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# 5

## Evaluation Capacity Building in Complex Organizations

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### Abstract

*Evaluation capacity building, or ECB, is an area of great interest within the field of evaluation as well as in Extension evaluation. Internal Extension evaluators have long offered training and technical assistance to help Extension educators conduct evaluation. Today ECB in Extension encompasses myriad activities and processes to advance evaluation practice and evaluative thinking. They can be described in a three-component framework: professional development, resources and supports, and organizational environment. This chapter describes the Extension experience, highlighting practices and challenges within each component, and presents the case of logic model dissemination as an illustration. The authors discuss the distinction between evaluator and ECB practitioner and call for clarity in purpose, role delineation, and expectations. They include a simple logic model for evaluating ECB, which focuses on linking ECB investments to individual, team, program, and organizational change. The authors conclude with a list of their own learnings and reflections as they have faced the challenges and many rewards of building evaluation capacity in complex organizations. © Wiley Periodicals, Inc.*

Evaluation capacity building (ECB) has emerged as an area of great interest as governments, organizations, and programs seek to enhance their effectiveness and accountability. Its goal is defined as strengthening and sustaining an organization's capacity to (1) design, implement, and manage effective evaluation projects; (2) access, build, and use evaluative knowledge and skills; (3) cultivate a spirit of continuous organizational learning, improvement, and accountability; and (4) create awareness and support for program evaluation and self-evaluation as a performance improvement strategy (King & Volkov, 2005; King, 2007).

In this chapter, we add to understanding of ECB by describing the Extension experience. We highlight the issue of role clarification and frame ECB within a three-component framework drawing lessons pertinent to other complex organizations. We start from the Compton, Baizerman, and Stockdill (2002) working definition of ECB as "the intentional work to continuously create and sustain overall organizational processes that make quality evaluation and its uses routine" (p. 14). However, we recognize and value the complexity of ECB and the force of context on its meaning and practice (Patton, 2007; Taut, 2007). ECB in Extension may or may not be part of "doing an evaluation." It may involve developing general awareness, skills, resources, and infrastructures to support evaluation, that is, the organizational processes that embed evaluative inquiry into the organization. Further, levels of intentionality may vary as well (Cousins, Goh, Clark, & Lee, 2004; Patton, 2007).

### **External and Internal Pressures for ECB**

Three central pressures set the stage for ECB in Extension. First and most important is the external demand for accountability and documented evidence of impact faced by all federally funded organizations since the 1993 Government Performance and Results Act (GPRA). Extension is also funded by state and local tax money, as well as grants and contracts, so there are a multitude of stakeholders who want evidence of results. To meet these requirements, some Extension organizations contract out their program evaluation needs. Others choose the ECB route with self-evaluation as a way to manage limited resources.

The second pressure is internal. Extension organizations that desire to be learning organizations see evaluation as a core function (e.g., Cousins et al., 2004; Preskill & Torres, 1999). These organizations want to use and develop the intellectual capital of staff and promote critical inquiry and ethical conduct. In this environment, evaluation is not a separate or voluntary undertaking but is an organizational responsibility—a part of everyone's job. Extension educators are expected to participate in, if not conduct, evaluations of their programs as responsible public servants and to use their learning to improve program and organizational performance.

The third pressure relates to evidence-based practice and, in the university context, the culture of scholarship. University-based Extension educators are intrinsically motivated to check their work, link theory to practice, and use evaluation research to identify and develop best practice as well as document and communicate results. Conducting evaluation gives Extension professionals the means to present their work and gain recognition. Likewise, successful faculty promotion and tenure require evaluative inquiry that is valued by peers and external reviewers.

### **ECB Role Delineation**

Organizational contexts and cultures vary, resulting in differing expectations for the ECB practitioner. Contextual features that influence the ECB role in Extension include how positions are funded, who has been hired (or appointed) as the evaluator, disposition of the evaluator, history of evaluation in the organization, organizational readiness for evaluation, and the location and ownership of the evaluation function within the organization, particularly the distributed nature of the evaluation role. Furthermore, ECB and evaluation are similar but distinct, a point clarified by Compton et al. (2002) but not widely understood among Extension evaluation stakeholders. A program evaluator is a professional who demonstrates skills and practices connected to planning and implementing an evaluation, while an ECB professional supports the processes and practices that sustain evaluation. As internal evaluators, often titled evaluation specialists, it is easy for these roles to be confused. Also, the ECB role is seldom the only responsibility of Extension evaluation professionals. Most have additional responsibilities: (1) federal reporting; (2) administrative tasks, such as civil rights reviews; (3) committee and policy decision-making assignments; (4) academic teaching or research; and (5) external evaluations or technical assistance. In a study of Extension evaluation professionals (Guion, Boyd, & Rennekamp, 2007), 42 respondents to an online survey described their roles as including these tasks: (1) offer technical expertise and assistance (72%), (2) manage or conduct evaluation (64%), (3) supervise, manage, or coordinate evaluation efforts (46%), (4) act as an evaluator on a team (44%), (4) coach or mentor (41%), (5) teach noncredit courses (23%), (6) perform institutional research (15%), and (7) teach for-credit courses (13%).

Negotiating and managing the ECB role in a demanding, often resource-poor environment where accountability and reporting dominate requires relationship building, as well as stewardship and vision. It involves negotiation and communication skills with a consistent focus on purpose and role. It can be a constant challenge to be seen as an ECB practitioner—building skills, processes, and infrastructures—rather than a program evaluator “doing evaluations,” especially when performing the tasks of program evaluation is the key to securing buy-in and moving individuals and groups into the next level of capacity.

## ECB Practice in a Complex Organization

Though there are commonalities, the Extension organization and the evaluation function differ across the states. Even program areas within a state Extension organization may have distinct cultures, philosophies, and support for evaluation. In this context, ECB relies on flexibility and the ability to seize opportunities.

Drawing on the work of others (King & Volkov, 2005; Milstein & Cotton, 2000), we use a three-component framework to describe ECB in the complex Extension organization, highlighting particular elements within each component (see Table 5.1). At any point in time, state Extension organizations may engage in any or all of these components depending on priorities and resources. The emphasis on each component varies, as do the activities undertaken.

**Professional Development.** Building knowledge, beliefs, and skills of individuals in evaluation is the most common and widespread aspect of ECB across Extension. In fact, ECB is often viewed as professional development (Duttweiler, Elliott, & O'Neill, 2001). Extension professionals work at different organizational levels and content areas, across geographic areas, and with various motivations and level of training. Few have a background in evaluation, though many have an advanced degree and may have completed courses in research methods. They come with their own epistemological and methodological interests. Further, they come with a range of orientations to evaluation: doubter, proctor, practitioner, consultant, scholar

**Table 5.1. An Evaluation Capacity Building Framework**

<i>Component</i>	<i>Elements</i>
Professional development	<ul style="list-style-type: none"> <li>• Training</li> <li>• Technical assistance</li> <li>• Collaborative evaluation projects</li> <li>• Mentoring and coaching</li> <li>• Communities of practice</li> </ul>
Resources and supports	<ul style="list-style-type: none"> <li>• Evaluation and ECB expertise</li> <li>• Evaluation materials</li> <li>• Evaluation champions</li> <li>• Organizational assets</li> <li>• Financing</li> <li>• Technology</li> <li>• Time</li> </ul>
Organizational environment	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Demand</li> <li>• Incentives</li> <li>• Structures</li> <li>• Policies and procedures</li> </ul>

(Douglah, Boyd, & Gundermann, 2003). Where Extension organizations have moved to team-based programming, expected professional development outcomes include the team's ability to conduct and use evaluation as a group—not just changes in individual knowledge, skills, attitudes, and behaviors.

Given the diversity of the workforce, a menu of professional development opportunities is often available within the organization—the exact mix customized to meet learner needs as negotiated by ECB practitioners, key administrators, and participants themselves. A continuing challenge concerns provision of appropriate professional development activities to meet the broad range of individuals with differing and changing needs, orientations, and evaluative responsibilities.

*Training.* Training continues to be a mainstay of professional development in most Extension organizations. Its purpose is typically to enhance knowledge, skills, and confidence so that participants are able to conduct adequate evaluations of their own programs. Customized and higher-level offerings relevant to a specific program or need provide more in-depth learning. Various Extension organizations offer online self-instruction modules and graduate-level courses for their faculty and staff, as well as for personnel from other organizations with fewer resources. Staff may be encouraged to attend regional and national evaluation conferences, workshops, and institutes.

*Technical Assistance.* Technical assistance involves personalized real-time consultation (Engle & Arnold, 2002) conducted face-to-face, by phone, via Web-based technologies, or by e-mail. These requests offer teachable moments and opportunities to build relationships, as well as possibilities for continued learning when the learner perceives the assistance as relevant and practical.

*Collaborative Evaluation Projects.* In maximizing team-based approaches and learning through practice, collaborative evaluation projects achieve greater impact and sustained change (Arnold, 2006; Marczak, 2002). Through collaborative inquiry, the team designs and implements an evaluation, gaining access to expertise and resources in a peer-learning, non-threatening environment that is grounded in real contexts and authentic activities consistent with social constructivist learning theory (Preskill, Zuckerman, & Matthews, 2003). Program and evaluation learning are best integrated into practice when the learning objective is clear and understood by all, and when the process includes time for reflection (Calvert & Taylor-Powell, 2007). Other forms of collaborative projects are developing evaluation materials and papers for publication, conducting joint presentations, and cofacilitating workshops and training sessions. The ECB initiative benefits from creation of resources and partnerships, while the participating staff member(s), including the ECB practitioner, gain knowledge and skills.

*Mentoring and Coaching.* Mentoring takes many forms. In one, the evaluation professional works closely with an interested colleague or colleagues over time, building individual knowledge, skill, and confidence. In another, she may serve as a coaching member of a program team, bringing evaluation learning to both the program and the coaching teams. In more mature phases of ECB, committed staff members become mentors for their colleagues.

*Communities of Practice.* Extension educators typically group by common interest for mutual support and learning. Intentional, formal evaluation-focused “communities of practice” are emerging as faculty and staff identify a mutual interest and organize themselves to learn from each other. They may form around a common problem, in response to a request, to share assets, or for personal growth. Members in these self-organizing groups recognize and value the commitment to shared learning and shared practice.

Extension evaluators have long supplied evaluation training and technical assistance. A more recent shift is a broadening of professional development to include a mix of activities and ongoing support to reinforce learning, consolidate knowledge into practice, and build capacity incrementally. The Oregon 4-H Youth Development program, for example, has systematized a four-part framework for evaluation capacity building that includes logic model training, one-on-one consultations on real projects, small-team collaborative projects, and staff involvement in large-scale multisite evaluations (Arnold, 2006).

**Resources and Supports.** The second component within the ECB framework concerns the resources and supports needed to sustain evaluation.

*Evaluation and ECB Expertise.* The strongest evaluation presence and sustained function are found in states that have invested in full-time evaluation positions. Few states, however, have more than one person employed full-time, and many are not formally trained in evaluation (Guion et al., 2007). Furthermore, *evaluation* and *evaluation capacity building* involve different competencies and strengths. To meet their professional needs, Extension evaluators have created and participate in an active Topical Interest Group of the American Evaluation Association (the Extension Education Evaluation TIG), which has a listserv for sharing information and materials. In addition, Extension evaluators connect with local, regional, and national Extension networks and workgroups; share expertise and materials; hire consultants; and access resources inside and outside Extension.

*Evaluation Materials.* Responding to learner demand for “examples that relate to *my* situation,” Extension evaluators over the years have created a wealth of practical, Extension-relevant evaluation materials. Available in print and electronic formats, these materials support professional development activities, facilitate self-learning, and afford guidance for organizational ECB. They include topical booklets and how-to guides, PowerPoint presentations, tip sheets, case studies, worksheets, training manuals, and modules.

*Evaluation Champions.* Champions within administration, as well as scattered throughout the organization, are vital to ECB success. They must be continuously identified and nurtured to grow the evaluation culture and to withstand potential setbacks when a key ally moves or retires or when less interested administrators take the helm. Identifying these champions happens in various ways. Some champions are assigned by administrators to collaborative projects or evaluation responsibilities because they have influence with their peers, particular skills or interests, or learning or scholarship needs. Other champions self-select. We have found that working with these individuals over time, cementing relationships, and encouraging reflective practice help to build a cadre of key advocates that can communicate the value of evaluation and share ECB responsibilities.

*Organizational Assets.* To gain resources and guard against compartmentalizing evaluation, Extension evaluators build relationships, partnerships, and networks internally and across the university system. Tapping into existing assets offers expertise, infrastructure, and graduate student assistance that may not otherwise be available, as well as community field work opportunities for researchers and academicians.

*Financing.* Fiscal resources serve as both a signal and a tool of ECB (King & Volkov, 2005). Extension organizations use a number of sources of funds to support their evaluation activities, among them base funds, grant monies, and one-time financing. A common guideline offered by professional evaluators is to support evaluation of external grants at 10% of the project budget. This amount justifies evaluation allocations. States may designate a fixed annual amount to support a team evaluation project, or encourage evaluation as part of a program budget. But in general, adequate financing for evaluation remains a challenge.

*Technology.* A variety of technologies support the professional development activities of Extension ECB practitioners. In addition, many state Extension organizations and national networks have a significant Web presence with evaluation materials and online modules. One example is CYFERNet (<http://www.cyfernet.org/>), which offers program, evaluation, and technology assistance for children, youth, and family community-based programs. Many state organizations use survey software and electronic templates that facilitate state and federal reporting, as well as localized communications to reinforce evaluation's value to community educators and stakeholders. Sophisticated national systems exist or are under construction for collecting data and communicating results, with ECB processes supporting use of the systems. Technologies present untapped potential for learning about and from evaluation, as Hallie Preskill so vividly described in her 2007 AEA Presidential address (Preskill, 2008).

*Time.* "Not enough time for evaluation" is a frequent lament among Extension educators who juggle many competing priorities. Evaluation may be valued and supported by administrators, individuals, and the organization,

but there are always other pressing priorities. Extension educators are service-oriented, serving communities by delivering programs in response to need. ECB facilitators walk the line between “quick” and “quality” to facilitate buy-in and align purpose with reality. Including evaluation-related time designations in job responsibilities, plans of work, contracts, and grants can help make evaluation expectations explicit.

**Organizational Environment.** A favorable organizational environment is the third component of the ECB framework, with these elements featured in the Extension experience.

*Leadership.* Where key leaders actively support and convey their support to others across the organization, ECB progress is evident. Extension has examples of such leaders who understand and express the purpose and value of ECB to others, set evaluation expectations, encourage, nudge, allocate resources, ask critical questions and request studies, use evaluation results and tell how results are used, encourage inquiry and critique, verbalize their support for evaluation informally and formally, and reward and applaud. In effect, these leaders share responsibilities for ECB and find ways to integrate evaluation into organizational life.

*Demand.* Demonstrable accountability largely fuels and legitimizes ECB and is helping to institutionalize evaluation across Extension. Yet vigilance is needed to ensure that accountability supports the ECB purpose (King & Volkov, 2005). In Extension, evaluation is often equated with reporting. We “tell our story” and write “success stories” to demonstrate accountability and promote programs. Evaluation as critical inquiry and learning may be subjugated to *doing* evaluation to satisfy funders or promote programs, with consequences for evaluation design and learning. For example, where county boards fund and support the Extension office and are content with reports that describe activities and the number of people served, staff are less motivated to ask critical questions or engage in higher-level evaluation. We also find that increased internal demand for evaluation and for evaluation capacity building, as noted by King (2002), can easily exceed organizational resources and capabilities. Educators in many Extension organizations are requesting more resources and assistance than strapped budgets and single evaluation professionals can give.

*Incentives.* Where evaluation is required in staff performance and tenure systems, we find motivation to engage in evaluation. The extent to which it becomes intrinsic depends on the individual, past experience with evaluation, and the perceived value of the evaluation experience. For some, evaluation becomes part of routine work. For others, once the tenure packet is finished so is evaluation, until the next external requirement appears, even though evaluation learning may have occurred through process use (see, for example, Cousins, 2007; Patton, 2008). Overall, we find the motivators that best embed evaluative inquiry to be the intangible incentives that come through leadership opportunities, recognition by peers,

opportunities to demonstrate scholarship and grow professionally, having data to legitimize and validate one's work, and having information to improve programs and practice. In a survey of community-based educators in Wisconsin, 70% reported they engage in evaluation "to learn ways to improve programs" (Douglass et al., 2003). An additional incentive is the Extension educator's service orientation. The growing demand from community partners for evaluation training and assistance motivates Extension educators to increase their own evaluation expertise in order to teach others and respond to local needs. Using such motivators to guide and promote capacity building activities helps people engage.

*Structures.* Three structural features appear particularly relevant in the Extension case. First, successful ECB depends on communication structures that facilitate horizontal and vertical information flows across the entire organization. By increasing the use of electronic technologies and investments at the local level, we make this possible. Second, the team program structure, organized around issues, helps break down silos and facilitates collective action, collaborative inquiry, group problem solving, and synthesis. Additional peer-support and learning structures, such as program area liaison structures, evaluation advisory groups, and mentoring structures, can build on existing mechanisms to facilitate ECB. Third, data management systems are necessary to facilitate creation, management, and use of data, and can incorporate question banks for customized data collection, Web-based data processing, templates for using and communicating data, and processes for monitoring data quality and sharing lessons learned.

*Policies and Procedures.* A variety of explicit and implicit rules and procedures guide evaluation decisions and actions. Evaluation may be written into job descriptions and annual performance reviews. Likewise, we see evaluation policy in guidelines for tenure and promotion, scholarship, grants and contract proposals, internal grant awards, and expectations of program teams and organizational workgroups (for example, "create a team plan of work" or "develop a system to evaluate and communicate workgroup activities"). However, the nature, level, and expectations of evaluation may not be specified, and program areas or units may define their own expectations. Expecting evaluation without more formal written policy guidelines may result in evaluation becoming equated with end-of-session questionnaires, whose use can limit learning about evaluation options and approaches (Boyd, 2006). Policies related to financial resources or allocations for evaluation seldom exist.

### **Example of ECB: Logic Model Diffusion**

A case example illustrates the interplay of professional development, resources, and support within the organizational environment in diffusion of the logic model at the University of Wisconsin–Cooperative Extension.

**Background.** In early 1994, a series of regional training workshops were conducted across the nation by the USDA's Planning and Accountability Unit (within the Cooperative State Research, Education, and Extension Service) to disseminate GPRA expectations and begin preparing states to accommodate the performance information mandates. The training included the new *input-output-outcome* terminology and a simple logic model to help states link program investments to results that paired up well with the widely used Extension evaluation framework, Claude Bennett's Hierarchy of Evidence (Bennett, 1975, 1979).

**Process.** The ECB action in Wisconsin started with developing practical, Extension-specific resource materials blending the new terminology and expectations with familiar concepts and processes to use in training and orientation of staff, starting with administrative leadership. University of Wisconsin–Cooperative Extension had a strong history of evaluation with longstanding funded positions and a newly hired evaluation specialist with experience using logic models. The associate dean and director, who actually enjoyed evaluation, served as a powerful champion and leader. She saw the logic model as a foundational framework that could bring cohesion to the fragmented program planning, reporting, and performance appraisal systems. The simple *input-output-outcome* graphic was transformed from an evaluation framework into a comprehensive program development model (<http://www.uwex.edu/ces/pdande>) to guide UW–Cooperative Extension program planning, implementation, and evaluation. This *logic model framework* became the basis for a new Web-based planning and reporting system, for the renovated performance appraisal system, and for the institutionwide impact reporting system initiated by the University of Wisconsin–Extension vice-chancellor in 1997.

Policy guidelines stating that faculty and staff would use a logic model framework for planning and evaluation were incorporated into staff performance criteria. Program teams were required to complete a plan of work and submit annual, outcome-centered accomplishment reports following the logic model framework. Internal grant competitions required logic model language. Monies were allocated to program teams to support planning and evaluation. The logic model language, the focus on outcomes, and the linking of evaluation with program planning began to appear across the organization. Demand grew for additional resources and training. The logic model was coupled with a practical evaluation planning guide and other print and Web resources to provide a common professional development framework, cross-program collaboration, and initiation of newcomers to UW–Cooperative Extension program development and evaluation. These activities reflect King's (2007) notion of "purposeful socialization" with evaluation understood as "part of the organization's core operations, not an add-on or afterthought, but simply the way business is done" (p. 53).

To build leadership in evaluation across the national system, a Wisconsin team spearheaded a four-day workshop that ran annually from

1998 to 2000. The associate dean and director led and cofacilitated the professional development opportunity, drawing wide national participation. One morning was devoted to logic models, spinning off into additional trainings and logic model resources. At about the same time, a cross-state team decided to use the logic model framework for developing a national nutrition education reporting system (Medeiros et al., 2005). Financial resources were secured and the face-to-face logic model workshop was turned into a public-access online self-instruction module (Taylor-Powell, Jones, & Henert, 2002). Simultaneously, a variety of influential external forces were in play, notably the “outcomes movement” spurred by the United Way and performance-based budgeting among county governments.

**Results.** No one anticipated the interest and demand for logic model training that emerged across the country, the extensive use of the Web site, and the diffusion process that unfolded. Today, the logic model forms the basis of the federal planning and reporting system and is widely used and adapted by Extension organizations for program planning, evaluation, reporting, and grantwriting purposes. This case illustrates a series of factors, events, and opportunities that occurred simultaneously within the external and internal environments, which were acted on in an opportunistic, incremental way. Such may be the reality of governmental and complex organizational contexts suggesting an “opportunistic approach to evaluation capacity development” (Boyle, Lemaire, & Rist, 1999, p. 14).

Cognitive, affective, and behavioral changes observed within University of Wisconsin–Cooperative Extension at the individual, team, and organizational levels include:

1. Increased focus on a program’s theory of change, its underlying assumptions and the differentiation between activities and outcomes
2. Increasingly reflective practice among staff concerning their programs and their evaluation practice, suggestive of Patton’s (2008) learning to learn
3. Increased skills in the methods and techniques of evaluation
4. Rising number of educators teaching and mentoring others in logic models and evaluation, suggesting increased motivation and ownership of evaluation
5. More effective use of evaluation resources to focus on appropriate evaluation questions
6. Improved ability to talk about and aggregate results across sites, with understanding of when and where aggregation is desirable
7. Improved communications with stakeholders about the results and value of Extension’s programs
8. Increased ability to fulfill grant requirements
9. Increased number of evaluations undertaken

10. A common language, shared understandings, and a program development framework embedded in the organization, making evaluation a part of organizational life

### **Evaluating Evaluation Capacity Building**

ECB is a process, and as such process evaluation helps determine its direction. Purposeful socialization and active facilitation of evaluation processes (King, 2007) have featured prominently in the self-reflective work of Extension evaluators. Much of the current evaluation effort of ECB within Extension focuses on process evaluation for directing and improving ECB, as well as outcome evaluation for measuring individual change and personal growth. Less attention has been paid to the expected collective benefit for the work group, program, or Extension organization. A theory of change, or logic model, for ECB may help an organization specify intended levels of achievement and make ECB expectations and roles clear. Outcomes may be defined relative to individual, work group, program, and/or organizational change and be linked to evaluation's ultimate goal of helping organizations contribute to social betterment (Mark, Henry, & Julnes, 2000). Figure 5.1 presents a preliminary, abbreviated logic model to illustrate levels and interactions of ECB outcomes and potential indicators of achievement.

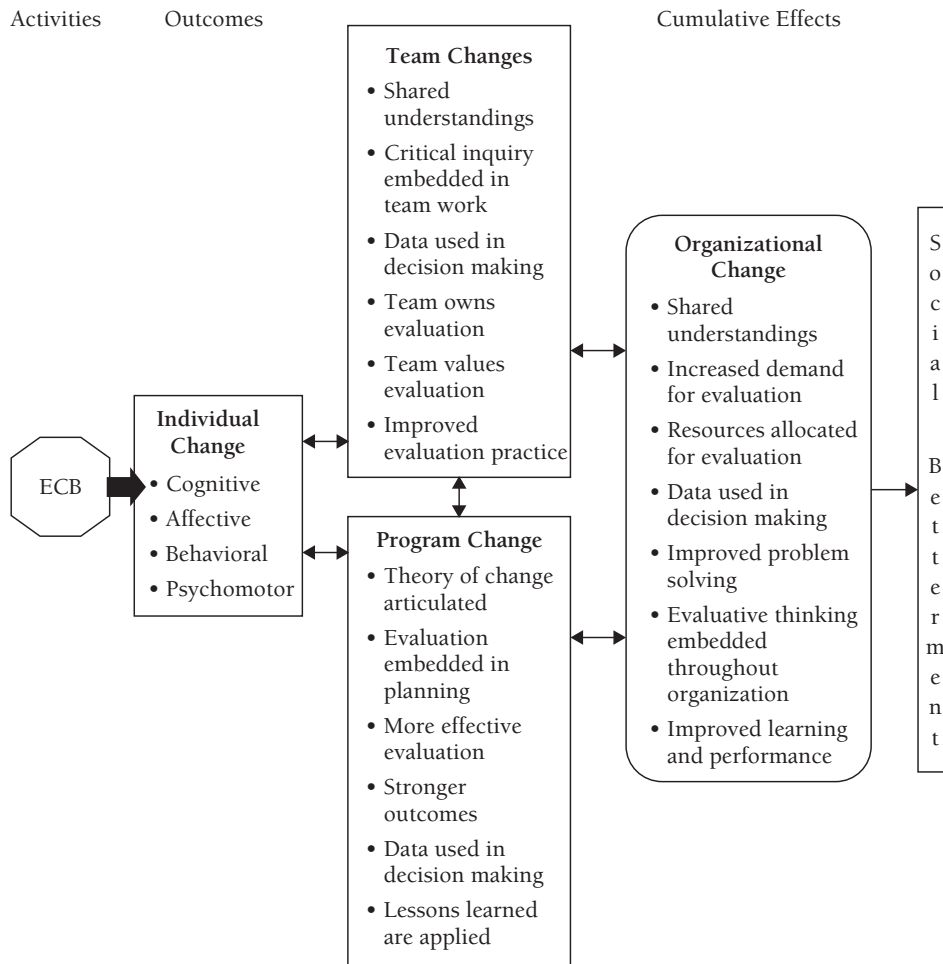
As ECB matures, its higher-level outcomes demand attention and research. More rigorous and systematic evaluation is called for, relative to evaluation as an organizational learning and improvement system (Cousins et al., 2004). Approaches and models of ECB are developing in numerous contexts that warrant explanation and understanding—for example, differences related to depth and breadth of the ECB initiative, ECB connected to “conducting an evaluation” versus broader evaluative inquiry, and intentional versus more opportunistic approaches to ECB.

### **Conclusions: Observations Along the Way(s)**

In continuously changing organizational contexts, ECB work is challenging and rewarding. We conclude with our own observations, which may be applicable to others working in similar organizations with multiple levels and complex dynamics.

1. Understand ECB as organizational development, not just professional development. Think about the individual, team, and organization simultaneously and maintain clarity in ECB purpose. We liken ECB to building a government monitoring and evaluation system as “a long haul effort, requiring patience and persistence” (Mackay, 2006, p. 9).
2. Use external demands for results as the lever, not the control. Calls for accountability can motivate an organization and its staff; use this

**Figure 5.1. Logic Model for ECB Theory of Change**



motivation to build the internal demand and intrinsic motivators that will sustain quality evaluation and build evaluative inquiry.

3. Practice evaluation through creative and mixed approaches. Opportunities abound for engaging staff and organizations to help develop “an evaluation habit of mind” (Katz, Sutherland, & Earl, 2002).
4. See every interaction as having educational potential. Use every opportunity, every teachable moment, and every serendipitous occasion to build evaluation capacity. This can include inserting comments in e-mails, engaging in hallway discussions, sharing articles and resources, and asking questions—approaches that are not necessarily planned or formal.
5. Not all staff need become expert evaluators. Consider diverse needs, experiences, and evaluative responsibilities. Work toward flexibility in designing and implementing the ECB initiative. Start where the learner (or the organization) is and build from there.
6. ECB practitioners tend to look more like evaluation educators and facilitators than like program evaluators—because they are. Being labeled a

program evaluator can be a challenge for the ECB practitioner if there is not broad-based understanding and support of ECB, or if staff members see critical inquiry and evaluation as the evaluator's responsibility instead of their own.

7. Identify and support those who care about evaluation. Never stop growing the pool. Encourage and support those interested in becoming evaluation leaders, mentors, and advocates.
8. ECB does not mean we must do it all ourselves. Engage partners, build networks and relationships, and access external expertise and resources to support ECB. Have fun learning along the way(s).

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