Community School Initiative attempts to further early childhood development and improve the school success rates for struggling learners. To accomplish its goal, the Initiative starting 'thinking outside the box' by initiating programs for preschool children within the schools and creating a new support role for teachers, the Early Learning Support Teacher.

Funded by two provincial government departments and governed by a diverse steering committee that includes educators, community coordinators, public health workers, community service providers, and community members, the evaluation of the Initiative had to bring together differing paradigms of "fostering early childhood development." This paper will focus on a comprehensive program evaluation that seeks to capture diversity using a varied methodology.



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Tuesday, May 18
3:00 – 4:30
Session T4-1

Michelangelo A
Papers / Présentations

Mardi 17 mai
15h00 – 16h30
Séance T4-1

Simultaneous Interpretation / Traduction simultanée

Evaluating In International Communities

T4-1-1

Doing Evaluations in Rural Communities in Nicaragua

Mary Anne Connell, M.Sc., University of Guelph, Ontario

This paper examines issues faced by the author while doing evaluations of school construction projects in Nicaragua. Sensitivity was needed in several areas: (a) an ability to put people at ease during the interview, (b) an appreciation of the financial difficulties people encounter on a daily basis, (c) sharing in their pride for the new school and the opportunities it brings, (d) understanding gender issues, where women have limited rights, but great responsibilities, and (e) coping with limited ability to speak their language and understand the nuances of culture. Ethical issues raised by doing evaluations are (1) the expectation that the evaluator can provide unlimited money to the local community (2) the need to encourage people to improve their situation without being critical, and (3) offering suggestions to minimize the negative impacts of the project.

T4-1-2

A Culturally-Responsive Model for the Conduct of Program Evaluation

Ann Curry, University of Regina, Ph.D. (candidate), Saskatchewan

The experience of the presenter, both in working internationally and with different cultural groups in Canada, has lead her to believe in the importance of taking a cultural perspective in the conduct of program evaluation. A review of the literature shows that while there is no consensus around the concept of culture or its working in society, there is consensus around the importance of culture in our daily lives, a determining if not deterministic factor in how we live our lives. Culture plays itself out in the contexts we find ourselves in as we follow our particular 'lifeways'. Program evaluation literature, on the other hand, focuses on values, dialogue, participation, methods, and the theory and logic of program evaluation. Only discussions having to do with development assistance or international evaluation make calls to take culture into account. The presenter wishes to discuss a model which can act as an organizer, an overlay, to the conduct of program evaluation which will make evaluations more accountable to both the funders and stakeholders/participants in programs, thus enhancing the utilization of the evaluation.

T4-1-3

Where Development Goes, Evaluation Should Follow

Sheila Dohoo Faure, Managing Partner, Goss Gilroy Inc.

In the past few years there have been many changes in the way in which international assistance is provided to partner countries in the developing world. External funding and technical agencies are increasingly focusing on mechanisms that provide support for broader scale programs, rather than stand-alone projects. They are striving for increased levels of coordination among external agencies, ownership of the programming for development assistance by partner country governments and involvement of a wide range of stakeholders at the country level. These trends have interesting implications for the evaluation of development assistance. The paper will explore these implications and highlight the challenges that they raise for the evaluation community, particularly with respect to partnerships in evaluation, capacity building and the measurements of results.



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15h00 – 16h30
Séance T4-2

**A Co-operative Enterprise to Evaluate Population Health Projects in Saskatchewan
and Manitoba**

Kerrie Strathy, U of R Seniors' Education Centre, Regina, Saskatchewan

Maria Reardon, SEC Consultant and Former Health Care Educator

Rhonda Chorney, Evaluation Consultant, Health Canada, Manitoba / Saskatchewan

Lana Daniels, Acting Team Leader, Health Canada, Saskatchewan

Doug Sutherland, Program Consultant, Health Canada, Saskatchewan

Panel presenters will describe a cooperative evaluation undertaken by the Seniors' Education Centre to examine the issue of sustainability of population health initiatives in Saskatchewan once Health Canada funding ended. It will outline the reasons why the evaluation was undertaken, and the methodology used. Panellists will also discuss why it was important for this kind of evaluation to be completed, and provide examples of other cooperative evaluations undertaken in Manitoba.

Panelists will share the lessons they learned from population health projects, and from their experience working together to complete evaluations. They will engage participants in discussion about the benefits of conducting collaborative evaluations, and what can be done to assist project sponsors [those implementing projects] to understand how evaluations can be seen as a learning exercise rather than something to be avoided or feared.

The panel will conclude with discussion about the value of undertaking cooperative evaluations. It will examine the benefits to the sponsor, and to the funder. It will also look at the importance of demystifying evaluations and providing support to those who will be responsible for completing final project evaluations in order to ensure that they are useful for both the sponsor and funder.



**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



Tuesday, May 18
3:00 – 4:30
Session T4-3

Michelangelo C
Panel / Panel

Mardi 17 mai
15h00 – 16h30
Séance T4-3

**Assessing Performance: Evaluation Practices & Perspectives in Canada's Voluntary Sector
(The Voluntary Sector Evaluation Research Project: Findings from a National Survey of
the Voluntary Organizations and their Funders)**

*Paula Speevak-Sladowski, Managing Director, Centre for Voluntary Sector Research and Development,
Carleton University, Ontario*

*Tatyana Teplova, Project Coordinator, Voluntary Sector Evaluation Research, Carleton University,
Ontario*

Regine Haensel, former Arts and Grants Consultant, Saskatoon, Saskatchewan

This presentation highlights the results from a national survey regarding the evaluation practices of two target populations: 1. Canadian voluntary organizations; 2. funders of voluntary organizations. With a total of 1,965 voluntary organizations and 322 funders participating in the survey, a central finding centres upon the increased demand placed on voluntary organizations for evaluation from their funders. At the same time, however, funders' increased expectations do not appear to have been accompanied by increased financial support to voluntary organizations to execute evaluations. Another key finding suggests that although funders are increasingly expecting outcome evaluations, it appears that voluntary organizations may not fully understand what this entails. Voluntary organizations also report having problems in a number of areas, such the lack of internal capacity, unclear direction from funders about what is expected in an evaluation and lack of skills and knowledge in conducting evaluations. As a final step in the research, consultations were held with voluntary organizations and funders to discuss the survey findings and develop recommendations for improving evaluation within voluntary organizations. While this panel presentation focuses upon the findings of this study, it also seeks to set the stage to move the policy dialogue forward regarding evaluation in the voluntary sector.



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Tuesday, May 18
3:00 – 4:30
Session T4-4

Da Vinci
Papers / Présentations

Mardi 18 mai
15h00 – 16h30
Séance T4-4

Working with Aboriginal Groups

T4-4-1

An Evaluation of a Tribal Air Program at the U.S. Environment Protection Agency

Brian Swett, Evaluation Support Division, U.S. EPA, Washington, D.C.

The Tribal Air Program of U.S. EPA's Office of Air and Radiation (OAR) provides Tribes with technical and financial assistance to address Clean Air Act (CAA) requirements in their jurisdictions. Since the program's implementation, OAR has provided grants to more than 100 Tribes to support the development of Tribal air programs. Amidst limited funds and staff resources, Tribes have made significant progress in developing capacity to implement CAA programs. In 2001, OAR sought to evaluate how effectively the program is using its resources to: (1) build Tribal program capacity; (2) address significant air quality problems on Tribal lands; and (3) provide the tools necessary to achieve items one and two. Cultural sensitivity was of particular importance to this evaluation. The evaluation identified 27 recommendations for improving the program, including several addressing EPA-Tribe collaboration, as well as numerous lessons learned about working with diverse populations in an evaluation.

T4-4-2

Using 3-D Animated Models in Evaluation: An Aboriginal Example

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

When we started our company, we began to think of ways to make evaluation more meaningful for Aboriginal people. We were aware of their concerns off having to use western models, such as the logic model, in traditional contexts. As well, Elders reminded us of the importance of teaching from a perspective of your audience. A model which teaches using visual and audio means was needed. Johnston Research Inc. is developing an audio 3-D animated model, which is grounded in traditional Aboriginal teachings. The model is based on the teaching that everything is in constant motion and that just as people grow and change so do organizations. This presentation will discuss the limitations of the logic model when applied to Aboriginal contexts and present the Aboriginal-based 3-D animation, titled Waaweyyaa (Circular) Evaluation Model.



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Tuesday, May 18
3:00 – 4:30
Session T4-5

Venice Room
Papers / Présentations

Mardi 17 mai
15h00 – 16h30
Séance T4-5

Capacity Building in Organizations

T4-5-1

Challenges and Successes from an Evaluation of a Community-Based Seniors' Program

Mellisa S. Kittmer, Department of Psychology, University of Guelph, Family Service Association of Toronto & Serge Desmarais, Department of Psychology, University of Guelph, Ontario

Evidence-based results have become critical to demonstrate to both community groups and funders that non-profit agencies do make a difference in providing valuable service to the community. The purpose of this presentation is to review the process of building capacity in a non-profit agency, Family Service Association of Toronto, while implementing an evaluation of a community-based wellness program for seniors. This part of the presentation will address building capacity with the Effective Services Program (ESP), an agency program for building evaluation capacity, and practical issues of evaluation such as working with seniors from diverse communities, the inevitable absence of random assignment, and the selection of measurement tools. The second focus is to seniors. We provide statistical analysis that demonstrates a significant reduction in seniors' depressive symptomatology and significant improvements in the size and quality of social networks.

T4-5-2

Developing Program Evaluation Capacity: A Key Feature of Successful Organizations

Polly Mugisha, USAID, Uganda

Evaluation agencies exist at least nominally in organizations of both the developing and the developed world. Most countries evaluation culture or the consistent use of feedback in formulating policies and allocating resources--is only incipient. Sensitivity to the public criticism and the fear of political fallout from evaluation findings are inhibiting factors. Many countries still lack the essential requirements of effective evaluation: the quality of information and access to its often poor, mechanisms for feedback into the decision making process are weak, and a culture of accountability is not firmly in place.

Building up an effective evaluation capacity will require sustained, complementary efforts in improving supply capacity by building relevant skills and institutions. Used effectively, evaluation capacity can play a critical role in areas of public sector management:

Careful analysis of the costs and benefits of existing policies is key to informed, tough-minded, policy analysis and formulation.

Organizations need to base their research allocation and budgetary processes solidly in the evaluation of public expenditures so as to improve resource allocation and budgetary process.

Evaluation of investment projects can help engender a performance-orientated culture within the organization. The examination of completed projects is an exercise in public accountability. Beyond accountability, good ex post evaluation provides feedback to management--about the performance of public agencies, management quality, and incentives in the public sector.

This paper will provide a brief situational analysis of most countries' evaluation culture and will explore what is required to build an effective evaluation capacity.



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Tuesday, May 18
3:00 – 4:30
Session T4-6

Florence Room
Papers / Présentations

Mardi 17 mai
15h00 – 16h30
Séance T4-6

Logic Models and Outcomes

T4-6-1

The Use and Misuse of Program Models: Some Thoughts and Suggestions Regarding the Value, the Limitations, and the Appropriate Role of Program Logic Models in Evaluation Research

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

The use of program logic models has spread across and beyond the field of evaluation. Despite some recent criticisms (e.g., Heyer 2002), this tool is often accepted and used without much critical reflection on its utility or its appropriateness for the task(s) at hand. Further, its proliferation seems to have been accompanied by an emphasis on the model as a product on its own, rather than as a facilitator of the evaluation process. Presenters will discuss the many benefits, as well as the many limitations of the logic models and their use at various stages of an evaluation. Presenters will also offer strategies for both maximizing the logic model's capacities and compensating for its shortcomings.

T4-6-2

Developing Evaluation Frameworks for Large Multi-Program Projects: Building Logic 'Meta-Models' and Visual Databases

Jason Newberry, Andrew Taylor, Robert Case & Kristen Roderick, The Centre for Research & Education in Human Services, Kitchener, Ontario

For several years, large funders in the non-profit sector have been attempting to shift towards a system of accountability that emphasizes outcomes rather than implementation and outputs. Consequently, there is a growing need for evaluation frameworks that are capable of considering very different programs designed to achieve similar goals. In Ontario, federal Early Childhood Development funding was directed to 26 separate initiatives, each having multiple programs and program sites. These initiatives share the common vision of promoting the health, well-being, and optimal development of children, but differ dramatically with respect to their activities, targets, and short-term outcome objectives. This paper describes an evaluation framework developed to capture this overall vision while retaining utility for individual programs. Our framework identifies the underlying theories and assumptions that drive programming approaches adopted by individual initiatives to achieve particular outcomes, within a "roll-up" of generic program activities and outcome objectives. A useful outcome of this approach has been the potential to develop "visual databases" that are capable of linking overall logic "meta-models" to initiative-level logic models. This technology allows for easy comparison of common activities, objectives, designs, and measurement approaches across diverse programs that share ultimate goals.

T4-6-3

Developing Recommendations for an Evaluation Design from a Program Logic Model: Evaluability Assessment Revisited

Peter Grant, University of Saskatchewan, Saskatoon, Saskatchewan

Time and time again agency personnel lack the information required by evaluators in order for them to design an appropriate evaluation. This is understandable because usually managerial staff are not hired to evaluate the programs for which they are responsible, nor are they trained to conduct evaluation research. This paper will describe how an evaluability assessment can sharpen the focus and limit the scope of an evaluation under these circumstances. The outcome of this assessment is a logic model from which three types of recommendations can be made: 1) to clarify the goals of specific program components prior to conducting an evaluation, 2) to conduct a process evaluation so as to examine the implementation of key aspects of a program, or 3) to conduct an outcome evaluation congruent with agency priorities. Examples from a wide variety of evaluation projects will be used to illustrate the utility of such assessments.



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Tuesday, May 18
3:00 – 4:30
Session T4-7

Naples Room
Papers / Présentations

Mardi 18 mai
15h00 – 16h30
Séance T4-7

Power Differentials in Evaluation

T4-7-1

A Case Study of “Pushback”: How the Rhetoric of Empowerment Faced the Reality of Power Differentials

Calvin D. Brutus, Assistant Professor & Community Change Educator, University of Wisconsin-Madison & Extension Department of Life Sciences Communication

It is axiomatic that empowerment evaluation and its variants will operate at the nexus of differentials in power among various, relevant players. Therefore, empowerment evaluation will generate tensions of ethics, political economy, and voice. This paper will describe, and theorize around, the case of an evaluation project that assessed various aspects of a 44-million dollar (US) renovation of a public-housing development in Milwaukee, Wisconsin, USA.

Physical renovation was expected to lead residents to socio-economic empowerment. I posit that the approach used by the evaluators had positive reciprocating effects on both the group-organizing of residents, *qua* citizens, and success of the evaluation project. I will chart the process that was used to involve residents directly in evaluation work. I will also cover the actual history, which raised questions about, *inter alia*, how serious were the claims to substantive resident empowerment and, related, various crosscurrents that tested the credibility and integrity of the contracted evaluators.

T4-7-2

Strategies of Data Collection with Marginalized Populations: Challenges, Methodological Constrains, and Ethical Considerations

Christian L. Coryn & Daniela Schroeter, Western Michigan University

In gathering data from participants of homelessness programs certain methodological constraints and ethical considerations frequently arise that may require the evaluator to reconsider or re-examine traditional methods employed in collecting data and information. Often times, participants in these types of programs are either unable (e.g., mental illness or illiteracy) or unwilling (e.g., intrusiveness or shame) to complete survey instruments. In response to these concerns the evaluator may be required to develop and employ creative strategies/tactics for effective and efficient data collection, while maintaining acceptable levels of internal, external and construct reliability and validity. Issues of confidentiality, sensitivity, responsiveness, and practicality through examples exemplified by a summative evaluation of a community homelessness program and the associated difficulties that arose in the design and conduction of data collection from program participants will be discussed. This paper will also explain the employment of survey strategies as opposed to observational, interview, case studies, or focus group techniques.

T4-7-3

Adapting – Not Just Translating: The Value of Incorporating Cultural Diversity in the Evaluation Framework

Nancy Carter, Kaireen Chaytor, Heather Perkins, Chaytor Consulting Services; Barry Waldman, Eskasoni School Board

When planning an evaluation for a program to be delivered to a culturally diverse group, it is desirable to incorporate such diversity in the evaluation framework. Incorporating culture in the framework will often prove to be no simple task as there are cultural issues that must be considered even at preliminary planning stages. This paper discusses the influence of culture on the framework and challenges faced and knowledge gained when carrying out such a task. We address the issues of transferring the framework to other populations and places, developing a framework that is comparable to those used by similar programs, and how the framework development process may be simultaneously challenging and helpful for program personnel and consultants. The importance of incorporating culture in the framework is discussed with reference to facilitating use of the evaluation and the framework by program personnel, participants, and other key stakeholders.