

SOUTHEAST EVALUATION ASSOCIATION NEWSLETTER

SEA

MAY 2011

It's Never Been a Better Time to Join SEA!

by Bernadette Howard

SEA is the oldest regional affiliate of the American Evaluation Association, and we'd love for you to be part of it for 2011!

SEA kicked-off the membership drive with a social on April 13th. Our primary goal is to increase the membership which has slightly dropped in the last few years. To past members who have not renewed yet, we miss you! We need you!

You might say to yourself, "What difference does it make if I join?" If you're in the field of evaluation, your support for an organization that strives to keep its members up-to-date on relevant and pertinent developments in this fast-paced world is crucial. SEA offers opportunities to share information and knowledge via our programs and our annual workshop planned for 2012. SEA members represent the four sectors of our organization: state government, local government, universities,

and the private sector. Volunteer SEA Board members, whom you can meet in this edition of the newsletter, strive to provide trainings and workshops for the members.

Dr. Linda Schrader, our AEA Liaison, keeps us abreast of what's going on at the national level. Finally, volunteer SEA Newsletter Editor Sean Little works hard to publish the SEA Newsletter three times per year, keeping it bursting at the seams with articles, book reviews, and insights into the field of evaluation.



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As a member of SEA, you will receive free admittance to SEA programs and workshops, reduced registration fees for SEA's Essential Skills Workshop and Advanced Essential Skills Workshops, the SEA newsletters, and email notifications about job openings in the field. Annual Membership is \$30 or \$10 for full-time students.

What are you waiting for? Don't be left behind! We appreciate your support!

Join SEA Today!

www.southeastevaluation.org/membership



Inside this issue:

<i>Join SEA Today!</i>	1
<i>Thank You to Dr. Lantry Brockmeier</i>	1
<i>Governor Scott's Transition Team</i>	2
<i>The President's Message</i>	3
<i>SEA's 2011 Program Calendar</i>	3
<i>Meet your 2011 SEA Board</i>	4-6
<i>SEA's New Website</i>	7
<i>Surfing the Web</i>	7
<i>Using Process Mapping</i>	8
<i>Building a Sustainable Performance Framework</i>	8-9
<i>What are the Top 5 Books for Evaluators?</i>	10-13

Thank You, Dr. Lantry Brockmeier, for Eight Years of Service to SEA!

by Bernadette Howard



Dr. Lantry Brockmeier has served on the SEA Board from 2002–2010. After these eight years of service, he has decided to leave the board to serve the public and the field in other ways. His sense of humor and willingness to help has been such an asset to SEA.

Currently, Dr. Brockmeier is an Associate Professor in the Department of Curriculum, Leadership, and Technology at Valdosta State University. His professional experiences include being a middle school health educator, high school Biology teacher, evaluator, and psychometrician for a statewide testing program. Dr. Brockmeier's

research interests include educational measurement, research methodology, high stakes testing, teacher efficacy, and teacher attribution theory.

Thank you, Dr. Brockmeier, for your eight years of service to SEA!



Florida Governor's Transition Advisors Emphasize Performance Evaluation at ASPA-SEA Program

by Steve Lize, Co-chair of the Program Committee

Two members from Florida Governor Scott's Good Government Transition Team, David Wilkins and Dr. Neil Crispo, highlighted performance evaluation and transparency at their lunchtime presentation on January 12 in Tallahassee at the Leon County Community Room. This presentation was co-sponsored by the Southeast Evaluation Association and the American Society for Public Administration.

Mr. Wilkins and Dr. Crispo discussed the findings and recommendations to Governor Scott from the Good Government Transition Team. The team had three primary tasks: to identify opportunities to reduce the size of government; improve management and operating processes; and increase the levels of service his administration will provide to the people of Florida. The panel briefly mentioned how these recommendations might impact the state of Florida.

Mr. Wilkins discussed the team's review of three agencies—Department of Revenue, Department of Management Services, and Agency for Information Technology. The team concluded that the Department of Revenue was the best run agency because of the extent and depth of its use of performance measures. "Everything is measured" said Mr. Wilkins, which he said should serve as a model for all state agencies. Mr. Wilkins offered some explanations for why the department was so much more focused on measurement than other agencies. As a cabinet agency, department leaders are less affected by the influence of the governor. The department has more stability and leadership gives priority to industrial management operations. As a result, according to Mr. Wilkins, the department has cultivated a culture of measurement and continuous improvement.

Dr. Crispo focused on the importance of developing a culture of performance measurement in all state agencies to achieve what the Department of Revenue has fostered. Leadership, Dr. Crispo emphasized, must direct the creation of better defined measurements. Dr. Crispo also stressed the importance of transparency and accountability. He criticized agencies for focusing on performance

output measures rather than outcome measures. The former allows for agency level program evaluation, the latter enables evaluation of a program's societal impact.

How Governor Scott will act on the team's recommendations was not clear from the presentation. The two presenters suggested that it is now up to the governor to implement the team's recommendations, but they did not know how or when he would take action. Mr. Wilkins said there are potential hurdles, such as learning to work with the new legislature, building relationships with new and veteran legislators during the legislative session, and hiring the leadership talent to implement recommendations. It remains to be seen the extent to which program measurement and evaluation are carried out under the new administration as recommended by the team.

David Wilkins retired last year from his position as global sales director for the Health and Public Service Practice at Accenture, a management consulting and technology implementation company, where he worked for 29 years. Mr. Wilkins was recently appointed as the new Secretary of the Florida Department of Children and Families. Dr. Neil Crispo is a Courtesy Professor at the Askew School of Public Administration and Policy at The Florida State University. He is Vice President Emeritus of Florida TaxWatch. He has attained the rank of Lieutenant Commander in the U.S. Coast Guard, and was a founding faculty member of Broward Community College, where he served as teacher and administrator for over 30 years. Currently he also serves as president of Y-Hat Research Associates.

The discussants sparked a lively series of questions from some of the nearly 40 attendants, of whom 15 are SEA members. Heather Orender and Elizabeth McAullife graciously coordinated the program. If you would like to coordinate a brown bag meeting or volunteer as a trainer or panel discussant, please contact SEA program committee co-chairs: Steve Lize, lize.steve@oppaga.fl.gov or Mark Baird, mark.baird@fldoe.org.

The President's Message

by Jennifer Johnson

I am thrilled to serve as SEA's President for 2011, and I can already tell it's going to be a great year. I want to thank John Austin, Dr. Mark Baird, Dr. Carrie Blanchard, Dr. Barbara Gill, Dr. Darlene Heinrich, Thomas Jones, Dr. Steve Lize, Kathy McGuire, Dr. Linda Schrader, Dr. Linda Smith, Dr. Fred Seamon, Christine King Thompson, and Dr. Gary Walby for volunteering to serve on the 2011 SEA Board. Their enthusiasm and willingness to serve guarantee a busy year ahead!

My primary goal for the year is to increase membership in SEA. Why? Without you, our members, we do not exist. The annual dues of \$30 (\$10 if you are a full-time student) is the best deal around. Opportunities to receive training in the field of evaluation from experts, receive

announcements on openings in the field, and periodic newsletters are priceless. I challenge each SEA member to recruit two new members from your pool of colleagues. Our organization is only as strong as our individual members, so we hope you accept this challenge!

In addition, I continue to work to harness available technology so we can bring our programs to SEA members wherever you are. Our Program Co-Chairs have been hard at work planning a calendar for the year. We are grateful to Karen Childs at the Florida Mental Health Institute at the University of South Florida in Tampa, Florida, who has facilitated the provision of past SEA programs via webinar. If you could you do the same, please contact our SEA Program Co-Chairs.



Photograph courtesy of Jennifer Johnson

Thank you again for the opportunity to serve you. Please do not hesitate to contact me.

Regards,
Jennifer Johnson
(850) 445-0962

SEA's Professional Development Calendar for 2011

January 19	Strategy for Success in Florida Government
March 7	Using Process Mapping to Enhance Program Evaluations (see summary page 8 in this newsletter)
March 28	Building a Sustainable Performance Framework (see summary page 9 in this newsletter)
May 4	Using Pivot Tables
May 24	Measuring Quality in Postsecondary Education
June	Florida Revenue Estimation
June	Applying the Revised Program Evaluation Standards
August	Advanced Essential Skills: Pragmatic Quantitative Skills in Evaluation
September	Advanced Essential Skills: Advanced Qualitative Skills
September	Advanced Essential Skills: Collaborative Evaluations
TBA	Juvenile Justice Policy and Program Evaluation

Check SEA's Website for Updated Dates, Times, and Locations for 2011 SEA Programs

Meet Your 2011 SEA Board Members!



**Jennifer Johnson,
SEA President**

Jennifer Johnson is a Staff Director with the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA). Since 1999, she has conducted and led evaluations and policy analyses in health and human services. In particular, Jennifer has evaluated policy issues related to both Florida's Medicaid program and public health system. In addition, she assists with the publication of OPPAGA's electronic newsletter, "The Florida Monitor Weekly". She has served on the SEA Board since 2009.

Photograph courtesy of
Jennifer Johnson



**Fred Seamon,
SEA President-Elect and Conference Chair**

Dr. Fred Seamon is a Senior Partner with MGT of America, Inc. He is very familiar with the higher education environment, having been involved in virtually all of MGT's projects with Historically Black Colleges and Universities (HBCUs). For over 12 years, he was a full-time faculty member at Florida State University and served an adjunct professor at Florida A&M University for over 10 years. While at Florida State University, he chaired accreditation site teams for the Council on Social Work Education including accreditation site visits to HBCUs. He has served on the SEA Board since 2006.

Photograph courtesy of
Dr. Fred Seamon



**John Austin,
Secretary**

John Austin has spent the last nine years serving public and non-profit organizations as an analyst and planner. His primary focus is in increasing productivity and effectiveness of programs. He currently works for the Florida Department of Environmental Protection (DEP) as an internal consultant to the Director of the Division of Law Enforcement. In his prior employment, he has worked as a program evaluator for the DEP Office of Inspector General and for a not-for-profit consulting firm, WellFlorida Council, Inc., where he conducted program evaluations, needs assessments, and market plans. He has served on the SEA Board since 2009.

Photograph courtesy of
John Austin



**Barbara Gill,
Treasurer**

Dr. Barbara Gill is the Director of Educational Research at Tallahassee Community College (TCC). In that role, she assists instructional and non-instructional divisions of the College in assessing and evaluating their programs and services. She is a member of the College's Institutional Effectiveness and Planning Committee, and she serves as TCC's accreditation liaison to the Southern Association of Colleges and Schools. Prior to joining TCC, she was a Research Associate at the Learning Systems Institute at Florida State University. She holds a Master's Degree from the University of Minnesota and a Ph.D. from Florida State University. She has served on the SEA Board since 2009.

Photograph courtesy of
Dr. Barbara Gill

Meet Your 2011 SEA Board Members!

(continued from page 4)



**Gary Walby,
SEA Past President**

Dr. Gary Walby is a senior evaluator with the Ounce of Prevention Fund of Florida. He designs and executes evaluations both private and governmental funded with expertise in qualitative and mixed methods evaluation models as well as policy analysis and sustainability planning. Prior to his experience at the Ounce, he led evaluations targeting mental health service programs, educational organizations, and others. He is an adjunct instructor in evaluation at Florida State University and contributes regularly at national, state, and local conferences. He has served on the SEA Board since 2008.

Photograph courtesy of
Dr. Gary Walby



**Carrie Blanchard,
SEA Private (for profit) Sector Representative**

Dr. Carrie Blanchard serves as the Director of Research and Public Policy at the Florida Chamber of Commerce Foundation. She provides data driven analysis on trends and issues impacting Florida's economy and performs policy research surrounding the Six Pillar framework. Prior to joining the Foundation team, Dr. Blanchard served in the Mayor's Office for the City of Tallahassee managing local, state, and federal policy issues and appropriations. Her educational background includes a Ph.D. in Public Administration and Policy from Florida State University, a Masters in Public Administration from the University of Miami, and a Bachelors in Business Administration from the University of Miami. This is her first year on the Board.

Photograph courtesy of
Carrie Blanchard



**Christine K. Thompson,
SEA Program Private Not-for-Profit Sector Representative**

Christine K. Thompson has worked for the Ounce of Prevention Fund of Florida for the past 2 1/2 years. Her current projects involve evaluations of child abuse prevention services, a community development project, and an after-school tutoring/mentoring program. She holds a Master of Social Work and a Master of Public Administration from Florida State University. She is currently working on a doctorate in Public Administration. She has served on the SEA Board since 2010.

Photograph courtesy of
Christine K. Thompson



**Linda Schrader,
American Evaluation Association Liaison**

Dr. Linda Schrader directs the graduate education program in program evaluation at Florida State University. She has twenty years experience in directing and conducting research and evaluation studies for state and federal education and human service organizations throughout the United States. In particular, her work has focused on developing evaluation strategies for agencies serving individuals with disabilities. She served as the Lead Evaluator in federal lawsuits designed to remedy deficiencies in the quality of services provided to individuals with developmental disabilities in Texas and Tennessee. Previously, she worked for the Florida Legislature in the development of model technology schools.

Photograph courtesy of
Linda Schrader

(Continued on page 6)

Meet Your 2011 SEA Board Members!

(continued from page 5)



Photograph courtesy of
Kathy McGuire

**Kathy McGuire,
SEA Past President and Program Co-Chair**

Kathy McGuire serves as Interim Coordinator of the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA). Prior to that date, she served as deputy director and as staff director for the criminal justice policy area. For more than 15 years she has conducted and led a wide variety of program evaluations and policy analyses. McGuire also has attended the Legislative Staff Management Institute at the University of Southern California. She has served on the SEA Board since 2006.



Photograph courtesy of
Steve Lize

**Steve Lize,
SEA Program Co-Chair**

Dr. Steve Lize is a Senior Legislative Analyst with the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA). He conducts evaluations and policy analyses of Florida state agencies and programs in the criminal justice and public health sectors. Prior to his current position with OPPAGA, Dr. Lize was a research associate with the non-governmental organization Free the Slaves studying human trafficking in the United States and India. He has taught sociology as an adjunct instructor at the University of Mississippi and Tallahassee. He has served on the SEA Board since 2010.



Photograph courtesy of
Mark Baird

**Mark Baird,
SEA Program Co-Chair**

Since 2007, Dr. Mark Baird has been Director of Research and Evaluation in the Florida Department of Education's Division of Career and Adult Education. He has worked at the Florida Legislature's Office of Program Policy Analysis and Government Accountability as a policy analyst and Valdosta State University as Assistant Director of international Programs. Mark holds a Ph.D. in International/Intercultural Development Education and a graduate certificate in Education Policy from Florida State University. He is a Phi Beta Kappa graduate of the University of Florida, where he also earned a Master's degree in Latin American Studies. He has served on the SEA Board since 2010.



Photograph courtesy of
Dr. Linda J. Smith

**Dr. Linda J. Smith,
University Sector Representative**

Dr. Linda J. Smith is currently an adjunct professor teaching graduate courses at Florida State University and University of Maryland University College. Her course subjects include program evaluation, qualitative research methods and analysis, and instructional design for distance learning. She also is the Coordinator of Online Professional Development Courses for the American Association of Collegiate Registrars and Admissions Officers. Linda returned to academe after a civil service career with the Social Security Administration where she worked as a senior staff project director in quality assurance and program evaluation. This is her first year on the board.

(Continued on page 7)

SEA has a New Website!

www.southeastevaluation.org

by Bernadette Howard

SEA began 2011 with a complete overhaul of our website. Our goal was to modernize its appearance while making all information current and timely. We include the Program Calendar, Membership Information, Contact Information, and links to our newsletters.

We also added the objectives of SEA to our home page which had previously been buried in the bylaws. The objectives of SEA are:

- To promote improvement and accountability at all levels of policy and programs.
- To encourage, stimulate, and provide training for evaluation personnel.
- To foster and promote program evaluations by providing opportunities to exchange information and ideas relating to evaluation.
- To promote the development of theory and the acquisition of knowledge on which to base professional program evaluations.
- To promote the use of standards in the evaluation profession.

Surfing the Web with Christine K. Thompson



Evaluators do research for a living, yet the world wide web can be an overwhelming place to start. SEA Board Member Christine King Thompson has graciously volunteered to review websites that provide information useful to evaluators in what has become a recurring column in the SEA Newsletters. Let the reviews begin!

University of Arizona: The Use of Qualitative Interviews in Evaluation

<http://ag.arizona.edu/sfcs/cyfernet/cyfar/Intervu5.htm>

This article is about using qualitative interviews in evaluation. The article describes qualitative interviews, when they are most appropriate, the advantages and disadvantages, how to use them, and the design and development of interview studies for evaluation.

Department of Health and Human Resources: Cultural Competency and Health Literacy Resources for Health Care Providers

www.hrsa.gov/culturalcompetence/

This website covers a variety of cultural competency issues, especially as they relate to health care services. The site was designed for health care professionals, but would serve as an appropriate resource for cultural competency in a health care setting for evaluators.

The California Evidence-Based Clearinghouse for Child Welfare

www.cebc4cw.org/importance-of-evidence-based-practice

The link given above goes directly to the website's page on evidence-based practice. It provides a definition, overview and history of evidence-based practice. On the right side of the page are links to other areas of the website. They provide information on child and youth assessment tools, cultural competency, and other resources.

SUMMARY OF SEA TRAINING 3/7/11

“Using Process Mapping to Enhance Program Evaluations”

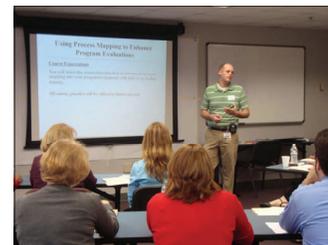
March 7, 2011 ■ 9:30 a.m. –12:30 p.m.
by Mark Baird, Ph.D.

On March 7, 2011, SEA Board Member John Austin conducted a half-day training program in Tallahassee titled “Using Process Mapping to Enhance Program Evaluations.” Process mapping is a technique that emerged from the arena of industrial production but has now found applications across a wide range of activities. It is designed to describe work processes from broad strokes to very fine detail to expose inefficiencies and waste and determine if written policy matches practice in the field. By the end of the training, the 18 training participants had learned how to incorporate process mapping into their formative and process evaluations.

Process mapping exposes the black box between inputs and outputs through a participatory approach that engages the people who do the work. This approach requires that the evaluator be adept as a facilitator who must keep participants engaged and focused, mediate disputes, ask the right questions, and listen to understand. Throughout the training session Mr. Austin drew from his experiences as internal consultant to the Director of the Division of Law Enforcement at the Department of Environmental Protection to weave

many helpful lessons and guidelines on the facilitation process as well as real-life examples.

Mr. Austin walked participants through the stages of a process mapping project beginning with an entry meeting with management to define the processes to be mapped. Then for each process the facilitator engages in macro-level mapping with a small group of mainly management-level staff to develop a SIPOC (Suppliers, Inputs, Processes, Outputs, Customers) map for each process. When the macro-level SIPOCs are finished, the project facilitator can move to micro-level mapping with front-line staff. The micro map displays the work flow of each “player” in the process including steps involving decisions to be made, transfers to other “players,” and delays. Mr. Austin used exercises to demonstrate how both macro and micro mapping can be conducted using an array of Post-It notes whose color, size, and shape are coded to indicate different types of steps, individual “players,” and reminder flags. The system allows for full participation and easy reconfiguration. The wall map can then be transcribed into a computer application such as Visio to render the final report.



Photograph courtesy of
Bernadette Howard

The final process map can be analyzed to identify efficiency barriers. These barriers might include the following: excessive document transfers, imbalance of workload among work groups, duplication, work being done manually that should be done electronically or vice versa, excessive approvals, production of useless documents, and work that could be done outside of the process.

At the conclusion of the program there was some discussion about a follow-up program to go into more depth on process map analysis, barrier identification, implementation planning, and follow-up re-evaluation. Evaluations of the program by the participants were quite favorable. According to one respondent, “I can go back to the office with something that can be implemented immediately.”

SUMMARY OF SEA TRAINING 3/28/11

“Building a Sustainable Performance Framework”

March 28, 2011 ■ 9:30 a.m. –12:30 p.m.
by Kathleen Del Monte



How does one build a sustainable performance framework for their organization? What are the attributes of a successful organization? On March 28, 2011, instructor and performance management consultant Kaye Kendrick shared with participants her experience

building a successful organization. How do you recognize a sustainable performance network when you see it? You will know you have succeeded in building a sustainable performance framework when your organization consistently meets and surpasses your

customers’ expectations. There is an organizational vision and identity at all levels of the organization and all employees feel empowered to offer strategies to better serve your customers. Key performance data is continuously obtained and monitored,

(continued on page 9)



SUMMARY OF SEA TRAINING 3/28/11

“Building a Sustainable Performance Framework”

(continued from page 8)

and is used to positively influence organizational behavior.

For your organization truly to be successful, there are three key areas to consider: customers, leadership, and operations. Developing a sustainable performance framework involves eleven steps which work across these areas: *prepare* for framework development, *understand* the components of the framework, *list* the desired results and services, *establish* relationships within the framework, *validate* the logic of the relationships, *elaborate* the concepts in the framework, *analyze* the results elaborated in the previous step, *cluster* the concepts to identify programs, *adopt* the performance measures, *collect and analyze* the data, and *report* the data. This methodology is designed to support strategic and operational planning, performance measurement, and technology implementation.

Ms. Kendrick illustrated this process using the example of a Healthy Community as the strategic goal. To begin, it helps to understand an organization in terms of its desired results, products and services, projects, and resources. These exist in a how/why relationship. Participants learned to begin by listing these four categories, each in a separate box, with the boxes arranged vertically, such that each box appears immediately beneath the category before it. To develop the framework, we learned to ask ‘how’ as we moved down the graphic, and ‘why’ as we moved up the graphic. For example, if your desired result (strategic goal) is a healthy community, you might ask ‘how do we achieve the public purpose of a healthy community?’ One desired result might be ‘protecting the public from vicious

animals.’ Further, asking ‘how do we protect the public from vicious animals?’ yields the desired result of having healthy animal populations. Asking ‘how do we achieve healthy animal populations?’ yields the desired result of treating animals humanely. Finally, asking ‘how do we achieve the desired result of treating animals humanely?’ yields multiple desired results, such as preventing animal cruelty, preventing animal neglect, and reducing the unwanted animal population. If we were to work our way upwards, we would ask the question ‘why.’ For example, suppose we know that our desired result is preventing animal cruelty and neglect, and reducing the unwanted animal population. We could ask ‘why do we want to prevent animal cruelty and neglect’ and ‘why do we want to reduce the unwanted animal population.’ The response might be ‘to achieve the desired result of treating animals humanely’ and so on.

Participants learned to continue this process through the layers of desired results (as appropriate for the specific strategic goal), to the necessary layers of services, noting all the services provided by a particular program. In the above example, this might be animal control, which might further yield services such as public education, dead animal pickup, and animal adoption. In turn, each service might further yield one or more projects, one-time events or initiatives that the organization pursues to provide its ongoing services. Finally, working vertically down to the next level, one would list all the inputs or resources necessary to implement the given project.

After presenting a step-by-step guide to the model, participants broke into small groups and, using a ‘real life’

example from participants’ own experience, proceeded to work through the process. Although some attendees had prior experience with process mapping, this exercise was a learning experience for most, who had never attempted the model in quite this way. During the small group experience, the instructor walked around, reviewing each group’s work, chatting with members, and providing input, encouragement, and suggestions. Many attendees shared how useful the process was in helping them more fully comprehend the ‘results story’ of their organization.

Aligning strategy and process and identifying and communicating common links throughout the system using this methodology helps the results ‘story’ emerge. In addition, it becomes clear which staff are working for common outcomes (these can be later grouped) and where, if any, possible duplication of effort exists. Because different measures are needed for the various levels of management, every performance initiative should anticipate multiple sets of measures at each level. In addition, it is necessary to have sets of measures with trend data presented collectively to see the entire results picture. It is also important to have appropriate internal controls in place to ensure the data are dependable.

Building a comprehensive, sustainable performance framework is indeed, a complex, time-consuming process, but one well worth the effort. Organizations that do so are more likely to withstand the challenges of organizational dynamics such as organizational structure, leadership changes, and staff turnover.

What are the Nominations for the Top Five Books for Evaluators?

by Sean Little

In September 2010, Michelle Baron began a discussion among the AEA Linked-In group with the question, "What are the top five books for evaluators". This discussion lasted through December 2010, and generated a list of books (The Top Five List) and some journal articles. At different points in that three month period, different evaluators summarized the Top Five List. As this list was growing throughout the discussion, each of these summaries differs. Sharon M. McGroder compiled a Top Five List as of August 20, 2010 and they are available in the AEA library (<http://comm.eval.org/EVAL/EVAL/Resources/ViewDocument/Default.aspx?DocumentKey=1a4408e6-253c-4e52-8afl-ca346e1d69b3>). Norma Scagnoli posted the Top Five List on a bookmarking site (http://www.delicious.com/scagnoli/Books_on_evaluation). Instead of my usual book review, I will discuss this Top Five List as of December 2010. This Top Five List appealed to me as a source of potential books to review and as a statement about books valued by others in the field.

For those unfamiliar with Linked-In, it is a free social networking site for professionals with hundreds of discussion groups, one of which is the AEA Group. While this group has many similarities to EvalTalk, it's smaller, more manageable and less given to polemics. In order to join this group, someone would first sign up for Linked-In (www.linkedin.com) and then access the Group tab (<http://www.linkedin.com/groups>) to select the AEA Group.

As the Top Five List provides a snapshot of texts valued by those working in the field, it invites preliminary exploratory analysis. In order to make the analysis manageable, I excluded journal articles and cleansed the data. To obtain the complete title and year of publication,

I checked Amazon.com. If the book was not referenced in Amazon, I then checked Google Books, and, if that failed, a local university library. All books were found, but some titles were longer than the title supplied by the discussion group. In cases of multiple editions of the same text, I used the most recent edition unless someone had specified an earlier one. Someone had named "anything by Schwandt" rather than a specific text in their response to the initial question. I interpreted this in the broadest possible way, by including all his books.

Rather than responding with exactly five books, people's responses ranged from one book to lists the size of a small bibliography. No ranking within the responses was evident. This Top Five List includes both generalist (*Evaluation: A Systematic Approach*, Rossi et al 2003) and specialist texts (*Semantic Differential Technique*, Snider, et al, 1969).

By December 2010, evaluators had named sixty-five books to this Top Five List, with publication years ranging from 1966 (Scriven, *The Methodology of Evaluation*) to 2010 (Posavac, E.J., *Program Evaluation: Methods and Case Studies* [8th Edition] and Wholey, J.S., Hatry, H.P., and Newcomer, K.E., *Handbook of Practical Program Evaluation*). The median year for publication was 2003. The quartiles for publication year were as follows 1st quartile from 1966 to 1995, the 2nd quartile from 1996 to 2003, the 3rd quartile from 2004 to 2007, and the 4th quartile from 2008 to 2010. A recency bias jumps out from this quartile breakdown.

If I had collected both the year and month of publication, I could have "decimalized" the year, for example March of 2006 would have become 2006 3/12 or 2006.25, and June of 2006, 2006.5). This would have created a "more continuous" number that was more sensitive to quartile calculations. As I was not able to collect the month of publication, the

quartile calculations did not produce the same number of titles in each quartile. The first quartile had 18 titles in 29 years, but the fourth quartile had 14 titles in two years. While it is important to note this difference, the recency bias remains (34 books in 36 years in the first half, and 31 books in 5 years in second half).

Emphasis on more recent books could reflect several factors. The number of published evaluation texts could have increased in more recent years. Evaluators who connect to a social networking site may either be younger or at an earlier stage in their careers and thus more influenced by more recent work. My selection of the most recent edition of texts with multiple editions could also have contributed to this recency bias.

One respondent named Alkin's *Evaluation Roots* (2004) to this Top Five List. As this book provides a classification system for evaluation theorists, it provides a simple and defensible way to analyze these texts. Alkin used the metaphor of a tree with three branches (Use, Value, and Method) to classify theorists. When Alkin had not classified an author, I assigned that author to the "Not Classified" group. I assigned the non-academic book *Eva the Evaluator* (2009) to the "Other" Category.

Almost two thirds of the authors could not be classified using Alkin's classification system. As Alkin published his book in 2004, the latest Alkin would have written it would be 2002-2003 but half of the texts selected for this Top Five List were published after 2003 and thus could not have influenced Alkin's classification system.

While the number of authors that Alkin did not classify remains roughly the same in each quartile, there are marked differences among the authors he did classify. All books by

(continued on page 11)



What are the Nominations for the Top Five Books for Evaluators?

(continued from page 10)

authors on Alkin's Methods or Values Branch were published before 2004, but 80% of the books by authors on Alkin's Use Branch were published after 2003. The recency bias appears to be affecting authors on Alkin's Use Branch differently than those on Alkin's Value or Method branch.

Evaluator's understanding of methods and values may have changed over time. Newer evaluators may have a "post-paradigm war" outlook and be more inclusive of qualitative work than earlier evaluators. A brief inspection of the titles in Quartile 4 on the Not Classified Branch, suggests that as many as six of these Not Classified books focus on methodology: *Encyclopedia of Survey Research Methods (2 Volume Set)*, *Focus Groups: A Practical Guide for Applied Research*, *Measurement and Assessment in Teaching (10th Edition)*, *Program Evaluation: Methods and Case Studies (8th Edition)*, and *The Road to Results: Designing and Conducting Effective Development Evaluations*. Most of these titles do not suggest an experimental design focus. A major thrust of recent value work has concerned cultural competence. Younger and newer evaluators have entered a much more diverse field. On Alkin's original tree, I could identify just three women (Weiss, Lincoln, and Preskill) out of twenty-seven theorists (male/female ratio of 9). For

most of the books on the Top Five List, I only captured initials, making it impossible to infer the sex of the author. Of those authors whose sex I could infer, there were twelve female and twenty-nine male authors or co-authors in Top Five List (male/female ratio of 2.42). Interestingly all three female authors from Alkin's Tree wrote books selected for this Top Five List. I was unable to determine racial/ethnic, sexual orientation, ability or class identities from the names either on Alkin's tree or the Top Five List.

Younger and newer evaluators have also entered the field in rougher economic times. Consistently delivering useful work makes an excellent marketing strategy. This could account for the relative longevity of authors on Alkin's Use Branch compared to those on his Method and Value Branch. Evaluation is both an intellectual and economic activity.

When I interpreted the selection "anything by Schwandt" in the broadest possible way, it might have contributed to skewing the Top Five List towards recency. An inspection of the Top Five List, however does not support this. Schwandt published one book in the first quartile, five in the second, and one each in the third and fourth quartile.

My broad interpretation of that selection by Schwandt actually diluted the recency bias.

Several limitations to this very brief exploratory analysis exist. I lacked the time to read all 65 books. (Note: if anyone knows of a foundation willing to fund someone to study these texts, please let me know.) As a result, I've relied on very simplistic clues such as titles, publication year, and first names of authors. In the interest of making this project manageable, I excluded journal articles. Most critically a self-selected convenience sample produced this Top Five List, making generalization impossible. In addition "top five" lists change quickly or, to put it technically, have low reliability. My personal list of top five favorite movies would change hourly.

Still an examination of a list such as this has value in determining what questions to pursue in a more systematic matter. Does the Linked-In Group attract younger and newer evaluators? Are younger and newer evaluators reading more diverse authors? Has the understanding of Value and Methods changed, since Alkin formulated his tree? How are market factors effecting the development of the field? Producing more questions than answers is not a problem; it is a mark of a dynamic field.

Authors on Alkin's Tree in the Top Five List of Top 5 Evaluation Books by Quartile of Publication Year

	1966-1995	1996-2003	2004-2007	2008-2010	Total
Method	3	3			6
Use		2	5	3	10
Value	5	1			6
Not Classified	10	10	12	10	42
Other				1	1
Total	18	16	17	14	65

(continued on page 12)

What are the Nominations for the Top Five Books for Evaluators?

(continued from page 11)

Books Nominated by Branch of Alkin's Tree: Method, Use, and Value

Author	Publication Year	Title
Alkin, M. C.	2004	Evaluation Roots: Tracing Theorists' Views and Influences (1st ed.).
Bamberger, M.J., Rugh, J. and Mabry, L.	2006	RealWorld Evaluation: Working Under Budget, Time, Data, and Political Constraints
Boulmetis, J. and Dutwin, P.	2005	The ABCs of Evaluation: Timeless Techniques for Program and Project Managers (Research Methods for the Social Sciences)
Breakwell, G.M. and Millward, L.	1995	Basic Evaluation Methods: Analysing Performance, Practice and Procedure (Personal and Professional Development) ?
Brinkerhoff, R.O.	2003	The Success Case Method: Find Out Quickly What's Working and What's Not
Cronbach, L. J.	1982	Designing Evaluations of Educational and Social Programs (Jossey Bass Higher & Adult Education Series)
Cronbach, L. J., Ambron, S. R., Dornbusch, S. M., Hess, R. D., Hornick, R. C., Phillips, D. C., Walker, D. F., Weiner, S. S.	1980	Toward Reform of Program Evaluation (Jossey Bass Higher & Adult Education Series)
Davidson, E.J.	2004	Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation
Fairweather, G.W. and Tornatzky, L.G.	1977	Experimental Methods for Social Policy Research
Fetterman, D.M., Wandersman, A., and Millett, R.A.	2004	Empowerment Evaluation Principles in Practice
Fitzpatrick, J.L., Sanders, J.R., and Worthen, B.R.	2004	Program Evaluation: Alternative Approaches and Practical Guidelines 3RD EDITION
Frechtling, J.A	2007	Logic Modeling Methods in Program Evaluation (Research Methods for the Social Sciences)
Gill, S.J.	2009	Developing a Learning Culture in Nonprofit Organizations
Glesne, C. and Peshkin, A.	1992	Becoming Qualitative Researchers: An Introduction (1st Edition)
Grbich, C.	2007	Qualitative Data Analysis: An Introduction
Greene, J.C.	2007	Mixed Methods in Social Inquiry (Research Methods for the Social Sciences)
Guba, E.G. and Lincoln, Y.S.	1989	Fourth Generation Evaluation
Guttentag, M. and Struening, E.L.	1975	Handbook of Evaluation Research: Volume 2
Haug, P., and Schwandt, T.A.	2000	Evaluating Educational Reforms: Scandinavian Perspectives (PB) (Evaluation and Society Series)
House, E.R.	1993	Professional Evaluation: Social Impact and Political Consequences
House, E.R. and Howe, K.R.	1999	Values in Evaluation and Social Research
Isaac, S. and Michael, W.	1995	Handbook in Research and Evaluation: A Collection of Principles, Methods, and Strategies Useful in the Planning, Design, and Evaluation of Studies in Education and the Behavioral sciences
Issel, L.M.	2008	Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health
Kelly, J.G.	2006	Becoming Ecological: An Expedition into Community Psychology
Kruger, R.A. and Casey, M.A.	2008	Focus Groups: A Practical Guide for Applied Research
Kushner, S.	2000	Personalizing Evaluation
Lavrakas, P.J.	2008	Encyclopedia of Survey Research Methods (2 Volume Set)
Light, R.J., Singer, J.D., and Willet, J.B.	1990	By Design: Planning Research on Higher Education
Lincoln, Y.S. and Guba, E.G.	1985	Naturalistic Inquiry

(continued on page 13)

What are the Nominations for the Top Five Books for Evaluators?

(continued from page 12)

Books Nominated by Branch of Alkin's Tree: Method, Use and Value (cont'd)

Author	Publication Year	Title
Mathison, S.	2004	Encyclopedia of Evaluation
McDavid, J.C. and Hawthorn, L. R.L.	2006	Program Evaluation and Performance Measurement: An Introduction to Practice
Miller, M. D., Linn, R. L., & Gronlund, N. E.	2008	Measurement and Assessment in Teaching (10th Edition)
Miranda, R. and Stadler, B.	2009	Eva the Evaluator
Morgan, D. and Kruger, R.A.	1997	The Focus Group Kit: (Volumes 1-6)
Morra-Imas, L.G. and Rist, R.	2009	The Road to Results: Designing and Conducting Effective Development Evaluations
Morris, L.L., Fitz-Gibbon, C.T., and Freeman, M. E.	1987	How to Communicate Evaluation Findings
Osgood, C.E., Suci, G.J., and Tannenbaum, P.	1967	The Measurement of Meaning
Owen, J.M. and Alkin, M.C.	2006	Program Evaluation, Third Edition: Forms and Approaches
Patton, M.Q.	2001	Qualitative Research & Evaluation Methods
Patton, M.Q.	2008	Utilization-Focused Evaluation
Posavac, E.J.	2010	Program Evaluation: Methods and Case Studies (8th Edition)
Preskill, H. and Torres, R.T.	1998	Evaluative Inquiry for Learning in Organizations
Preskill, H. and Russ-Eft, D.	2004	Building Evaluation Capacity: 72 Activities for Teaching and Training
Rossi, P.H., Lipsey, M.W, and Freeman, H.E.	2003	Evaluation: A Systematic Approach
Ruegg, R., Feller, I., and Chang, C.K.N	2003	Toolkit for Evaluating Public R&D Investment: Models, Methods, and Findings from Atp's First Decade -
Russ-Eft, D. and Preskill, H.	2009	Evaluation in Organizations: A Systematic Approach to Enhancing Learning, Performance, and Change
Schwandt, T.A.	2001	Dictionary of Qualitative Inquiry
Schwandt, T.A.	2002	Evaluation Practice Reconsidered (Counterpoints)
Schwandt, T.A.	1997	Qualitative Inquiry: A Dictionary of Terms
Schwandt, T.A.	1998	Scandinavian Perspectives on the Evaluator's Role in Informing Social Policy, No. 77 (J-B PE Single Issue (Program) Evaluation)
Schwandt, T.A.	2007	The SAGE Dictionary of Qualitative Inquiry
Schwandt, T.A. and Halpern, E.S.	1988	Linking Auditing and Meta-Evaluation: Enhancing Quality in Applied Research (Applied Social Research Methods)
Scriven, M.	1981	The Logic of Evaluation
Scriven, M.	1966	The Methodology of Evaluation
Seidman, I.	2006	Interviewing As Qualitative Research: A Guide for Researchers in Education And the Social Sciences
Snider, J.E. and Osgood, C.E.	1969	Semantic Differential Technique: A sourcebook
Somekh, B. and Schwandt, T.A.	2008	Knowledge Production: Research Work in Interesting Times
Torres, R. T., Preskill, H., and Piontek, M.	2004	Evaluation Strategies for Communicating and Reporting: Enhancing Learning in Organizations
Viola, J.J. & McMahon, S.D.	2009	Consulting and Evaluation with Non-Profits and Community Based Organizations
Weiss, C. H.	1972	Evaluation Research: Methods of Assessing Program Effectiveness
Weiss, C. H.	1997	Evaluation (2nd Edition)
Weiss, C. H.	1997	Evaluation Methods for Studying Programs & Policies
Wholey, J.S., Hatry, H.P., and Newcomer, K.E.	2010	Handbook of Practical Program Evaluation (Essential Texts for Non-profit and Public Leadership and Management)
Wiggin, G.P.	1999	Assessing Student Performance: Exploring the Purpose and Limits of Testing (Jossey Bass Education Series)
Wolcott, H. F	2008	Writing Up Qualitative Research. Second Edition

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The **Southeast Evaluation Association (SEA)** is a regional affiliate of the American Evaluation Association. We represent evaluators and evaluation-related professionals from the state, university, school system (local) and private sectors. Our members come from a variety of backgrounds: policy analysis, program auditing, teaching, program evaluation, and performance measurement. SEA's annual conference attracts nationally recognized speakers and participants from the entire southeast region. Several agencies use our programs and conferences as low cost training and networking opportunities for their employees.

Annual membership (\$30; \$10 for full-time students) offers reduced registration fees for the Annual Conference, Pre-Conference Workshop, Essential Skills Workshop, and the various training sessions held throughout the year. Members also receive a periodic newsletter throughout the year. The newsletter is a great way to keep up with the SEA activities and innovative research in the field of evaluation. If you have any questions, please don't hesitate to **email** us.

Suggestions

SEA welcomes all ideas for topics for future workshops, brown bag lunches, newsletter articles, and conference sessions. Please contact Bernadette Howard (seacoordinator@southeastevaluation.org) with your ideas!

Thank You

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