Friday, November 3, 7:00 A.M. to 7:50 A.M.

SESSION 400: Business Meeting — **Room:** Niihau

Sponsored by the Topical Interest Group on Evaluation Use
TIG Chair: Valerie Caracelli
Program Chairs: Susan A Tucker, University of S Alabama
Carolyn Huie Hofstetter, University of California at Berkeley

SESSION 401: Alternative Format — **Room:** Kahuku

Meet the AEA Board! (Informal Discussion and Continental Breakfast)
Facilitators: AEA Board Members

Friday, November 3, 8:00 A.M. to 9:15 A.M.

SESSION 402: Plenary II — **Room:** Lanai

Making Room at the Table: Voices of the Next Generation on Evaluation Capacity Building
Chair: David Chavis, Association for the Study and Development of Community
Speaker: Vincent T Francisco, University of Kansas

Friday, November 3, 9:30 A.M. to 11:00 A.M.

SESSION 403: Presidential Strand MultiPaper — **Room:** Lanai

Sponsored by the Topical Interest Group on Minority Issues in Evaluation
Making Room at the Table: Voices of the Next Generation on Evaluation Capacity Building
Chair: Rodney K Hopson, Duquesne University
Presenters: *Increasing Evaluation Capacity of Drug Prevention Programs: Training Evaluators with Diverse Perspectives*, Katrina L Bledsoe, Claremont Graduate University

Proportionally, communities of color have similar percentage rates of drug use compared to white populations, yet prevention programs are still in need of sensitive and culturally focused evaluation. Although evaluation boasts a variety of diverse perspectives in approaches, representation of diverse cultures is not as plentiful. To meet the growing need for sensitive drug prevention program evaluation focused on the perspectives of diverse communities and organizations; we must work to train and encourage students of color to become full-fledged participants in the field. Encouraging earnest discourse, recruiting into the field and professional training programs, politicizing and mentoring are all viable methods in the production of competent evaluators of color who are able to understand and provide information on diverse and underserved communities in terms of drug use and prevention. The implications are significant not only for the fields of evaluation and drug prevention, but also for social change efforts.

Strategies for Promoting and Sustaining Persons of Color in the Evaluation Profession, Cindy A Crusto, Yale University

To attract and maintain persons of color in the evaluation profession, the field should first explore and promote philosophies and methods of program evaluation that are consistent with the worldviews and values of persons of color. The emphasis innovative approaches, such as empowerment evaluation, place on self-determination and liberation, cultural relevance, opportunities for public service, and establishing egalitarian relationships within communities are highly valued by persons of color and make the approach attractive. Second, because persons of color often demonstrate a strong commitment to developing local programs to address identified needs, linking program evaluation to program development is an excellent strategy for increasing evaluation practice. Third, the field should encourage non-traditional methods, such as qualitative research, of assessing program efficacy. Persons of color are often interested in allowing all voices to be heard, which can empower the disenfranchised. Finally, program evaluation should be built into formal course work and informal learning opportunities. Important strategies for building the capacity of students of color in the evlauation profession include: 1) mentoring that is targeted, provides opprotunities for reciprocal learning, and is culturally sensitive; 2) developing evaluation-related course work that is applied, experiential, and relevant; 3)providing local and national training opportunities specifically for persons of color; and 4) providing experiences that maintain commitment to empowering communities and addressing community problems.

Strategies for Improving Participation and Increasing Career Interests of Social Work Students of Color in the Evaluation Field, Kimberly D Farris, Clark Atlanta University

The purpose of this presentation is to identify and explore strategies for improving participation of students of color and increasing career interests in the evaluation field. The areas addressed include participation of students of color, identification of barriers contributing to the low numbers of participation, the rationale of the integration of social work and evaluation, and recruitment strategies that specifically relate to graduate level social work students of color. This presentation will show how evaluation has become an important tool in social work and examine how recruitment of graduate level social work students may increase interest. Emphasis will be placed on coordinated efforts of evaluation research, social work practice, and the implications of social workers invested in the evaluation of human service programs.Recruitment strategies and mentoring programs targeting graduate level social work students at Historically Black Colleges or Universities (HBCU's) are discussed.

Increasing the Presence and Success of Students of Color in the Field of Evaluation: A Comprehensive Approach, Kimberly M Hall, University of Illinois at Chicago

This paper proposes several strategies for increasing the presence, participation and success of members of racial and ethnic minority groups in the evaluation profession, with an emphasis on the human and institutional infrastructures necessary to achieve these goals. It begins with a brief summary of the need for minorities in professional evaluation, and of common barriers encountered by students of color in pursuit of higher education. This is followed by a detailed list of approaches for attracting outstanding students such as strategic advertising campaigns, bridge programs for high school, junior college and undergraduate students, exposure to professionals in the field through informational programs, presentations, and job-shadowing activities, and an increased scholarship-funding base. The suggestions for recruitment efforts are followed by potential avenues for ensuring the retention and sustained progress of minority students in graduate programs. Recommendations in this section include the development of mentoring relationships with faculty members in respective departments and with off-campus professionals in the field of evaluation, consistent financial support, student support groups, engaging courses, and relevant experiences in the community. In addition to articulating methods for increasing the number of minority students enrolled in and completing programs leading to careers in evaluation, this paper also proposes ways for graduate programs and professional organizations to increase the knowledge, skills, and abilities of students related to conducting high quality evaluations. The paper concludes with specific steps that can be taken by the American Evaluation Association with regard to increasing their capacity to attract students, serve as resources for students interested in careers in evaluation, and facilitate the professional growth and development of students already in training.

Discussant: James Earl Davis, University of Delaware

SESSION 404: Panel **Room:** Akaka

Sponsored by the Topical Interest Group on Feminist Issues in Evaluation

Gender (You Mean Women?) and Evaluation

Chair: Donna M Mertens, Gallaudet University

What do we mean by the term "gender"? Why should "gender" be considered in program monitoring and evaluation? And, what role should a gender specialist play in an evaluation? The incorrect definitions of gender, and people's inability to understand the term, often result in fundamental programmatic issues that are sometimes "uncovered" during evaluations. It is difficult to measure gender impact if: a) gender is not understood b) gender is not addressed in the design of a program/project; c) gender is not monitored due to the absence of gender-sensitive indicators and/or other reasons; d) gender is not considered by the program/person/organization that requests the evaluation; and e) evaluators do not take gender into consideration. This panel will address the value of including gender in performance monitoring and evaluation. Case studies from South Africa and the United States will demonstrate the necessity and the benefits of considering gender in the evaluation process.

Panelists: *Case Study: A Gender Evaluator's Role on an Evaluation Team*, Donna Podems, Macro International

The 1994 democratically elected South African government inherited a massive housing deficit. To address the housing problem, a low-income housing subsidy program was designed to assist the 'poorest of the poor.' A large portion of the housing-development process, known as the People's Housing Process, was to be community motivated. A capacity-building group, the People's Housing Partnership Trust (PHPT), was established to support the process with funding from USAID and the United Nations. Two years after the implementation of the PHPT, it was decided that the program and the process should be evaluated with regard to its effectiveness and ability to promote equity. This case study critically examines the Gender Evaluator's role in, and her impact on, the evaluation process and findings. Recommendations regarding gender are presented for fieldwork, teamwork, focus groups, and group interviews.

Case Study: Gender Equity Expert Panel, Pamela A Sandoval, Indiana University Northwest

The Gender Equity Expert Panel, part of the System of Expert Panels created by the U.S. Department of Education in 1996, identifies promising and exemplary programs that promote gender equity in education. Its reviews are intended to provide educators with information on the strengths and weaknesses of promising and exemplary programs with regard to gender equity. To be rated as exemplary, the program had to receive "excellent" on each of the four criteria categories: effectiveness, quality, educational significance and replicability/usefulness to others. Promising programs had to receive "good" on each category and most received "excellent" on all categories except for evidence of effectiveness. The announcement of the Panel recommendations is waiting the completion of the process.

Approaches to the Evaluation of Gender and Poverty in International Development, Michael Bamberger, The World Bank

The last decade has seen an increasing focus on poverty reduction as a goal of international development. As a consequence Poverty Assessments are now conducted regularly in most developing countries. The earlier poverty assessments were largely based on household sample surveys and presented very little analysis on the different causes and consequences of poverty for individual household members and particularly the gender differentiated nature of poverty. Recently poverty assessments increasing complement household survey data with participatory evaluation -- but these produce surprisingly little data on the different ways in which women and men experience poverty. The presentation will present a gender critique of current approaches to poverty analysis in international development, and will discuss some of the new gender-sensitive methods of poverty analysis which are being developed.

Discussant: Denise A Cassaro, Cornell University

SESSION 405: Panel **Room:** Koko

Sponsored by the Topical Interest Group on Crime and Justice

Recent Developments in Prison Evaluation

Chair: Stanley Sacks, National Development and Research Institutes Inc

Considerable research literature establishes the effectiveness of in-prison treatment for the substance abusing criminal offender; however, a new research agenda is needed to answer emergent issues and to impact program and policy planning. This panel highlights recent evaluation strategies directed toward the translation of prison research into practice. The strategies include: 1) systems analysis for understanding the organizational and political context of treatment to maximize or change service delivery; 2) treatment process analysis for understanding mechanisms of individual change to improve treatment; 3) initial outcome and cost analysis of specialized programs for MICA inmates to help build consensus for program expansion and to further the development of community-based services; and 4) program process and impact analysis to provide rapid feedback on treatment and program success to undertake midcourse corrections. The discussion emphasizes the need for the integration of traditional outcome evaluation approaches with the broader research agenda, and the importance of developing evaluation strategies relevant to program and policy planning.

Panelists: *An Evaluation Instrument To Assess Changes in Services Quality and Coordination: A Cross-systems Approach,* Michael O Calloway & Joseph P Morrissey, University of North Carolina at Chapel Hill

Several attempts have been made recently to develop interventions in local systems for persons with mental illness or substance abuse disorders or both. The premise behind the interventions is that optimally organized systems lead to enhanced services coordination and integration, which improve client outcomes. Rosenheck and colleagues call this the system-integration theory. Service provision issues that are cross-systems (e.g., mental health and substance abuse), are a major focus of these demonstrations. These issues are central to service quality and comprehensiveness. Concepts mirroring quality of service provision include accessibility, comprehensiveness, adequacy, quality, availability, and viability. Following Morrissey and colleagues, an instrument to capture service system performance was used to measure changes in the quality and coordination of services within a multisite demonstration project for homeless mentally ill persons, many with substance abuse problems. The sites with additional resources to improve systems integration were perceived as becoming significantly more integrated than those sites that received enhanced services alone. These findings suggest that the instrument can capture differences in system-level characteristics in other systems (i.e., criminal justice) that could be used to evaluate the effectiveness of demonstrations attempting to improve services integration.

Treatment Process and Outcome Model, Dwayne Simpson, Texas Christian University

Numerous studies based on almost 300 drug abuse treatment programs and 70,000 patients over the past 30 years have shown that treatment can be highly effective in reducing or eliminating drug use, criminality, and related problems. Recently, treatment evaluation research has focused on how to maximize treatment effectiveness and efficiency and shows:

1. Problem severity dictates the appropriate type and intensity of treatment needed.
2. Patients with moderate-to-high problem severity levels usually need at least 3 months of treatment (and for chronic opiate addiction, this increases to a year or longer) before significant benefits can be documented following release.
3. Cognitive stages of treatment readiness (or motivation) influence the chances that patients will engage and benefit from treatment
4. Several distinct, sequential phases of treatment (e.g., referral, induction, engagement, early recovery, and continuing care) are related to addiction recovery outcomes of patients.

Specialized interventions have been developed that can improve each of these crucial steps of the therapeutic continuum. Current research initiatives emphasize the need to understand and improve the manner in which treatment innovations can be effectively introduced and used in treatment programs for community-based and correctional populations.

Modified TC for MICA Inmates, JoAnn Y Sacks & Stanley Sacks, National Development and Research Institutes Inc

This study evaluates three groups of mentally ill chemical abusing (MICA) inmates, the experimental group that receives modified TC treatment compared with a group receiving standard mental health (MH) services, and a group receiving minimum services as usual. Profiles of all three groups show serious mental illness, substance abuse, and a history of criminal activity. Both the modified TC and MH groups show considerable psychological improvement during treatment. Preliminary findings indicate an advantage for the modified TC group who show considerably lower rates of criminal activity, arrests, and reincarceration. Cost analysis indicates that the incremental costs of the modified TC treatment are similar to the costs of the MH treatment. The development of a TC-oriented aftercare program has had a positive impact on access to services and criminal outcomes. The project reflects the use of empirical data on outcome and costs in combination with meetings of system stakeholders to influence policy and planning in the provision of services to this special population.

California Prison Initiative: Synergy of Research, Practice, and Policy Planning, Paul A Billeci, California Department of Corrections

California's aggressive expansion from 300 to 9000 beds for substance abuse treatment in correctional settings has involved a unique, synergistic relationship between program evaluation and program operation. The activation of the California Substance Abuse Treatment Facility (CSATF) and State Prison at Corcoran in 1997 necessitated the establishment of parameters for collaboration that have proven to benefit the goals and objectives of both the DARC University of California, Los Angeles - Drug Abuse Research Center (DARC) researchers and the California Department of Corrections (CDC) administrators. This presentation will explain how the program initiative in California was the direct result of outcome research establishing the effectiveness of TC models and emphasizing the importance of providing integrated aftercare services. The studies that are being generated by the California initiative (process, impact and cost evaluations) will be described, along with the impact that research has had on program activation, policy and procedural development and program operations.

Discussant: Stanley Sacks, National Development and Research Institutes Inc

SESSION 406: MultiPaper **Room:** Waimea

Sponsored by the Topical Interest Group on Distance Education and Other Educational Technologies

Answering Learning Needs with a Distance Technology Solution: Perspectives and Experiences

Chair: David D Williams, Brigham Young University

Presenters: *Evaluating the Impacts of Distance Learning Courses Delivered by the World Bank*, Mark D Bardini, The World Bank

The basic message of the presentation will be a discussion of the special concerns, challenges, and lessons learned in evaluating international distance learning (DL) courses at the World Bank. Special attention will be paid to examining what impacts and learning arose from these courses as measured by their evaluations. The paper (report) will also discuss the evaluation design, constraints, and outcomes of several DL courses delivered from the Bank. Additional emphasis will be placed on a comparison of instructional methodologies: in particular, how does the delivery of DL courses to multi-sites compare to more traditional face-to-face learning methods (is learning enhanced by DL or do traditional face-to-face courses work better?; How much of the audience is expanded with DL courses delivered simultaneously to multi-sites and how does this affect costs, learning and impacts?).

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The implications of this message for evaluation practice or theory will be to gain a better understanding of the challenges an evaluator faces when designing, implementing and reporting evaluations of distance learning courses. In particular, the challenge of how to measure learning and the impacts of DL courses will be explained. Special challenges of working with international countries where the telecommunication infrastructure is extremely inhibited and remote will be examined. Through this presentation, evaluators will be more aware of the special evaluation concerns to consider for DL courses such as how some participants may have inherent biases about new technologies or special preferences with regard to learning.

D.
Audience members will be able to use this information in many different ways. It will be most useful in analyzing the constraints and challenges which evaluators face in evaluating DL courses. New technologies such as the Internet and multimedia are changing the way instruction and learning are being examined throughout the world.

Challenges in Evaluating Uses of Technology in Teaching and Learning, Roger J D Chesswas, WestEd

The use of technology in schools is under continuous fire and scrutiny. Some of the reasons for this are that what we know currently about the impact on teaching and learning is not very compelling, and our way or ways of knowing about the impact of technology on student learning and achievement are not very good or appropriate. In this paper we will grapple with what is the evaluand when we talk about technology in education, what are the important evaluation questions we might consider when looking at technology in the teaching and learning of students, and what may be some possible evaluation methodologies and methods to effectively evaluate technology in education.

Distance Learners' Needs and Satisfaction: Depend on Instructional Medium? Noriko Saeki & Byron R Burnham, Utah State University

Several instructional media for distance learning, such as two-way interactive satellite and on-line, have been developed in higher education. What impact is all of this instructional technology having on the effectiveness of distance learning in higher education? Using a student satisfaction survey, the student needs and their satisfaction levels in distance education were focused. Based on the survey results (about 2,500 distance education students), the following questions will be answered:
1) To whom we are teaching courses? - Knowing student demographic information
2) How do they feel about the current technology and facilities?
3) How do they feel about the amount of interaction in their class?
4) Are they satisfied with the support services (such as advising, counseling, and library) and how are the services important to them?
5) Student needs and satisfaction levels are differed between satellite, face-to-face, and online courses in distance education?

Evaluating E-commerce and University Distance Education Consortia: Issues and Strategies, Susan A Tucker, E & D Associates; Jamie Reaves Kirkley & Thomas M Duffy, Indiana University; and Scott Grabinger, University of Denver

This proposal focuses on 16 months of evaluation learnings regarding a federally funded distance education project to support teachers integrating information technologies in learner centered environments while also addressing state, and national standards. Funded for five years by FIPSE, the project has components for which few systematic procedures have yet been documented in the literature. Several new initiatives of the project pose particular challenges for evaluators and project managers and we would like to share the following learnings regarding:
1) monitoring the quality of teacher usage of a web based support environment to deliver inservice training across several states;
2) conducting formative evaluation of e-commence designed to provide incentives in the form of royalties for developers that is based on the use of the modules used across a consortium of developers and stakeholders and project management;
3) implementing a viable cost-effectiveness model which facilitates program improvement and in a dynamic and timely and helpful way.

SESSION 407: Demonstration **Room:** Niihau

Sponsored by the Topical Interest Group on Qualitative Methods

Qualitative Computing for Evaluation: Methodological Goals and Software Tools.

Facilitator: Lyn Richards, Qualitative Solutions and Research Pty Ltd

The session will demonstrate and discuss processes of handling qualitative data in evaluation using new generation computer tools. It will step participants through processes of software selection and designing research to benefit from computing. Demonstration on computer will compare the two packages for which the presenter is part of the development team. The session will be divided in four 20 minute presentations, with discussion:
* Qualitative evaluation research design for using software. Preparing data to maximize advantages. Different approaches to focus groups, case histories, interviews, multimedia files.
* Storing and using information in evaluation. Integrating qualitative and quantitative data.
* Asking questions, searching text and patterns of coding; scoping searches and assaying the results; interrogating data. Live models and matrices.

* Research processes and results: the challenge of combining sensitivity and rigor. Reporting and winning credibility. Participants will be given demonstration software and tutorial materials.

SESSION 408: Panel **Room:** Hilo

Sponsored by the Topical Interest Group on Non-profit and Foundations Evaluation

The Program Logic Model: Does It Make a Difference or Impact on Program Performance? (The International Perspective)

Chair: Stanley T Capela, HeartShare Human Services

Given the emphasis placed on outcome measurements and the increasing use of the program logic model, the panel would debate the value of the model from an international perspective. Specifically, does it make a difference or is it a process that is designed to do nothing more than meet government and other funding requirements? Is the international approach different from the domestic approach? Based on their experience, the panel will offer insight on how they used the model, identifying useful techniques as well as barriers they experienced in implementing the model within the organization. In their discussions they will also focus attention on how to use the model to build evaluation capacity. Ultimately, the information obtained from this panel will help participants assess the value of using the program logic model as well as identify techniques that will help them to strengthen the value of the model as it is implemented within the organization.

Panelists: Ian C Davies, Office of the Auditor General of British Columbia

The panelist will focus on the program logic model that is used in Australasia. The panelist will provide a viewpoint that shows what types of purposes program logic is and is not useful (or more useful versus less useful) and what characteristics (e.g. level of cause-effect robustness) are required for different purposes.

Sue C Funnell, Performance Improvement

The Panelist will discuss the use of logic models across federal government in Canada. Will also address issue as to whether or not there is a significant difference between the international and domestic approach to logic models.

John Mayne, Office of the Auditor General of Canada

Discussant: Stanley T Capela, HeartShare Human Services

SESSION 409: Business Meeting and Presentation **Room:** Puna

Sponsored by the Topical Interest Group on Evaluation Managers and Supervisors

Developing Your Career: Core Competencies for Evaluators

TIG Chairs: Robert A Vito, Department of Health and Human Services
George F Grob, Department of Health and Human Services

Program Chair: Deborah F Holmes, Department of Health and Human Service

Moderator: Victoria Dougherty, Department of Health and Human Services

This roundtable session will consist of an open-ended discussion of skills needed throughout the career of an evaluator. Participants will be encouraged to share their experience in developing training plans for preparing both the current and future generations of evaluators. The roundtable moderator will share highlights of a career development program recently developed by the Office of Evaluation and Inspections of the Department of Health and Human Services Office of Inspector General. Handouts will include a matrix of core competencies by grade level that can be used as a framework in developing a career development program in other evaluation organizations.

ADDITIONAL EXPLANATION: While session guidelines include a roundtable format, attendees at this roundtable session would not be required to bring "copies of their paper or summary handouts" to facilitate the discussion as specified in the guidelines. Attendees will be encouraged to share their experiences informally in their respective environments, thereby assisting other evaluation offices in addressing common issues. This meeting and presentation will take approximately 60 minutes.

SESSION 410: Panel **Room:** Kohala

Sponsored by the Topical Interest Group on Collaborative, Participatory & Empowerment Evaluation

Empowerment Evaluation and Results-oriented Grantmaking in Foundations

Chair: Abraham H Wandersman, University of South Carolina

Foundations are often engaged in grants to local agencies and community groups. It is essential that the grants are conducted in an accountable manner. Increasingly, foundations are interested in building the capacity of the grantees to obtain positive outcomes. Several foundations have developed exploratory approaches that Wandersman has called results-oriented grantmaking/grantimplementation (ROGG). This session includes presentations which describe developing examples of this approach. This approach has important implications for a theory of empowerment evaluation about blurring the boundaries among funders, evaluators and grantees. It has important implications for the practice of grantmaking and grant implementation. The audience will learn about empowerment evaluation and funder perspectives on this approach.

Panelists: *What Empowerment Evaluation Changes*, Margret Dugan, Empowerment Evaluation Institute

Empowerment evaluation is not what you think it is if you think it is a quick and easy self-assessment. Or if you think that empowerment evaluation is like other evaluations but involves a few more people. On the contrary, empowerment evaluation is a systematic process that changes who is involved in the evaluation; what information is gathered and valued; how the information is handled and interpreted; and, when the assessment process interacts with the process of improving the program. This presentation focuses on how all stakeholders, including the funder can be involved with and accountable for their own developmental agendas by making responsible, evidence-based decisions through participatory self-assessment.

Results-oriented Grantmaking/Grant-implementation (ROGG): A Strategy for Foundations To Increase the Evaluation Capacity of Grantees, Janice B Yost, Health Foundation of Central Massachusetts Inc and Abraham H Wandersman, University of South Carolina

Board leadership in the philanthropic sector has become increasingly concerned about the impact of its limited charitable resources. In response, foundations have intensified their involvement in evaluation. Results-Oriented Grantmaking / Grant-Implementation (ROGG) not only answers an accountability concern, but it also enables the foundation to add value beyond the dollars invested through its grantmaking by offering foundations a strategy for increasing the evaluation capacity of grantees. ROGG is a particularly useful tool to foundations whose grantmaking portfolio is distinguished by projects designed to create systemic change and whose grantmaking style is characterized as partnering with grantees in multi-year projects or in venture capital projects. For these reasons, the Board of Directors of The Health Foundation of Central Mass., Inc., a conversion foundation recently established from the sale of a nonprofit health plan, has chosen to adopt ROGG.

Coaching Community-based Nonprofits To Report and Use Evaluation Results for CQI, Arlene B Andrews, University of South Carolina

Now that the agency has learned to produce evaluative information, what are they to DO with it? Too often agencies emphasize using evaluation to produce reports for external funders, and the delicate process of program improvement as evaluative information emerges and when it is summarized is overlooked. This session will focus on evaluation coaching practices gleaned from the experience of several consultants working with over 60 CBOs. Issues such as involving the board and key staff, scheduling data reviews, creating an organizational climate that places priority on evaluation, reporting format and distribution, infusing best practices knowledge, and overcoming resistance to change are addressed.

Discussant: Ricardo A Millett, W K Kellogg Foundation

SESSION 411: MultiPaper **Room:** Kona

Sponsored by the Topical Interest Group on Program Theory and Theory-driven Evaluation

Theory-driven Evaluation Design

Chair: Steward I Donaldson, Claremont Graduate University

Presenters: *When Program Theory Meets Program Practice: Designed Blindness and Action Evaluation*, Victor J Friedman, Ruppin Institute and Jay Rothman, Action Evaluation Research Institute

This paper will investigate how "designed blindness" enables stakeholders to remain unaware of gaps and contradictions between a program's plan/design ("normative theory") and its implementation ("causative theory"). When bringing these gaps to the attention of key stakeholders, theory-driven evaluators not only encounter defensiveness but also subtle pressure to be blind themselves. If theory-driven evaluation wishes to maximize its formative impact, it requires a theory of conflict that enables evaluators to engage conflict, inquire critically into causes of the gaps/contradictions, and apply that knowledge to on-going design. Action evaluation represents an evaluation method, which recognizes that conflicts offer opportunities for growth, adaptation, and learning. Through case studies, this paper will illustrate how action evaluation can be used to overcome designed blindness, engage conflict by critically inquiring into the gaps, and to generate knowledge for redesigning program theory.

Logic Model as Method: The Nuts and Bolts of Making It Happen, Carolyn G Benne, Georgia State University and Wendy M Garrard, Vanderbilt University

A logic model stipulates the key elements of an intervention program and the causal order assumed to exist among these elements -- a 'small theory' of what a particular program is doing, and why. Conventional wisdom holds that most program evaluations should make an effort to explicate and use the local program theory. Unfortunately, the evaluation literature tends to emphasize the uses of program theory, while the details of how to develop a robust logic model are often given short shrift. This paper discusses a practical approach to working with program stakeholders to identify the main elements and functions of the program, using this information to construct a logic model, and assessing the quality of the model. This process is illustrated with the logic model recently developed for a multi-site school-based program on interpersonal conflict skills administered by the Consortium on Negotiation and Conflict Resolution in Atlanta, GA.

Overview of the Process for Developing a Theory-driven Evaluation Plan, Rena L Large, National Education Association Health Information Network and Debra K Holden, North Carolina State University

The process for theory development of a national breast and cervical cancer education project and the design of an evaluation plan based on this theory will be discussed. The National Education Association Health Information Network (NEA HIN), a not-for-profit organization operating within the National Education Association (NEA), is implementing this pilot project in two states. Through funding from the Centers for Disease Control and Prevention (CDC), NEA HIN has trained state affiliates and local teams to conduct community-based events for breast and cervical cancer. The process for utilizing planning tools to establish comprehensive evaluation measures will be described. Samples of these tools will be reviewed with lessons learned and discussion on how other evaluators can utilize similar strategies to assess programs at the national, state, and local levels.

SESSION 412: MultiPaper **Room:** Ewa

Sponsored by the Topical Interest Group on Needs Assessment

Process Models for Needs Assessment

Chair: Mary Sue Hamann, University of North Carolina at Greensboro

Presenters: *An Oral Health Needs Assessment for a County in Illinois*, Chad S Briggs, Kenji Yamazaki, Arron Service & Jack McKillip, Southern Illinois University at Carbondale

Applied Research Consultants (ARC) of Southern Illinois University at Carbondale was contracted to perform a countywide oral health needs assessment. The purpose of the needs assessment was to identify the current system of services available, to identify the extent and type of services provided, and to identify unmet needs, underutilized resources or shortcomings of the service delivery system. ARC utilized a standardized model for conducting oral health needs assessments that was developed by the Association of State and Territorial Dental Directors (ASTDD). The ASTDD model is a seven-step protocol for gathering relevant stakeholders, prioritizing goals, gathering data, reporting results and evaluating the needs assessment. Results from the needs assessment reveal that, in general, the oral health care services provided are excellent, but gaining access to the oral health service system is problematic for residents in this county.

Concept Mapping in Practice: Representing Stakeholder Input across Thousands of Participants, Jonathan A Gans & Dominic Cirillo, Cornell University

This presentation will outline and detail two techniques for distilling a representative statement set from thousands of brainstormed entries across hundreds of participants in a relatively brief period of time (i.e. 2 weeks). The first example details the procedure used for a county-wide training needs assessment in upstate New York across several hundred participants. The second example details the method used for producing a representative statement set across two entire business units of a major U.S. airline company representing over 50,000 employess. Both examples demonstrate that it is possible to collect, organize, and produce a representative statement set of less than 200 statements for use in the Concept System practice methodology from literally thousands of entries.

Field Test of a Writing Program Self-study Instrument for Schools, Paige Parrish & Merrill L Meehan, AEL Inc

To help schools improve their writing programs and ultimately their students' writing scores, the Kentucky Department of Education and AEL, Inc. began a collaborative project in 1996. First, through site visits to 29 Kentucky schools, the collaborative research team identified 36 indicators of successful writing programs. Next, the research team developed a self-study needs assessment instrument called the School Study of Writing Instruction (SSWI). The School Study's power is derived from its being a self-evaluation, from its inclusion of student opinions (as well as those of teachers and administrators), and from the comparison of responses from these different role groups. A pilot test of the SSWI instrument, conducted in 1 school in the fall of 1998, was successful. The field test, which concerns this paper, was conducted in 11 schools in the spring of 1999, also with highly favorable results. The instrument was tested in 2 conditions -- 5 schools had a facilitator and 6 schools had only a phone contact person. The findings were that the self-study was (1) valuable to participants; (2) doable without a facilitator, although it was preferable to have one; and (3) valid and replicable as a self-study needs assessment for other schools. The field test demonstrated that self-study was a beneficial method for doing a school needs assessment because it increased cross-faculty awareness and ownership of results. The time commitment required of faculty on the Steering Committee could be an attenuating factor to the SSWI's worth in some schools.

Discussant: James W Altschuld, The Ohio State University

SESSION 413: Panel **Room:** Honolulu

Sponsored by the Topical Interest Group on Alcohol, Drug Abuse, and Mental Health
(Part II to this session is to be held Friday at 3:30 in the Honolulu Ballroom.)
Maximizing the Capacity of Multi-Site Evaluations -- I: Emerging Methodological and Analytical Lessons From theCMHS Housing Initiative for Persons with Serious Mental Illness
Chair: Robert Paulson, Portland State University

Multi-site evaluations have the advantages of having inherently replication built into their designs and producing potentially more powerful and generalizable results than individual studies. Multisite evaluations, however, also present a host of methodological and analytical challenges. This panel will present strategies for addressing these challenges from one of the more successfully implemented multi-site studies. As the panel chair will describe, the Center for Mental Health Services (CMHS) Housing Initiative for Persons with Serious Mental Illness involves six sites, a Coordinating Center, a Consumer Advisory Panel, and the Federal Government, and is designed to advance knowledge on supported housing and other housing approaches for the target population. The four presenters will focus on various strategies used in the Initiative (now in its third of four funded years) to deal with cross-site differences in population and treatment and control conditions. The chair will initiate a discussion of the strategies' application to other multi-site efforts.

Panelists: *Measuring the Fidelity and Implementation of Treatments: Multi-site Methodology and Results*, Frances L Randolph, Center for Mental Health Services

For persons with serious mental illness, supported housing is typically offered as an alternative to the traditional residential continuum. To assess the fidelity of supported housing across the study sites as well as to examine the implementation of other housing approaches (e.g., group homes), a fidelity framework and methodology was designed. The framework was designed to describe the major dimensions of the housing approaches and indicators within each dimension that would characterize 'fidelity fit'. The methodology involved a triangulated approach, systematically incorporating data from program management, staff, and consumer perspectives. This presentation describes the framework and the methodology used to collect the fidelity and implementation data, challenges in its implementation across six diverse sites and strategies for dealing with them, and findings from over 100 housing programs.

Addressing Population Differences Within and Cross-site, John Hornik, Advocates for Human Potential Inc

The CMHS Housing Initiative, as most multi-site initiatives, started with a broad set of eligibility criteria for the target population. Regional differences, programmatic differences, differences in referral systems, differences in housing markets, and so on create differences in the study target populations cross-site. In addition, design limitations within each site challenged the equivalence of the groups served by the treatment and comparison conditions. None of the sites were able to implement a design that allowed complete random assignment of participants to different housing conditions. In this presentation, these differences will be described and strategies for handling them in the analysis will be presented. In particular, within site and cross-site approaches to propensity scoring to control the nonrandom differences between the two conditions within the sites will be highlighted and their findings discussed, using baseline data.

Conducting Multi-site Analyses Sensitive to Cross-site Differences: Part 1, Debra J Rog, Vanderbilt University

The major policy question addressed by the CMHS Housing Initiative is whether a supported housing approach is more effective than other housing approaches in helping persons with serious mental illness achieve residential stability, and improve their level of functioning, satisfaction, quality of life, and independence. This presentation, coordinated with the one below, will focus on interim (six month) findings from the six sites and illustrate various ways cross-site population and intervention differences are being included in the multi-site analyses. In particular, this presentation will highlight the results of selected outcome analyses that contrast supportive housing and all other approaches, and analyses that contrast different clusters of housing (using the fidelity data described above).

Conducting Multi-site Analyses Sensitive to Cross-site Differences: Part 2, Carole Siegel, Nathan S Kline Institute

Housing programs in the Housing Initiative can also be measured with respect to their distance from the Supported Housing Ideal. In this presentation, outcome analyses will be presented that incorporate a measure of each housing programÆs distance from the supported housing ideal as well as analyses that examine the predictive value of the key fidelity dimensions (each measured on their distance from the supported housing ideal). Results from this last set of analyses, in particular, will provide an opportunity to look across all housing programs and determine if there are a set of 'active ingredients' that produce the different outcomes.

Discussant: Robert Paulson, Portland State University

SESSION 414: Roundtables **Room:** Kahuku

Evaluating the Use of Technology and Using Technology to Evaluate

(This session includes two 45-minute rotations of roundtables. The Host will ask the tables to rotate at 10:15.)

Host: Kathleen Bolland, University of Alabama

Roundtable A (First Rotation): Instruments and Methods for the Evaluation of Educational Technology

Presenters: *The Design and Validation of a Technology Evaluation Questionnaire*, Ronald F Dugan, Jeffrey L Kirk & Dianna L Newman, State University of New York at Albany

Technology integration into the curriculum is a priority in educational change for the 21st century. Many educational program evaluations today are related to this integration. Part of the evaluation process involves assessing the worth of a program in relation to a standard or set of standards. Several variables are explored during this process. Variables related to the success of an educational program using technology are often consistent across projects, although the contexts of these projects vary. Four such variables consistently measured across technology projects include experience with technology, attitudes toward technology (including anxiety), learning styles, and perceptions of technology effectiveness. Examination of the literature revealed that multiple instruments are often utilized to assess these four variables. In an effort to improve the capacity of evaluation in the area of technology, the authors developed and validated an instrument that could be used across multiple projects to measure these common variables.

Four-method Educational Technology Evaluation Design, Jeffrey L Kirk, Dianna L Newman & Ronald F Dugan, State University of New York at Albany

The call for technology integration into the curriculum has resulted in a surge of program evaluations regarding the use of technology. It has been the experience of the authors that to conduct an evaluation of technology that is feasible and has maximum utility, four types of methods need to be used in assessing program worth and merit. These methods include content analysis, usability assessment, implementation observations, and educational technology reviews of software/hardware. Furthermore, to increase usability of the evaluation findings, these methods need to be used across multiple sites, and in a longitudinal design. Three multi-site projects located in urban, suburban, and rural school districts in the Northeast are examined in this paper, which delineates the use of these four methods in evaluating educational programs intended to integrate technology. The broad range of contexts in which these methods were effectively used (K-12, university) indicates their importance in building evaluation capacity.

Roundtable B (First Rotation): Examining the Inputs and Outcomes of Technology Integration in the K-12 Classroom

Presenters: *Technology Integration Skills of Classroom Teachers*, Paul E Jones, Robert E Wall, Patricia Ryan & David Wizer, Towson University

The purpose of this study was to evauluate the degree to which a graduate course in educational technology enhanced the classroom instruction of in-service teachers. 17 teachers from area professional development schools were selected for an educational technology course. The course was held over a five-week summer session and focused upon the integration of appropriate technologies into class lessons. Teachers were required to complete a course project that would be used in their class during the 1999-2000 school year. A primary goal of the course was to enable teachers to integrate technology into their classroom lessons. Evaluation included analysis of both qualitative and quantitative data gathered at the course beginning, end and follow-ups. Results indicated a positive shift in teachers' attitudes toward technology as well as evidence of implementation of course projects. This study indicated that courses designed to improve teachers' technology integration skills can be effective.

Technology Programs… For All or for Some? Susan P Giancola, University of Delaware

For five years, the Delaware Technology Innovation Challenge project has implemented Lightspan educational software in the classrooms and homes of elementary school students. Program goals are to increase parent involvement, generate more time for learning, and improve student achievement. On the surface, the program seems to have met its goals. Parents report being more involved in their child's education. Students and parents describe the time spent on the software at home as not replacing traditional homework, but rather television watching. And, student achievement in both reading and mathematics has increased at rates higher than would be expected. However, a closer examination reveals the program has worked best for lower-achieving students; students who scored below the

50th percentile in fall testing had much greater achievement gains than their higher scoring peers. This paper investigates whether evaluation findings are reflective of the program's implementation or rather reveal a limitation of the technology.

Roundtable C (First Rotation): Innovative Uses of Technology To Evaluate NASA's Education Programs

Presenters: *Incorporating On-line Data Collection in Utilization-focused Evaluation Efforts: The Social Science Research Center's Experiences with NASA*, Maggie Dannreuther, Byron Price & Liesel A Ritchie, Mississippi State University

The National Aeronautics and Space Administration (NASA) has made a substantial commitment to education resulting in the generation and delivery of numerous education programs nationwide. Evaluation is a key component in NASA's Operating Principals; therefore, NASA created an internal on-line comprehensive data collection tool known as EDCATS (Education Data Computer Aided Tracking System). Beginning in 1997, the Education Office at Stennis Space Center (SSC) contracted with the Social Science Research Center (SSRC) at Mississippi State University to conduct third-party evaluation for its programs. As a result of successful and meaningful evaluation and research deliverables provided through Utilization-Focused Evaluation, this relationship between NASA/SSC and the SSRC has continued to grow. These activities compliment NASA's own evaluation system and incorporate EDCATS data. This presentation will address the challenges, processes, and benefits that have been the result of this evaluation collaboration between these entities.

Using GIS (Geographic Information Systems) To Map Evaluation Data: Experiences of the Social Science Research Center with NASA's Education Programs, Liesel A Ritchie, Jay Ritchie, & Byron Price, Mississippi State University

Since 1997 the Social Science Research Center (SSRC) at Mississippi State University has been conducting evaluation and research for the Education Office at NASA's John C. Stennis Space Center (SSC). Employing a utilization-focused approach to evaluation, the SSRC evaluation team works closely with SSC's program personnel, participants, and other stakeholders to establish formative evaluation mechanisms for program improvement. Using GIS technology, in conjunction with traditional data collection methods, researchers and evaluators at the SSRC are able to visually depict the scope, funding levels, impact, and effects of SSC's education programs. This visualization and analysis assist decision makers in understanding the nature of their programs and to better meet the needs of those they serve. This presentation will provide an overview of SSRC's evaluation data collection activities, incorporation of GIS as a tool for analysis, and the ways in which these data may be visualized.

Roundtable D (First Rotation): Using Email and the Web for Accountability and Information-sharing across Multi-site Evaluations

Presenters: *Linking School Site Activities and Outcomes: Moving to the Web*, Paul Lorton Jr, University of San Francisco; Joanna Fong, Presidio Middle School; and Devida Desmond & Lisa Kline, San Francisco Unified School District

The World Wide Web has opened new vistas and delivered an almost infinite capacity for accessing information to desktops every where. In this discussion, we will describe our effort in taking a fifteen-year old evaluation effort into this arena. As a pilot, in spring 1999, a CD ROM containing the School Site Plans for 110 schools was produced for use in reviewing the their plans. In January 2000, we began the effort to move the reporting and monitoring of activities, outcomes and measures to the web itself. The basic direction of this effort, as it has been for the past 15 years, is to expose the activities, outcomes and measures of each school to other schools and to the broader educational community within the system. Thus is accountability displayed and are best practices shared. In describing this process, we will illustrate the web-based system we've developed and the activities, outcomes and measures various schools have devised.

Political Change and Extension Accountability, Case Studies Via Technology, John G Richardson, Joy Staton, Ken Bateman, Gwyn F Riddick & R David Mustian, North Carolina State University; and Clayton E Hutcheson, University of Florida

This paper will explain the circumstances surrounding policy and political changes that impacted Extension in three North Carolina Counties and one Florida county. The prior situations, changed circumstances and Extension s actions and response are analyzed in case studies of those respective locations. The case studies were conducted entirely by electronic medium. A questionnaire was submitted to each of the county units. The county Extension directors (CED) of those counties responded to the questions and added other insights to further explain variables specific to individual locations. In order to complete the case studies in a comprehensive manner, each of the CEDs participated in an interactive e-mail exchange with the study leader in order to assure that all variables were adequately summarized, explained, and drawn from for their implications. Case studies via electronic means was easy to conduct, comprehensive in its scope and depth, and an inexpensive means for gaining new knowledge.

Roundtable E (First Rotation): Uncovering the Potential for Web Based Evaluation Systems

Presenters: *Development of a Web Based Evaluation System for the Advanced Technology Education Program*, Frances P Lawrenz, University of Minnesota, and Arlen R Gullickson, Western Michigan University

The Advanced Technology Education Program (ATE) is an NSF program to improve the education for technicians in advanced technology fields. The comprehensive evaluation system that is being developed to provide program level evaluation information includes a web-based component. The web-based survey is based on a logic model of the program and has several unique features such as allowing the selection of individual survey sections based on what portion of the logic model the project fits into. The survey also allows the identification of others to whom subsections of the survey would be sent and the opportunity for the main respondent to view whether or not the sub responders have replied and what they said before submitting the entire survey. The survey has been evaluated through expert review, "talk aloud" as participants filled the survey out, and pilot testing. The paper will describe the survey and use the evaluation results to provide recommendations.

Roundtable A (Second Rotation): The Role of Information Systems in Program Improvement

Presenters: *An Interactive Management Information System Implemented for Continuous Program Improvement for a Zero to Three Early Intervention Program*, Todd J Braeger, Utah State University

The Baby Watch Family and Child Development Program, a zero to three early intervention program, at Utah State University has been in the process of developing and implementing a computerized management information system (MIS) as a key component of its continuous program improvement plan. Based on the use of objective program information, the MIS assists in areas such as: measuring child progress and outcomes, helping clerical, service and administrative staff perform their jobs more efficiently and effectively, identifying program areas that are effective and those areas needing improvement, and providing information for funding agency reports, research and dissemination activities. Though there was initial resistance by program staff to using an information system, once it was implemented and its benefits became apparent, they became supporters. This paper examines the process of MIS implementation and offers a model for promoting the effective use of information systems in human service agencies. The core of this model involves managing a seven-phase implementation process: (1) developing an understanding of how information is currently being collected and used, (2) determining which information to process and establishing guidelines and systems for submission, data entry, and quality control, (3) refining existing forms and policies to reduce/eliminate inefficiencies, (4) making information available to staff via simple reports such as lists and worksheets, (5) developing reports that combine data across domains, make comparisons to performance standards, and introduce 'data-based' supervisory decisions, (6) Refining these reports and procedures for their interpretation and use to address staff concerns of 'perceptual accuracy' thus fully integrating data collection and reporting activities into all program activities, and (7) using data to indicate overall program effectiveness and as a guide for the allocation of resources. A description of the major activities in each of these phases and the effect each phase has on program resources and functioning will be presented.

Fitting Technology with Work: A Longitudinal Evaluation of a Nursing Information System, Brenda G Johnson, University of Minnesota

Although information technology capabilities are advancing, many development and implementation efforts result in systems that are not useful to or used by the intended users. Experts recommend stakeholder involvement in system design and implementation efforts.This presentation discusses a longitudinal process evaluation of a collaboratively developed, implemented, and evaluated nursing information system (NIS.) Use-focused evaluation was incorporated as part of the support package to guide project processes toward desired outcomes.The data are captured using participant observation, interviews, records, surveys, and results from stakeholder-initiated evaluations. I describe how adaptations among the NIS, nurses' work, and the organization took place, and 8 years later, why the technology is not being used as intended. This is about fitting technology with work and the role of evaluation in informing the process,assessing the project's impact and capturing the story of how it happened as a basis of developing theories to inform future practice

Roundtable B (Second Rotation): Evaluating Teacher Support Mechanisms for Technology Integration

Presenters: *Evaluating K-12 Technology Implementation: Elements of Technology Support*, Prachee Mukherjee, Colorado Springs School District 11

One of the major and frequently overlooked lessons of technology implementation in K-12 settings is that of providing ongoing support for teachers for using technology. "…Those who wish to invest in technology should plan to invest substantially in human resources… Increasingly experienced technology-sites advocate larger allocations for training and support." (p. 130, US Congress, Office of Technology Assessment, Teachers and technology: Making the connection, OTA-HER-616.) This paper will examine the details of what sustained site-based technology support looks like at a particular school district, currently in its fourth year of technology implementation. The paper will also present understandings of technology adoption constructed by support personnel who work closely on a daily basis with classroom teachers. Implications of these findings for evaluations of technology implementation will be discussed. In connection with the conference theme of building evaluation capacity, the paper will report on strategies for using existing non-evaluation personnel in data collection and theory-building that directly impacts their work.

The Development and Use of a Rubric To Evaluate the Nature of Technology Integration in Teacher Education Programs, Elisabeth A Palmer, Sara Dexter & Amy Mayer, University of Minnesota

This presentation will discuss the development and use of a rubric to evaluate the nature of technology integration in curriculum and instruction in teacher education programs. As part of a federally funded project to prepare teachers to use technology, faculty members in a college of education were given support to develop technology-enhanced curriculum and instruction. The faculty were also involved in the development and testing of a set of Educational Technology Integration Principles (eTIPS) and rubrics for measuring the presence/absence of each principle in curriculum and instruction. The participation of faculty in this process was intentional to allow us to draw upon their expertise as educators and to expand their capacity to reflect upon and evaluate their own practice. In addition to presenting the results of this collaboration, this model provides insight into the mechanisms for successfully building evaluation capacity among program participants.

Roundtable C (Second Rotation): Website Evaluation: Accessing the User

Presenters: *Evaluating Web Sites using Web Server Log File Analysis*, Daniel J Robertson & Catherine Callow Elwell, Utah State University

The use of the World Wide Web for furthering educational and service program objectives is becoming increasingly common. When it is necessary to analyze patterns of web site use, web server log files can provide a valuable source of unobtrusive data. Web servers record detailed information about each web site access. Information from log files can be analyzed to inform evaluation questions, including how key audiences are using the site, whether target content is being accessed, whether servers have sufficient capacity to meet user needs, and whether site resources are compatible with the typical user's browser or platform. This roundtable will provide an introduction to web log file analysis. We will describe the metrics of web log files, describe common log file structures, and use real examples to describe selected log file analysis tools and illustrate how log file analysis can be used to answer key web site evaluation questions.

Evaluating a Website: Giving a Voice to an Invisible Audience, Susan M Daffinrud & Olga Lucia Herrera, University of Wisconsin at Madison

The researchers conducted an evaluation of a website designed to link instructors of introductory level college science, engineering and math (SEM) courses with assessment techniques that support student-centered learning. The purpose of the evaluation was first, to provide the web designers feedback on usability and advice on the development of future websites, and second to document the ways in which the website achieved its stated goal. Data was collected through structured, open-ended phone interviews with a sample of 50 instructors selected from a range of institutions and SEM disciplines. The method enabled the evaluators to tap into the invisible audience of the website in a structured manner, and allowed designers to "hear" their target users' voices. The presentation will outline the unique benefits and difficulties the researchers faced in evaluating a website, and the value of providing real-time feedback to the design team as they create and refine web resources.

Roundtable D (Second Rotation): Website Evaluation: Accessing the User

Presenters: *A Framework for Evaluating Web-based Teaching and Learning*, Martha J Diefendorf, National Early Childhood Technical Assistance System

The development and conduct of Web-based teaching and learning experiences present unique evaluation challenges compared to traditional instructional methods. During the development phase, there are evaluation considerations regarding not only the design of content but also Web interface and learner interaction. Additionally, conceptualizing intended outcomes of the learning experience and methods of assessing their accomplishment are different in an on-line teaching environment. This paper will explore these various evaluation dimensions based on an on-line workshop focusing on the design of Web-based training. The learners were Early Childhood Projects Directors who are experienced trainers preparing to embark in Web-based training themselves.

Applying Mixed Method Evaluation to Online Learning Environments, Cathleen A Kennedy, University of California at Berkeley

As online learning becomes pervasive in higher education, educators and students need to know if it works; and if it does work, for whom. Evaluators will be called upon to conduct studies of technology-mediated instructional environments, often without any prior exposure to the technologies themselves. Some will choose to ignore process and focus on outcomes alone. This presentation emphasizes the importance of focusing on process to answer questions about how and why specific online pedagogies work for particular student groups. A mixed method approach designed to maximize the amount of information gathered in an innovative technological setting will be described. The following specific challenges to such an evaluation will be addressed: the natural setting, confounding variables, technology interface usability assessment, and the fluidity of educational innovation.

Roundtable E (Second Rotation): Evaluating Technology Based Professional Training: Challenges and Lessons Learned

Presenters: *Key Drivers of Quality Technology Based Training in a Professional Services Firm*, Darryl L Jinkerson & Marina Magid, Arthur Andersen

Professional services firms are expanding their use of technology based training for their professionals. Web-based training and CD-ROM training provided by outside vendors is being offered to professionals to augment traditional instructor-led curricula. One professional services organization has implemented a strategy to provide its professionals with virtually unrestricted access to a vast library of technology skills training courses offered via the WWW or on CD-ROM. This training is not intended to replace all classroom technology training, but it does provide professionals with an opportunity to develop their skills in new applications through self-study. The key drivers of quality technology-based training are thought to vary from quality drivers for traditional instructor-led sessions. For example, whereas the opportunity to network, share war stories, and interact with experienced instructors may be quality drivers for instructor-led training, none of these opportunities exist within a technology-based self-study course. Instead, application accessibility, reliability, content quality, and ease of use may represent more important factors for determining course quality. The primary implication for corporate trainers is understanding that instructor-led and technology-based training are not interchangeable as training delivery methods. Participants have different expectations of the benefits they will receive from both types of training as shown by the differences in quality drivers. Thus, corporate training departments should manage participant expectations when promoting various skill development techniques. Corporate trainers and educators can use the findings from this study to help them evaluate appropriate technology-based training alternatives. Vendors should provide evidence of quality for the key drivers as demonstrated through systematic evaluation of their products.

Methodological Approaches and Challenges to Evaluating a Pilot Medical Education Project Utilizing Virtual Reality Technology, Deborah Helitzer, Debra Heath, Dale Alverson & Holly Buchanan, University of New Mexico; and Stan Saiki & Janna Hall, University of Hawaii

This roundtable will discuss the challenges for evaluators in developing a framework for unknown and yet undeveloped technologies, an important consideration as technology becomes increasingly central in program development. We will discuss the evaluation of a medical education program utilizing virtual reality, super-computers, and telehealth technologies. More specifically, the presentation will explore the challenges inherent in designing and conducting an evaluation of never-before-implemented technological applications. It proposes to implement a technology assisted problem-based learning program in remote and hub sites in New Mexico and Hawaii. As a pilot endeavor, Project TOUCH has started with lofty goals and loose objectives. The project plan, in fact, will evolve as the project is implemented. There are uncertainties about project design, specific project components, numbers of students that will be exposed to the project, the nature of the virtual reality learning environment, technical feasibility, potential outcomes, and potential benefits. These uncertainties present a host of challenges for the evaluators, including how to develop a design that can adequately assess project progress and provide information back to program staff that will be useful for program improvement.

Coming up with a credible evaluation framework in lieu of a true understanding of what might need to be assessed was challenging. We applied activity theory as a conceptual framework to help articulate the mediating role of tools to achieve desired outcomes. Activity Theory encourages consideration of "use context" in establishing the generalizability of tools. It also helps elucidate the perceived and actual properties of technology, how these properties shape its use, and how the technology can "amplify", "reduce", and "enframe" human experience.

SESSION 415: MultiPaper **Room:** Oahu

Sponsored by the Topical Interest Groups on State and Local Government & Evaluation Use

Building Evaluation Capacity in State and Locally Managed Programs

Chair: Mark E Ward, US General Accounting Office

Presenters: *Evaluation of a State Agency and Its Impact on Local Government: A Look at California's Office of Child Abuse Prevention*, Todd M Franke, Christina A Christie, Michelle T Parra & Walter Furman, University of California at Los Angeles

It is common practice for government agencies to evaluate their programs (House, Haug & Norris, 1996). As agencies develop innovative programs, evaluation activities must respond to changing informational needs. This paper will describe the evaluation of California's Office of Child Abuse Prevention (OCAP). OCAP's goal is to move away from "top-down" state structures by including counties in program planning-- increasing county "buy-in" as well as developing programs that better serve counties individualized needs. Different from conventional state government agency evaluations, this was commissioned by OCAP to be used internally to inform the agency of program processes and externally as a progress report for the federal government. Seven diverse counties were selected for intensive case study to examine the development and implementation of novel agency sponsored programs and their impact on local county government and service delivery systems. Impediments to the evaluation process will be discussed and preliminary findings presented.

Issues and Challenges in Developing Evaluation Capacity in a State Agency, Jules M Marquart, Tennessee Department of Children's Services

This paper will discuss the challenges encountered by a large state agency in developing its capacity for an internal evaluation system. The issues are common to state and local government agencies as they deal with the current environment emphasizing the integration of policy, planning, and performance measurement for accountability in governmental agencies. The paper will highlight three issues:

1. The challenge in attempting to integrate strategic planning, performance measurement, internal evaluation activities, and other departmental improvement efforts into a cohesive planning and evaluation system for the department.
2. Designing an internal evaluation and performance measurement system that will collect data needed for federal reporting requirements.
3. Developing procedures to ensure data integrity in a new statewide, historical database.

Developing Evaluation and Accountability Standards To Help Ensure Successful Social Service Privatization, Mark E Ward, US General Accounting Office

The shock waves of social service privatization have resonated throughout the international community. Simultaneously, new challenges face program managers and evaluators as they seek to assess contract markets, develop performance-based contracts, and hold private entities accounatable for maintaining equitable access to services and achieving program results. How can evaluators maximize their contributions in helping ensure that equitable, efficient, and effective services reach those most in need? This paper introduces for global debate and discussion a "Framework for Evaluation and Accountability of Privatized Social Services (FEAPSS)" to enhance evaluative capacity and program improvement. The paper assesses key market, contracting, and evaluative factors that have a direct impact on program efficiencies and results. The author concludes that privatized social services can transform innovative ideas to program results if major stakeholders design approaches that tap market dynamics, develop sound peformance-based contracts, and evaluate program performance in ways intended to optimize the benefits of social service privatization.

Performance Measurement and Program Evaluation: Mutually Reinforcing Strategies, Joseph S Wholey, US General Accounting Office

This paper will explore potential roles for performance measurement and program evaluation and examine political, organizational, and technical barriers to useful performance measurement and evaluation work. The paper will then answer three questions: (1) What can performance measurement contribute to program evaluation? (2) What can program evaluation contribute to performance measurement? (3) How can performance measurement and program evaluation be used together to improve agency and program management, improve service delivery and program effectiveness, strengthen accountability to key stakeholders and the public, and improve resource allocation and other policy decision making?

SESSION 416: Conversation With **Room:** Waialua

Sponsored by the Topical Interest Group on Pre-K-12 Educational Evaluation

From Evaluator to Policymaker

Chair: Beverly A Parsons, InSites

Paul LeMahieu has moved from being an evaluator to a top-level state leader and policymaker. He currently serves as Superintendent of Education for the State of Hawaii. Among other previous positions, Dr. LeMahieu was Director of the Delaware Education Research and Development Center and Director of Research, Evaluation, and Student Assessment for the Pittsburgh (Pennsylvania) Board of Public Education. He has received major awards from national organizations for his contributions to education. He has published on issues as diverse as testing policy, educational accountability, evaluation, and nontraditional work roles for women, and minority achievement issues. Following a brief story of his move from evaluator to policymaker, the session facilitator will ask Dr. LeMahieu questions about his current views of evaluation and the impact on evaluation of the different political environments in which he has worked. The final hour of the session will be open for audience questions.

Discussant: Paul G LeMahieu, Hawaii Department of Education

SESSION 417: Meta-roundtable **Room:** Waianae

Sponsored by the Topical Interest Group for Graduate Students

What Am I Doing and How Did I Get Here?: Advice to Those Seeking Careers in Evaluation

Chairs: Jennifer D Dewey, North Central Regional Educational Laboratory
Carolyn Sullins, University of Illinois at Urbana-Champaign
Laurine Thomas, Academy for Educational Development

As a forum for evaluators either searching for a first job, looking to move into a different position, or gathering information to compare career options in various fields, this meta-roundtable presents the opportunity to dialogue with evaluators (with varying length of experience) in multiple fields regarding:

1. Primary roles and responsibilities
2. Benefits and areas of caution of evaluation work
3. Path they took to their current position
4. Advice to those seeking careers in the field

The following fields will be represented, each at a different table: education and non-profit, business and industry, and independent consulting. Audience members will have the opportunity to move freely from table to table during the 90-minute presentation to meet and talk with evaluators in various fields. At the end of the presentation, both discussants and audience members will have the opportunity to briefly share lessons learned.

So you want to go into private consulting...Reflections from a recent graduate, Laurie Anne McCaffrey, Howard Research and Instructional Systems Inc

As evaluators, we are often asked to explain 'just what is it that you do all day?'. Understanding of evaluation is growing, yet still lags behind more commonly understood ôtraditionalö professions that seldom require explanation. This discussion is intended for current graduate students and new evaluation consultants as an overview of the variety of activities one might be engaged in within the realm of private evaluation consulting. Examples include the Request for Proposal (RFP) process, project management, and building client relationships. The discussion will include an overview of 'a day in the life of a private consultant' from the perspective of a recent graduate student (working with an applied research and evaluation firm in Edmonton, Alberta, Canada). The discussion will include reflections about the transition from an academic to a private consulting environment, including how both worlds can be combined. Opportunities and challenges for new evaluators will be highlighted.

SESSION 418: MultiPaper **Room:** Molokai

Sponsored by the Topical Interest Group on International and Cross-cultural Evaluation

Paper Presentations by Winners of International Travel Scholarships

Chair: Craig Russon, Western Michigan University
Presenters: Gilbert Aluoch, CARE International (Kenya)
Kemly Camacho, CR National Evaluation System (Costa Rica)
Mr. Ricardo Furman, CARE International (Peru)
Jaikish Tudawe, Sri Lankan Evaluation Association (Sri Lanka)

SESSION 419: Panel **Room:** Kauai

Evaluation of Educational Programs within the Regional Educational Laboratory Program Context

Chair: Charles Giuli, Pacific Resources for Education and Learning

This presentation will communicate issues related to the evaluation of educational programs within the Regional Education Laboratory Program context. The Regional Educational Laboratory Program is the U.S. Department of Education's largest research and development section and is designed to improve schools and student performance. The panel will begin with a description of the 10 existent region educational laboratories, including their history, current status within the federal government, and projected future. This discussion will be followed by an overview of the Pacific-based laboratory-Pacific Resources for Education and Learning (PREL)-including its cultural and demographic context, and current practices. A description of the applied research and evaluation work conducted by evaluators from various regional educational laboratories, in addition to PREL, will be described, discussed, and compared. Evaluators working within educational contexts will be able to apply this information in their consideration of the current status of educational research and evaluation available through federal programs.

Panelists: *Introduction to Regional Educational Laboratories: History, Current Status, and Projected Future*, Jeve Chang, Pacific Resources for Education and Learning

The panel will begin with a description of the 10 existent region educational laboratories, including their history, current status within the federal government, and projected future.

Cultural and Demographic Context, and Current Practices of the Pacific-based Laboratory-Pacific Resources for Education and Learning (PREL), John Kofel, Pacific Resources for Education and Learning

This discussion will provide an overview of the Pacific-based laboratory-Pacific Resources for Education and Learning (PREL)-including its cultural and demographic context, and current practices.

A Description and Comparison of the Applied Research and Evaluation Work Conducted by Evaluators from Various Regional Educational Laboratories, Ormond Hammond, Pacific Resources for Education and Learning

A description of the applied research and evaluation work conducted by evaluators from various regional educational laboratories, in addition to PREL, will be described, discussed, and compared. Evaluators working within educational contexts will be able to apply this information in their consideration of the current status of educational research and evaluation available through federal programs.

Discussant: Charles Giuli, Pacific Resources for Education and Learning