Part III

Global Review: Publications

What's Happening in AJE (2003-2004)

Lori A. Wingate

"The *American Journal of Evaluation (AJE)* publishes original papers about the methods, theory, practice, and findings of evaluation. The general goal of *AJE* is to present the best work in and about evaluation, in order to improve the knowledge base and practice of its readers. Because the field of evaluation is diverse, with different intellectual traditions, approaches to practice, and domains of application, the papers published in *AJE* will reflect this diversity. Nevertheless, preference is given to papers that are likely to be of interest to a wide range of evaluators and that are written to be accessible to most readers."

AJE Web site: http://www.sciencedirect.com/science/journal/10982140

The *American Journal of Evaluation* (*AJE*) is the flagship publication of the American Evaluation Association, the world's largest organization for professional evaluators. As such, *AJE* plays an important role in defining the relatively young discipline of evaluation and influencing the work and thought of many practicing evaluators, many of whom have never had any formal training in evaluation.

In the *Evaluation Thesaurus* Scriven (1991) provides an analogy for understanding how various disciplines, and the levels of activities within those disciplines, relate to one another. In this analogy, he suggests we think of disciplines as estates in the "country of the mind." He explains, "The houses on an estate have a ground floor representing applied work; a floor above that which is devoted to developing instruments, methods, and techniques, and a top floor where the theoretical work is done. Up in the attic, out of sight for most of the time, is the den of metatheory" (pp. 13-14).

I used this framework to analyze the contents of *AJE* articles (from Spring 2003 through the present issue, which is Autumn 2004). I categorized the articles (65 in all) according to whether they focused on practice, methods, theory, or metatheory, and one additional category—history. The breakdown is shown Figure 1. Below I describe these categories and summarize the articles associated with those categories, highlighting what I believe to be the most important articles.

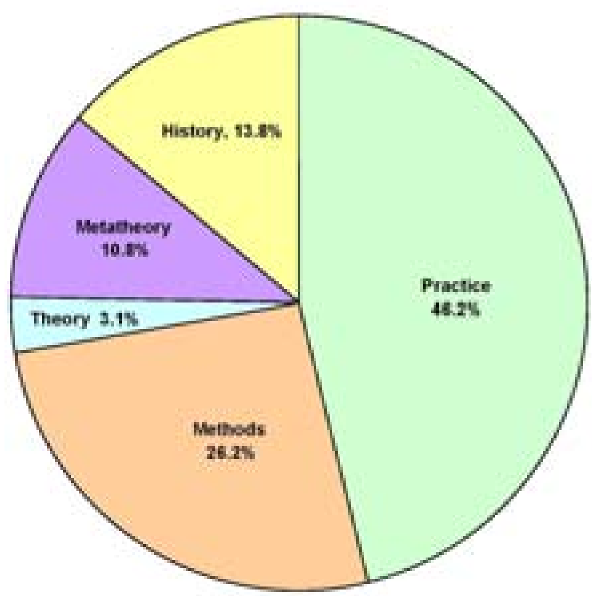

Figure 1. Focus of 2003-2004 *AJE* articles

Practice

"Practice" articles deal with ways of working with stakeholders and clients, ethical challenges, evaluation contexts, managerial aspects of evaluation, and evaluation use. Almost half (46.2 percent) of the articles published in *AJE* since 2003 focus primarily on such practical aspects of the evaluation profession.

Eight of the 30 articles in the Practice category are part of *AJE*'s "Ethical Challenges" series, in which the section editor, Michael Morris, presents a brief scenario in which an evaluator faces an ethical challenge. In response, two commentators, in two separate articles, analyze the nature of the ethical problem and describe what they believe to be the appropriate response by the evaluator in the scenario, especially in light of the American Evaluation Association's Guiding Principles for Evaluators and *The Program Evaluation Standards* by the Joint Committee on Standards for Educational Evaluation (1994).

Seven articles in the Practice category focus on evaluation use, with five of these appearing as a series in a single issue. These use-oriented articles explore the many facets of evaluation utilization. They provide exemplars of useful evaluation, identify factors that promote and impede evaluation use, and weigh the sometimes conflicting values of evaluation utility and scientific rigor. Evaluation is an inherently applied discipline—intended to be used—but it is something that many people shy away from, or downright fear. Given these conflicting conditions, it is no surprise that many evaluators are interested in improving evaluation utilization. I categorized two other use-oriented articles (by Henry [2003] and Henry and Mark [2003]) in the "Metatheory" category, because they go beyond the practical issues related to use and venture into a theory about evaluation influence, which I discuss in greater detail in that section.

The remaining articles that I included in the Practice category address a variety of issues that have emerged out of the experience of real people engaged in the practice of evaluation—for example, how certain evaluation contexts present particular challenges or opportunities, the managerial aspects of evaluation (e.g., contracts, resource constraints), and how to communicate effectively with stakeholders. One article that stands as particularly useful is by Bamberger, Rugh, Church, and Fort (2004). They offer several practical solutions for common problems that evaluators face when working under severe constraints. Their recommendations are most relevant for impact evaluations in which the use of control groups, baseline data, and random sampling would be ideal but not feasible due to timing, resources, and/or availability of data.

Articles focusing on practice offer readers insights into the real world of evaluation, where textbook methods and theory meet politics, red tape, ethical dilemmas, and stakeholders and clients who may or may not be interested in participating in evaluation or using its results. These types of articles provide readers with opportunities to learn from others' mistakes and successes in the uncertain world of evaluation practice. They offer students and established evaluators insights into how evaluation happens in the real world—lessons often not provided in textbook expositions on theory and methods.

Methods

"Methods" articles focus on a particular approach to data gathering and/or analysis. Seventeen of the 65 AJE articles (26.2 percent) deal primarily with methods. Such articles typically describe an innovative method or a modification of an existing method. These articles were equally divided between qualitative (8) and quantitative methods (8), with one article featuring a blend of both.

The qualitative methods covered by the articles include concept mapping, site visits, qualitative phone interviewing, the "most significant change" technique, methods for reconstructing and analyzing program theories, the Delphi technique, methods of values inquiry, and methods for formatively evaluating educational technology.

Four of the seven articles on quantitative methods discussed methods used to overcome problems associated with randomized controlled trials, including the use of longitudinal data on program outcomes to estimate program effects, two different methods for analyzing impacts on beneficiary subgroups, and an approach for blending experimental and quasi-experimental methods. Other articles focused on the development of intervention-specific measures, techniques for assessing the quality of program implementation, and the use of post-plus retrospective pretests for measuring change.

The one article that focused on a method that incorporates the use of both qualitative and quantitative data described the development and use of a rubric for evaluating collaboration.

Methods articles highlight innovative and cutting edge approaches to evaluation data gathering and analysis. Journal articles and professional conferences are probably the most important ways practicing evaluators learn about new and useful methods. The methods are typically described in the context of a particular evaluation, which may help readers to discern the method’s applicability to the areas in which they work.

Theory

“Theory” articles center on the use of a particular evaluation approach or model. Evaluation theory was the focus of just two articles (3.1 percent) published in *AJE* since 2003. One provides an in-depth look at an evaluation that blended two approaches to evaluation—theory- driven and utilization-focused. The other theory-focused article offers an adaptation of Michael Fetterman's empowerment evaluation model (by Carolyn Sullins, a Senior Research Associate at The Evaluation Center). Both deal with practical applications of theory, but the emphasis in on the applied theory, rather than the specific methods or findings. (There are other *AJE* articles that feature the use of a particular theory, but the thrust of these articles is on practice, not theory.)

No articles in the timeframe examined (2003-2004) focused exclusively on an evaluation theory/model/approach in its pure form. As Christie and Alkin (2003) remark in their article about using a theory-driven approach in a user-oriented evaluation, "theories are rarely, if ever, flawlessly translated into practice" (p. 381). Given this, "in order to develop a deeper understanding of how evaluation theories are best applied in practice, it is important to describe cases where evaluation theories have been used in practice" (p. 381). That, indeed, is the nature of these two Theory articles.

It was somewhat surprising to me that only 2 articles out of 65 focused purely on evaluation theory. It is an important area of inquiry would seem to warrant more space in *AJE*.

Metaetheory

Scriven (1991) defines metatheory as a "'theory' about the nature of a field of inquiry, engineering, or craft. It deals with matters such as the definition of the field's boundaries, its differences from neighboring fields or disciplines, the reason why certain methods work well for it and others are inappropriate…..it is the self-concept of the discipline" (p. 232). Seven (10.8 percent) articles in *AJE* directly discuss or contribute to the evaluation discipline's self-concept, or metatheory.

Two of the Metaetheory articles focus on use. Both articles address the issue of evaluation use not simply as a practical matter, but as a sort of lens through we can view the role of evaluation discipline. Henry and Mark (2003) address the shortcomings in the existing literature on evaluation use, particularly the "inattention to the intrapersonal, interpersonal, and society change processes through which evaluation findings and process may translate into steps toward social betterment" (p. 294). They urge evaluators to look beyond immediate use of findings as the primary utilitarian purpose of evaluation, and instead focus on social betterment as the ultimate desired outcome. They outline a general theory of evaluation influence. Similarly, Henry (2003) offers several examples of evaluations that have been influential and offers a "clearer picture of what evaluation should look like in the future" (p. 515).

Two articles that I placed in the Metatheory category have to do with evaluation education. These articles do not directly contribute to the metatheory of evaluation in terms of content, but the way in which and what students and others learn about evaluation—its practice, methods, and theory, and history—is probably the primary vehicle by which evaluation metatheory develops. One article provides an overview of a one-year evaluation course that employs a mentoring approach. The other, by Christie and Rose (2003), provides an account of an informal discussion group. This group, facilitated by Marvin Alkin at UCLA, includes both students and faculty members who meet every other week to discuss an article in a recent issue of the *American Journal of Evaluation.* In addition to providing a venue in which members can share and test ideas, relate theory to practice, refine thinking, and hypothesize (among other things), the group also promotes socialization into the field. Such groups, write Christie and Rose, "are an alternative mechanism for encouraging the kinds of dynamic dialogue that facilitates the advancement of both theoretical and practical notions of a field, such as evaluation, that is so dependent up on the interchange of ideas" (p. 238).

In his article on the Joint Committee evaluation standards, Stufflebeam (2004) addresses the applicability of the Program, Personnel, and Student Evaluation Standards to other cultural contexts. These are essentially standards for evaluation practice, but they have played an important role in shaping the field's self-concept. At issue is whether the Standards can or should be transferred to other cultural contexts, and Stufflebeam argues they should not. The widespread interest in doing so is a testament to the Standard's relevance to the discipline's self-concept.

Stake (2004) addresses the role of advocacy in evaluation. He outlines six types of advocacies found to some extent in most evaluations. Roughly, they are advocacy for (1) a program's success, (2) the evaluation discipline, (3) rationality, (4) evaluation use, (5) the alleviation of underprivilege, and (6) democracy. He argues that these advocacies shape evaluators' interpretations of findings, which are "are enriched by personal experience" (p. 107). He concludes the article by stating, "Comprehensive, idiosyncratic interpretations are small steps toward saving the world" (p. 107).

The final article dealing with metatheory views evaluation itself as an important object of inquiry and provides a framework for researching the processes, contexts, obstacles, and knowledge claims in public sector evaluations. In this article, Segerholm (2003) reviews existing research on evaluation and concludes that it is "fairly scarce" and tends to focus on particular aspects of the evaluation cycle (i.e., initiation, implementation, results, and utilization) (p. 356). Likewise, she notes, metaevaluations (evaluations of evaluations) usually focus on a single evaluation. Segerholm argues that we need more research on evaluation to "gain knowledge and a more thorough understanding of the phenomenon and practice of evaluation *in general*” (p. 357).

History

In addition to Scriven’s disciplinary categories of practice, methods, theory, and metatheory, I added History as a fifth category. I found this to be necessary because articles that focus on the development of the evaluation field cut across all the other categories, dealing with evaluation practice, methods, and theory, as well as influential personalities in the field; groundbreaking evaluations; important books; and key agencies, organizations, and educational institutions. These articles also contribute to the development and refinement of evaluation’s metatheory, since they help interpret and shape the field’s self-concept. Nine (13.8 percent) of the *AJE* articles since 2003 delve into the history of evaluation.

Most of the articles included in this category (6 out of 9) are oral history accounts of evaluation leaders collected for The Oral History Project—an effort by Robin Miller, Jean King, Melvin Mark, and Stacey Stockdill to document the “genealogy” of program evaluation. These oral history articles have featured interviews with Lois-ellin Datta and William Shadish, as well as brief articles by Laura Leviton, Roger Straw, Charles Reichardt, and Melvin Mark, who reflect on their experience in the Methodology and Program Evaluation program in the Psychology Department at Northwestern. Additional evaluation leaders will be featured in future issues, leading to the compilation of a rich and detailed history of the development of the evaluation field.

Margaret Mead’s evaluation of the 1947 Salzburg Seminar on American Civilization is the focus of the three other History articles.

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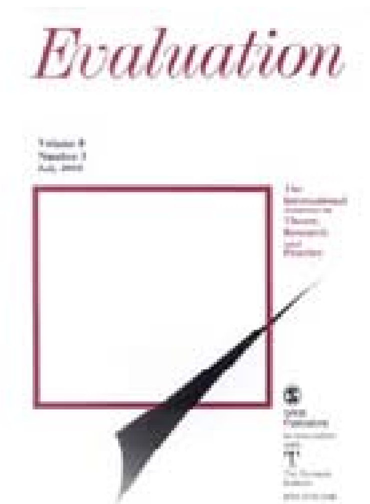
Evaluation: The International Journal of Theory, Research and Practice (2003-2004)

Daniela C. Schröter



Evaluation is a quarterly, European-based journal that in addition to interdisciplinary and multidisciplinary peer-reviewed articles occasionally provides *Special Issues, Visits to the World of Practice, News from the Community, Book Reviews, Speeches and Addresses,* and *Debates, Notes, and Queries.* The publisher highlights the journal's interdisciplinarity (across fields of research), interconnectivity (across fields of practice), and internationality (across countries and continents). The journal appears quarterly and can be purchased for £51 per individual (approximately $92) and £372 for institutions (approximately $671) per annual subscription.

In the following, the most recent four issues of *Evaluation*–Volumes 9(4), 2003 to 10(3), 2004–are analyzed in terms of theory-specific, research-specific, and practice-related articles published and themes from the *News from the Community* and *Speeches and Addresses*.

Articles reflecting theory-orientation illuminate general or abstract principles of the nature or practice of evaluation. There will not be a distinction here between theory and meta-theory.

Contributions categorized as research are those that discus mainly methodological issues or evaluation tools and how they are employed in specific contexts. It is believed that this methodological approach best summarizes the core of research, that is, “disciplined investigation” (Scriven 1991, p. 312).

Practice-reports are those that describe a specific evaluation project. While some of those articles may attempt to build evaluation theory or contribute to methodology, specific evaluation projects are the core of discussion.

Overall, there were 22 articles from contributors of 11 countries published within the last year. Of these contributions, 6 are theory-oriented, 8 are research/methodology-oriented, and 8 are accounts of practice (see Figure 1).

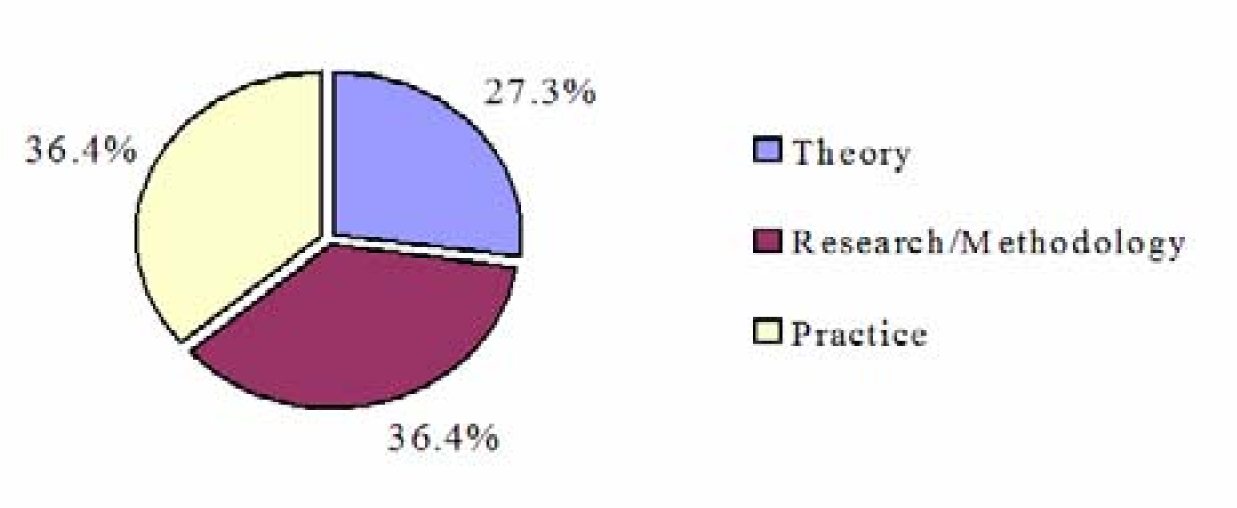


Figure 1: Distribution of articles

Theory

All six theoretical articles were published in a Special Issue of *Evaluation* (Vol. 10(1)), which contains a selection of papers presented at the European Evaluation Society’s 5th biennial conference entitled *Learning, Theory, Evidence: Three Movements in Contemporary Evaluation*. The first of these articles is Stern’s

(2004) personal reflection on “What Shapes European Evaluation?” Stern generalizes features of the European culture and infers tasks for policy and practice of the European community of evaluators. The second contribution, “Theory-Based Evaluation and Learning: Possibilities and Challenges” (Van der Knaap, 2004) attempts to overcome the split between positivist and constructivist paradigms through theory-driven evaluation in public policy which also considers the complexity of society thus providing learning opportunities to governments. Mark and Henry (2004) present a framework of evaluation influence and the underlying mechanisms to be considered. Stame (2004) revises theory-driven evaluation and provides ideas for coping with complexities in hierarchical governmental programs. Virtanen and Uusikylä (2004) try to re-conceptualize the traditional logic of cause and effect under consideration of “ontological premises, conceptions of causality, and relationships to rational theories of action of different program evaluation paradigms (p.77)." The last article in this category is Rieper’s (2004) discussion of Popper’s significance to and influence in evaluation by illustrating his impact on two opposite figures in evaluation, Campbell and Lindblom.

Research/Methodology

There are eight articles within the last year across the four issues that contain research and methodology-oriented contributions to *Evaluation*. Seven articles provide frameworks, approaches, or tools for evaluation in specific contexts such as public policy, social programs, training, and aid (Ling, 2003; Thurston & Potvin, 2003; Brousselle, 2004; Crawford et al, 2004; Bulgarelli & Gori, 2004; Johnson et al, 2004; Saunders & Heflinger, 2004). Davies (2004) provides a methodological approach to representing theories of organizational change to evaluate impacts of international aid agencies. This article is especially interesting because it provides other approaches to depicting program theory in addition to the traditional logic model. Davies (2004) argues that some theories may have to be represented in their complexity through networks rather than directional simplifications. While his contribution focuses on international aid agencies, it may be useful to other contexts; programs of all types are initiated through organizations, none of which are simple, unidirectional entities. Overall, the research/methodological contributions embrace the interdisciplinary nature of the journal.

Practice

The practice-oriented contributions to the last four issues of *Evaluation* contain specific examples of evaluation in policy, health, environment, welfare, and crime prevention evaluation among others. These are of specific use for those readers who have an interest or are active in the specific areas, but also provide ideas for evaluation work in other contexts. As such these contributions reflect the interconnectivity feature of the journal.

News from the Community

Each issue within the last year included *News from the Community* containing special evaluation-specific developments in individual countries (e.g., developments in France in autumn 2003, in Vol. 9,4), announcements of conferences and awards to be distributed, calls for papers (e.g., to the 6^{th} biennial EES conference, Vol. 10,1), references to specific research (e.g., the IOCE initiative to conduct a survey, Vol. 10, 2), recommendations for and announcements of training, seminars, or workshops; and special honors in evaluation. Overall, *News from the Community* is not limited to the European community but embraces the evaluation community internationally.

Speeches and Addresses

This component of the journal includes addresses and speeches that were presented at evaluation events and are to be disseminated to a wider audience—the readers of Evaluation (see Sage). Within the last year there have been three speeches and addresses. Issue 9(4) includes two contributions: Pawson (2003) and Stek (2003). Pawson's address is based on a presentation given at the 5th biennial EES conference and discusses tasks for developing theory in evaluation, which include: (1) developing a theory-driven approach to systematic review of existing evaluations, (2) improving the transferability of findings in program evaluation to other programs, and (3) elucidating program complexity. Stek's (2003) contribution "Evaluation at the World Bank and Implications for Bilateral Donors" was presented at the "25th anniversary of the IOB, the evaluation body of the Netherlands Ministry of Foreign Affairs and the Ministry for Development Co-operation" (p.491).

The next contribution followed in issue 10(3), a "keynote address to the 9th UK Evaluation Society Annual Conference" (p. 366), in which Sanderson (2004) presented "perspectives on rationality" while arguing for "a more 'practical' conception of rationality as a basis for an appropriate institutional framework for 'getting evidence into practice,' serving the emphasis the UK government puts on "evidence-based policy making (p.366)."

References

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Stern, Elliot (2004). What shapes European evaluation: A personal reflection. In: Evaluation: The International Journal of Evaluation Theory, Research and Practice, 10(1): 7-15.

Appendix I Summary of classifications

Theory

Vol. 10(1)

Stern, E.: *What shapes European Evaluation? A Personal Reflection*

Van der Knaap, P.: *Theory-Based Evaluation and Learning: Possibilities and Challenges*

Mark, M.M. and Henry, G.T.: *The Mechanisms and Outcomes of Evaluation Influence*

Stame, N.: *Theory-Based Evaluation and Types of Complexity*

Virtanen, P. and Uusikylä, P.: *Exploring the Missing Links between Cause and Effect: A Conceptual Framework for Understanding Micro–Macro Conversions in Programme Evaluation*

Rieper, O.: *Exploring Popper's Relevance for the Evaluation Community*

Research and Methodology

Vol. 9(4)

Ling, T.: *Ex Ante Evaluation and the Changing Public Audit Function: The Scenario Planning Approach*

Thurston, W.E. and Potvin, L.: *Evaluability Assessment: A Tool for Incorporating Evaluation in Social Change Programmes*

Vol. 10(1)

Davies, R.: *Scale, Complexity and the Representation of Theories of Change*

Vol. 10(2)

Brousselle, A.: *What Counts is not Falling... but Landing: Strategic Analysis: An Adapted Model for Implementation Evaluation*

Crawford, P.; Perryman, J. and Petocz, P.: *Synthetic Indices: A Method for Evaluating Aid Project Effectiveness*

Bulgarelli, A. and Gori, E.: *Information Systems for the Evaluation of the Effectiveness and Efficiency of Vocational Training Programmes*

Vol. 10(3)

Johnsen, A.; Robertsen, K.; and Äsland, D.Y.: *Contracting Out Municipal Auditing: Conceptual Framework and Assessment*

Saunders, R.C. and Heflinger, C.A.: *Integrating Data from Multiple Public Sources: Opportunities and Challenges for Evaluators*

Practice

Vol. 9(4)

Bustelo, M: *Evaluation of Gender Mainstreaming: Ideas from a Meta-Evaluation Study*

Alexander, H.: *Health-Service Evaluations: Should We Expect the Results to Change Practice?*

Mickwitz, P.: *A Framework for Evaluating Environmental Policy Instruments: Context and Key Concepts*

Vol. 10(2)

Skinner, D.: *Primary and Secondary Barriers to the Evaluation of Change: Evidence from Two Public Sector Organizations*

Ashworth, K.; Cebulla, A.; Greenberg, D. and Walker, R.: *Meta-Evaluation: Discovering What Works Best in Welfare Provision*

Vol. 10(3)

Marra, M.: *The Contribution of Evaluation to Socialization and Externalization of Tacit Knowledge: The Case of the World Bank*

Halliday, J.; Asthana, S.M.N. and Richardson, S: *Evaluating Partnership: The Role of Formal Assessment Tools*

Johnson, S.D.; Bowers, K.J.; Jordan, P.; Mallender, J.; Davidson, N. and Hirschfield, A.F.G.: *Evaluating Crime Prevention Scheme Success: Estimating 'Outcomes' or How Many Crimes Were Prevented*

The Japanese Journal of Evaluation Studies

John S. Risley

General Summary of Activities

The Japanese Evaluation Society (JES) —available at www.idcj.or.jp/JES/—began publishing *The Japanese Journal of Evaluation Studies* (*JJES*) in 2001. The journal is published twice each year. Complete copies of each issue of *JJES* can be found at the JES web site. The complete text of most articles is in Japanese. Some articles (about 15% of all articles since 2001) are printed in English. All other articles are accompanied by an abstract in English. Each issue of *JJES* also contains an English-language index.

JJES is dominated by articles written by authors from Japanese organizations. Nearly 90% of the 64 articles published since the journal's founding are by Japanese authors. The large majority of these articles concern examples of evaluation practice, methodology, and theory as they relate to Japan.

I reviewed all issues of *JJES* and categorized each article according to Lori Wingate's (in this issue) adaptation of Michael Scriven's analogy for understanding disciplines. Wingate identified four categories of focus for journal articles—practice, methods, theory, metatheory—that I used below and one category—history—that I eliminated because no articles fit the description.

Practice issues dominated the 64 articles from the journal's first four years (50%). The practice articles dealt with a range of evaluation issues concerning Japanese government activities. Local and national government attempts to institute systems for evaluating their policies were a consistent theme. The evaluation of development assistance programs run through the Japanese International Cooperation Agency (JICA) was also a popular topic.

One out of four articles concerned theory. Typically, an author would highlight a model of evaluation (utilization-focused, empowerment, etc.) and discuss how the model was being used in Japan. Another area that was prevalent under this category invloved articles concerning gender equity, gender mainstreaming, or gender policy evaluation. These articles emphasized the importance of addressing gender differences when evaluating a policy or program.

I categorized fifteen articles (23.5%) as methods articles. Many of these articles addressed methodological issues around developing indicators for performance measurement. Other articles focused on methods that were helpful in evaluating gender equality in programs and policies.

The metatheory category included only one article. This article[1], one of the few English-language articles, concerned the preparation of professional evaluators. The author, James W. Altschud of Ohio State University, argues that evaluation training is more than just learning a set of methodological tools. He reviews some research on the state of evaluation training and raises several issues that need to be addressed when thinking about how we train evaluators.

[1] Altschud, J.W. (2002). The preparation of professional evaluators: Past tense and future perfect. *The Japanese Journal of Evaluation Studies.* 2(1): 1-10.

Journal of Evaluation and Program Planning

Regina Switalski Schinker

Journal Description

Below is the explanation of the purpose and intent of the *Journal of Evaluation and Program Planning* (*JEPP*) and a description of the types of articles published in this journal as presented by the publisher.

Purpose and Intent of the Journal

JEPP is based on the principle that the techniques and methods of evaluation and planning transcend the boundaries of specific fields and that relevant contributions to these areas come from people representing many different positions, intellectual traditions, and interests. In order to further the development of evaluation and planning, *JEPP* publishes articles from the private and public sectors in a wide range of areas: organizational development and behavior, training, planning, human resource development, health and mental, social services, mental retardation, corrections, substance abuse, and education. The primary goals of the journal are to assist evaluators and planners to improve the practice of their professions, to develop their skills and to improve their knowledge base.

Types of Articles Published

JEPP publishes articles, "special issues" (usually a section of an issue), and book reviews. Articles are of two types: 1) reports on specific evaluation or planning efforts, and 2) discussions of issues relevant to the conduct of evaluation and planning.

Reports on individual evaluations include presentations of the evaluation setting, design, analysis and results. Because of *JEPP*'s focus and philosophy, however, they also devote a special section to "lessons learned". This section contains advice to other evaluators about how you would have acted differently if you could do it all over again. The advice may involve methodology, how the evaluation was implemented or conducted, evaluation utilization tactics, or any other wisdom that you think could benefit your colleagues. More general articles provide information relevant to the evaluator/planner's work. This includes theories in evaluation, literature reviews, critiques of instruments, or discussions of fiscal, legislative, legal or ethical affecting evaluation or planning.

Special issues are groups of articles which cover a particular topic in depth. They are organized by "special issue editors" who are willing to conceptualize the topic, find contributors, set up a quality control process, and deliver the material. Often several editors share responsibility for these tasks. Suggestions for special issues are encouraged.

Book reviews cover any area of social science or public policy which may interest evaluators and planners. As the special issues, suggestions for books and book reviewers are encouraged.

This journal publishes four times a year.

'Somewhere Out There:' A Survey of the Oft Lone Journey of Evaluators Working in Business and Industry Settings

Trude J. Fawson, Vanessa Moss-Summers and Sharon Marie May

[Evaluation and Program Planning](#)

[Volume 27, Issue 3](#) , August 2004, Pages 335-340

Summary: The purpose of this study was to (1) locate evaluators working in the for-profit sector and; (2) to obtain detailed information about what they do, how they do their jobs, and the barriers and supports that they encounter in their work environments.

This article was very helpful for a new professional in evaluation because it gave the “status quo” of the life of a professional evaluator in a for-profit organization. As the article states, there is not a lot of work done on evaluation in the for-profit sector so this article provided useful insight. Particularly since most organizations are for-profit.

This article was very comprehensive. Information was gathered from members of the AEA, the ROI Network of the American Society for Training and Development, the International Society of Performance Improvement and a variety of industries such as airlines, banks, technology companies, insurance, health care/pharmaceutical, manufacturing, retail, and transportation.

First, the article reported on the nature of the job of evaluation. The researchers found that even the largest global corporations “were unlikely to have large, full time staffs of evaluators.” Only one third of the respondents consider evaluation as their primary focus. In addition, the evaluators working in the corporate setting felt “isolated with few peers to rely on for mentoring and support.” These evaluators also felt that they had a ways to go to receive the recognition and respect that their jobs should bring.

Secondly, the article collected information on the types of tasks the evaluators in for-profit organizations perform. They include analyzing data, collecting data, collecting information about participant reactions to new programs/products/interventions, creating measurement instruments, and recommending solutions/interventions. “The evaluator within the for-profit sector was most likely to design instruments, collect data, analyze data, and recommend solutions.”

Next, the challenges and frustrations that were reported for the professional evaluator were similar to many professionals. With corporate downsizing, there is a concern for lack of time and resources to complete a worthwhile evaluation. There was also the concern that the demands for immediate results from an evaluation were unrealistic. Often times, programs were cancelled before important changes could occur. Management fear of negative reports and pressure from top managers to make the results “look good” were also hurdles for evaluators.

For a successful evaluation, the article found that the client organization must have leadership that is open and willing to participate in honest evaluation. The evaluators must be knowledgeable, ethical, willing to work in a collaborative role, have a high level of skill, be objective, and be able to communicate well with the organization and other team members.

Finally, the most important statement from the article was, “Although inroads are being made, our profession has a tough sales job ahead of it.” In addition, the authors' state:

> “Great opportunities exist for evaluators in corporate America in the post Enron era. There is much that the profession can contribute to management accountability and achievement of corporate objectives. However, a big sales effort will be required before evaluators will hold key jobs in all areas of corporation.”

Not Drinking the Poison You Name: Reflections on Teaching Ethics to Evaluators in For-Profit Settings

Michael Morris

Evaluation and Program Planning
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The first sentence in the abstract of this article states: "Recent corporate scandals represent a type of ethical challenge frequently encountered by evaluators within and outside of for-profit settings: the pressure to misrepresent findings." The article refers to the "Enron Era" and the scandalous affairs that seem to happen more frequently in the for-profit world. Yet, it discusses how we must train future evaluators, with the leadership of the AEA's Guiding Principles for Evaluators, to be professionals of integrity.

The article cited a Morris and Cohn 1993 study that asked a national sample of evaluators the ethical problem that they encountered most frequently. Their response was "being pressured by a key stakeholder (usually the primary client) to alter one's presentation of the findings was, by far, the challenge most often reported." While we can certainly hope that this type of ethical problem is a rarity, we, as evaluators must be aware of the type of pressure we may receive from the stakeholders of our evaluation projects.

This article makes suggestions for successful preparation of professional evaluators. Evaluators must received more training in areas of finance and accounting if they intend to practice their skill in the business world. Evaluators must be familiar with multiple approaches for analyzing data and be able to communicate well their findings. Evaluators must have respect for all stakeholders in an evaluator project, not just the powerful. Evaluators must remember that "core societal values are embedded in the professional principles and standards that guide them as evaluators." What evaluators do goes beyond the organization they are studying. Evaluators should keep an "ethics journal" to review and share with colleagues.

This article concludes with suggesting that an ethics course should be included in a professional evaluators training. Ultimately, large or small, all evaluators will be faced with an ethics issue at some point. We should be able to assume that for the sake of the professional and the profession, the evaluator will make the correct choice.

New Directions for Evaluation (Vol. 102)

Mary Keating

Views on Cultural Competence

A summary of the Summer 2004 edition of New Directions for Evaluation entitled "In Search of Cultural Competence in Evaluation—Toward Principles and Practices"

> "Culture is present in evaluation not only in the contexts in which programs are implemented but also in the designs of these programs and the approach, stance, or methods evaluators choose to use in their work. A common thread between culture and evaluation is the concept of values. Culture shapes values, beliefs, and worldviews. Evaluation is fundamentally an endeavor of determining values, merit, and worth." (p. 6)

The most recent edition of *New Directions for Evaluation* reviews the impact that cultural influences may have in evaluations. The journal begins with an overview of the historical and current ideas surrounding cultural competence and then looks at the topic from the perspective of different cultures: African American, American Indian and Alaskan tribal communities, and Latinos. The journal then examines issues with program evaluation in multicultural settings and potential next steps for the future.

Many evaluators may attempt to consider cultural influences on a project and think only of the physical characteristics of a community such as food, music, celebrations, and clothing. However, there is a much deeper layer "…that influences customs, norms, practices, and social institutions, including psychological processes, language, caretaking practices, media, educational systems, and organizations (Fiske, Kitayama, Markus, and Nesbitt 1998, p. 6)." Many of these factors are often either topics themselves of evaluation or relevant values that should be considered in doing an evaluation's KEC. Evaluators are asked to consider the stakeholders' and clients' values when processing an evaluation—but how, if they have no heritage in that culture?

> "The APA's multicultural guidelines (2003) posit that culture is the embodiment of a world view through learned and transmitted beliefs, values, and practices, including religious and spiritual traditions. It also encompasses a way of living informed by the historical, economic, ecological and political forces acting on a group." (p. 6)

When there are value differences they often lead to value conflicts that can impact an evaluation from problem definition all the way to recommendations. The journal gives several examples of Eastern versus Western cultures or even the impact of Caucasian researchers interpreting the experiences of low income minorities. The editors also debate the approach used for many policy evaluations involving funding that are done on needs based rather than a strengths based approach. Rather than trying to understand and determine the needs, it may be more beneficial to focus on the strengths and how those positive attributes can be leveraged in a program. The evaluators must possess an "active awareness, understanding, and appreciation for the context at hand, and uses responsive and inclusive means to conduct evaluation" (p.11).

In the second chapter of the journal, “A Journey to Understand the Role of Culture in Program Evaluation: Snapshots and Personal Reflectors of one African American Evaluator” by Stafford Hood, the author states: “It is my continuing belief that few evaluative approaches of the past (or for that matter the present) have seriously considered race, culture, poverty, or contextual context as anything more than ‘error variance’” (p. 22). Hood reviews various historical views from leading experts such as Cronbach, Scriven, Stufflebeam, and Tyler. He refers to evaluation standards that recommend evaluators understand the audience and their needs as part of the evaluation process. Hood takes it one step further in identifying stakeholders:

1. Include less powerful groups or individuals as stakeholders, such as racial, cultural, or language minority groups,

2. Determine how they would like to use the results and for whom the information will be particularly useful,

3. Include clients and stakeholders in designing and conducting the evaluation as well as interpreting the results (p. 30)

Evaluators should also have to meet PES criteria in order to perform culturally diverse evaluations. There are guidelines that state that the evaluator must be “knowledgeable of the social and political forces affecting the less powerful stakeholders and use this information in designing and conducting the evaluation.” (p. 30) However, Hood questions whether these criteria are being enforced in the evaluator interview process.

Lastly, the AfrEA has started to amend many U.S. standards to address cultural considerations. For example, written law as the highest U.S. value versus “law is not always more important than tradition or custom”.(p. 34) Hood believes that there is a great foundation in the evaluation industry, however, and as the applications evolve, the standards should also evolve to be inclusive of all cultures. Hood states: “Properly used with a culturally responsive approach, the good work of Tyler, Stake, and Stufflebeam permits mid-course corrections in evaluation. It permits feedback to the decision makers for change.” (p. 35)

The third module of the latest *New Directions for Evaluation* journal is entitled “Culturally Competent in Indian Country” by Joan LaFrance. Similar to the cultural differences described thus far, this module stresses the uniqueness of tribal sovereignty and the need for cultural integration into the evaluation practice. Throughout the article, La France reinforces the need to seek the knowledge of the community, build relationships and reflect those learnings in the methodological process. This strategy continues the momentum of truly getting to know your audience and the cultural values that influence them.

The fourth article, “Developing & Implementing Culturally Competent Evaluation: A Discussion of Multicultural Validity in 2 HIV Prevention Programs for Latinos,” Ross F Conner examines the importance in distinguishing internal, external and construct validity.

> “Cultural issues and differences can be important factors in understanding which variables did or did not cause differences in programs (internal validity), which effects generalize over other settings and times (external validity), and what effects mean for higher order constructs and implications (construct validity). Multicultural validity therefore extends the issues evaluators need to

> be attentive to if they are to draw valid conclusions, set out well-grounded implications, and make accurate recommendations.” (p. 52)

The writer goes on to explain key factors in the two programs that were run and once again proves that participant inclusion throughout the evaluation to enable cultural context is critical for success. One additional point discussed in this module is the inclusion of both the literal and figurative language of the participants in the evaluation process. This inclusion of speech allows the cultural influences to permeate and not be hidden during the examination.

The remaining articles continue to support the need for cultural inclusion and emersion in evaluation programs. These articles reinforce the three future needs that are identified by the editors: policies regarding cultural competence and developing practice guidelines, a pool of qualified multicultural evaluators, and more reports and best practice sharing of multicultural evaluation programs (p. 15). Evaluators should be reminded that cultural context has an impact on both international programs and domestic programs. Domestic programs that are in a community unfamiliar to the evaluator may have just as many cultural competency complexities as foreign lands. Evaluators must realize the need to understand cultural values in all scenarios. The definition of cultural competence as articulated below, embodies the current issues surrounding evaluation and the severe impact that cultural context has played in the past and could in the future if not addressed:

> “A systematic, responsive inquiry that is actively cognizant, understanding, and appreciative of the cultural context in which the evaluation takes place; that frames and articulates the epistemology of the evaluative endeavor; that employs culturally and contextually appropriate methodology; and that uses stakeholder generated,

interpretive means to arrive at the results and further use of the findings.” (p. 13)

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Education and Personnel Evaluation: A Review of Leading Journals for the Period 2003-2004

Nadini Persaud

This literature review highlights interesting research during the period 2003-2004, based on the Journal of Personnel Evaluation in Education (last issue produced June 2003), Journal of Human Resources, Journal of Teacher Education, NASSP Bulletin and Education Administration Quarterly.

Psychological and Contextual Influences on the Teacher Selection Interview: A Model for Future Research by D. A. Delli and E. M. Vera

The article "Psychological and Contextual Influences on the Teacher Selection Interview: A Model for Future Research**"** suggested that psychological influences can bias the interview process. According to the authors, research suggests that variables such as *attractiveness, likeability, expertness, and similarity* can influence interviewers' perceptions of prospective employees and applicants' perceptions of the interviewer and the job itself. The article notes that interviews, not paper qualifications, have been rated as the most important criteria in making hiring decisions; therefore education administrators need to be aware of these issues to ensure that the selection process is not biased by psychological influences. The authors suggest that in certain professions such as teaching and nursing where the ratio of candidates to jobs is very low, selection processes may deviate from the norm and be subject to contextual influences (interview structure, interview format and the influence of local and federal policies on interview outcomes) as well as psychological influence. The authors conclude by noting that awareness of both the psychological and contextual issues that can influence the hiring of teachers can help ensure that the best qualified teachers are recruited.

Summative Evaluation of Student Teachers: An Enduring Problem by J. Raths and F. Lyman

The article “Summative Evaluation of Student Teachers: An Enduring Problem” noted that education faculty are not taking sufficient care to prevent weak and incompetent student teachers from attaining state licenses. Factors contributing to the problem include:

- *Conflation of summative and formative evaluation*: As defined by Scriven (1967), summative evaluation involves decisions such as final grades, promotion to the next class, acceptance to a university, granting a license, giving merit pay increases and other similar performance incentives. Formative evaluation is akin to coaching and is designed to improve student performance or improve the products on which students are working. According to the authors, in the mode of formative evaluation, teachers rarely issue overall judgments about the quality of a performance or a product, but instead point out particular strengths and/or weaknesses, suggest how weakness might be addressed, and encourage reflection. The authors also note that there is an inevitable conflict of interest when coaches make summative evaluations of the performances of their students, because initially they start out acting as a coach but later become the evaluator.

- *Minor roles within the larger teacher education profession*: Teachers may not be full time, may not be faculty and may not have received adequate coaching. They have their own duties and see the supervision process of student teachers as secondary.

- *Uncertainty*: There is no clear distinction between what constitutes competent and incompetent student teachers. This makes it difficult to make a high-stakes judgment about an individual student teacher armed only with vague decision criteria, and administrators want to avoid the threat of lawsuits and grievance petitions.

- *Rhetoric of excellence: L*anguage on evaluation forms give emphasis to "excellence" and "high quality" in teaching, but provides minimal guidance to enable supervisors to determine what constitutes incompetence and what is really excellence and high quality.

Responding to incompetence clarification, the authors make two distinct contributions: (a) they place incompetence in a continuum of teaching behaviors from criminality and malpractice through best practice and (b) the teaching acts in specific settings are pronounced as indicators of teacher incompetence. The article concludes with suggested caveats that need to be taken into account as the definitions of incompetence are shared or adopted.

International Comparisons of the Relationships among Educational Effectiveness, Evaluation and Improvement Variables: An Overview by C. Teddlie, S. Springfield and J. Burdett

This study focused on teacher effectiveness research, school effectiveness research, teacher evaluation, staff development, teacher improvement and school improvement in five countries: Cyprus, Hong Kong, The Netherlands, UK and the USA. The study concluded that teacher evaluation is used for three major purposes across the countries, accountability, promotion and staff development. It noted that links between teacher evaluation and other constructs, such as staff development and educational improvement, are undeveloped in all five countries and that there is substantial room for strengthening the links among teacher evaluation, teacher improvement and school improvement in all five countries.

The Effects of Chronological Age and Information Media on Teacher Screening Decisions for Elementary School Principals by I. P. Young and F.P. Chounet

The article “The Effects of Chronological Age and Information Media on Teacher Screening Decisions for Elementary School Principals**”** was an experimental study that examined traditional versus modern methods of screening decisions made by elementary school principals. The study failed to detect any statistically significant multivariate effects for chronological age of teacher candidates; however, it did show that principals may well overlook many qualified teacher candidates who choose to use electronic mediums to communicate teacher credentials to organizational representatives, at the screening stage of the selection process.

Continuing Assessment of Teacher Reactions to a Standards-Based Teacher Evaluation System by H. G. Henemann III and A. T. Milanowski

“Continuing Assessment of Teacher Reactions to a Standards-Based Teacher Evaluation System” was a study that provided a description and evaluation of the first two years of district-wide implementation of a standards-based teacher evaluation system in the Cincinnati public schools. The authors concluded that many of the teachers viewed the four performance domains and accompanying standards as highly relevant to their job and consistent with their conceptions of good practice. However, others became dissatisfied and left the district because of fear that the evaluation results would be linked to pay increases in the future.

The Impact of Teacher Training on Student Achievement: Quasi-Experimental Evidence from School Reform Efforts in Chicago by Brain Jacob and Lars Lefgren

This study used a regression discontinuity strategy to estimate the effect of teacher training on math and reading performance of elementary students in 20% of Chicago's lowest-achieving elementary schools. It concluded that marginal increases in in-service training have no statistically or academically significant effect on either reading or math achievement. This suggests that modest investments in staff development may not be sufficient in increasing the achievement of elementary school children in high-poverty schools.

The Efficacy of Portfolios for Teacher Evaluation and Professional Development: Do They Make a Difference? by P.D. Tucker, J. H. Stronge, C. R. Gareis and C. S. Beers

This study, conducted in a small school district, introduced the use of portfolios as part of a new evaluation system to determine the efficacy of portfolios in evaluating teacher performance both for accountability and professional development purposes. The conclusion was that the portfolio system was found to be particularly useful in documenting teacher performance in the areas of assessment and professionalism. However, survey and focus group data indicated that while teachers and administrators viewed portfolios as fair and accurate measures of performance, both had concerns about their feasibility given the time demands of portfolio development.

Evaluating the Evaluators: Teachers' Perceptions of the Principal's Role in Professional Evaluation by S. Zimmerman and M. Deckert-Pelton

Eighty-six educators from five northwest Florida counties were surveyed to examine their perceptions of their principals as effective evaluators. The results suggest that teachers' perceptions of an effective evaluation process involve a focus on their principals' knowledge, skills, and abilities as both an experienced educator and as an educational leader. From the respondents' comments, four key domains emerged as pivotal components to a successful professional evaluation process: interactions between principal and educator; consistent evaluations; principal commitment to effective professional evaluation; and a principal knowledgeable in pedagogy, content, and evaluation.

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