EVALUATION CAPACITY BUILDING MODELS, MEASURES AND OUTCOMES:
TAKING STOCK TO FORGE AHEAD

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Our Panel

- Research Synthesis of Evaluation Capacity Building (ECB) Literature: An Evidence-Based Review
  - Susan N. Labin, Ph.D., Jennifer Duffy, & Abraham Wandersman, Ph.D.
- Results and Implications of a Mixed-Methods ECB Model Validation Study
  - Tina Taylor-Ritzler, Ph.D., Yolanda Suarez-Balcazar, Ph.D., & Edurne García Iriarte, Ph.D.
- Using Qualitative Methods to Further Specify Contextual and Cultural Elements of ECB Processes
  - Yolanda Suarez-Balcazar, Ph.D. & Tina Taylor-Ritzler, Ph.D.
- Discussant
  - Hallie Preskill, Ph.D.

RESULTS AND IMPLICATIONS OF A MIXED-METHODS ECB MODEL VALIDATION STUDY

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Importance of ECB

- ECB within nonprofit organizations is a focus of the work of many evaluators
- Yet, we need to better understand the factors that impact ECB processes and outcomes within nonprofit organizations
  - *What factors are critical predictors of evaluation capacity?*
 - *How do we know when evaluation capacity has been created?*

Need for Research on ECB

- *Individual* and *organizational* factors are critical in evaluation *capacity*
  - Cousins et al. (2004, 2008), Milstein & Cotton (2000), Naccarella et al. (2007), Preskills & Boyle (2008), Stockdill et al. (2002), Suarez-Balcazar, Taylor-Ritzler, Garcia-Iriarte et al. (2010), Volkov & King (2005)
- *Organizational* factors "mediate" between *individual* factors and *capacity* outcomes
- Need empirically validated models and measures

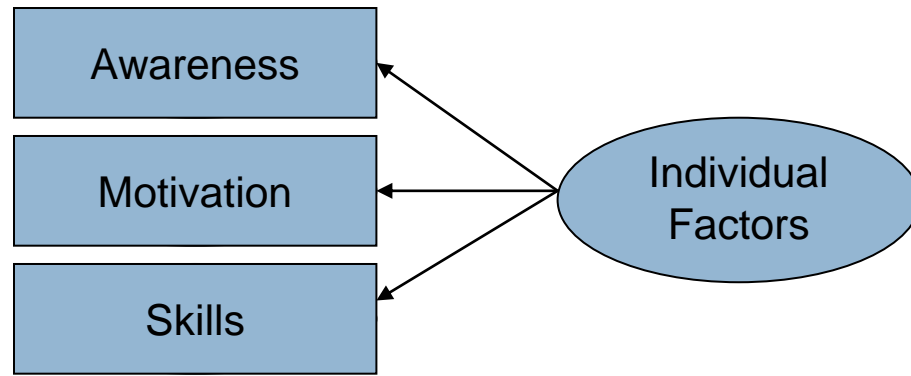# Suarez-Balcazar, Taylor-Ritzler, Garcia Iriarte et al. (2010) Conceptual Model
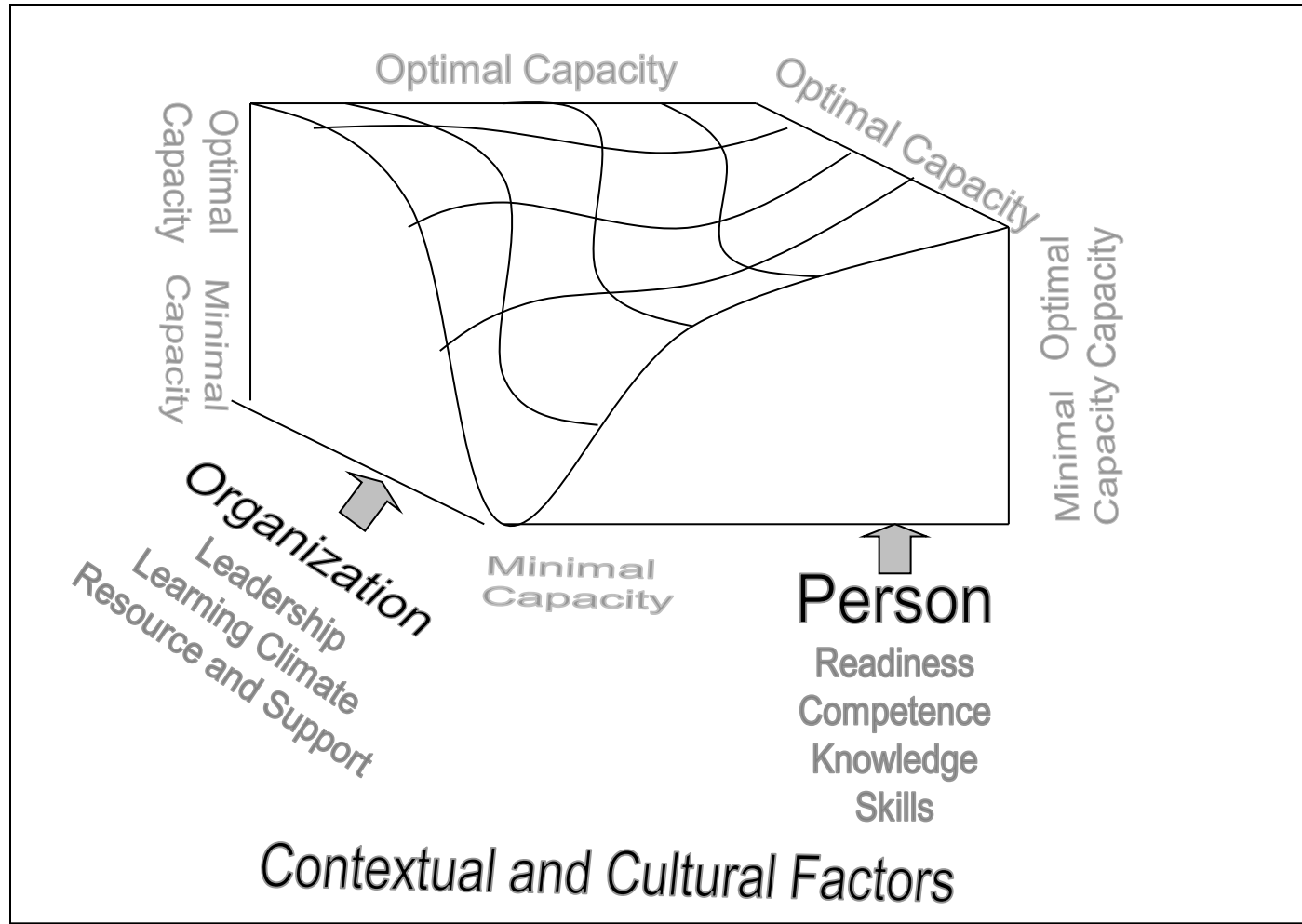
Suarez-Balcazar, Taylor-Ritzler, Garcia Iriarte , et al. (2010). Evaluation Capacity Building: A Cultural and Contextual Framework. In Balcazar, F., Suarez-Balcazar, Y., Taylor-Ritzler, T., & Keys. C. *Race, Culture and Disability: Rehabilitation Science and Practice*. Sudbury, MA: Jones and Bartlett

Taylor-Ritzler, Suarez-Balcazar, Garcia Iriarte et al. (2010) Measurement Model

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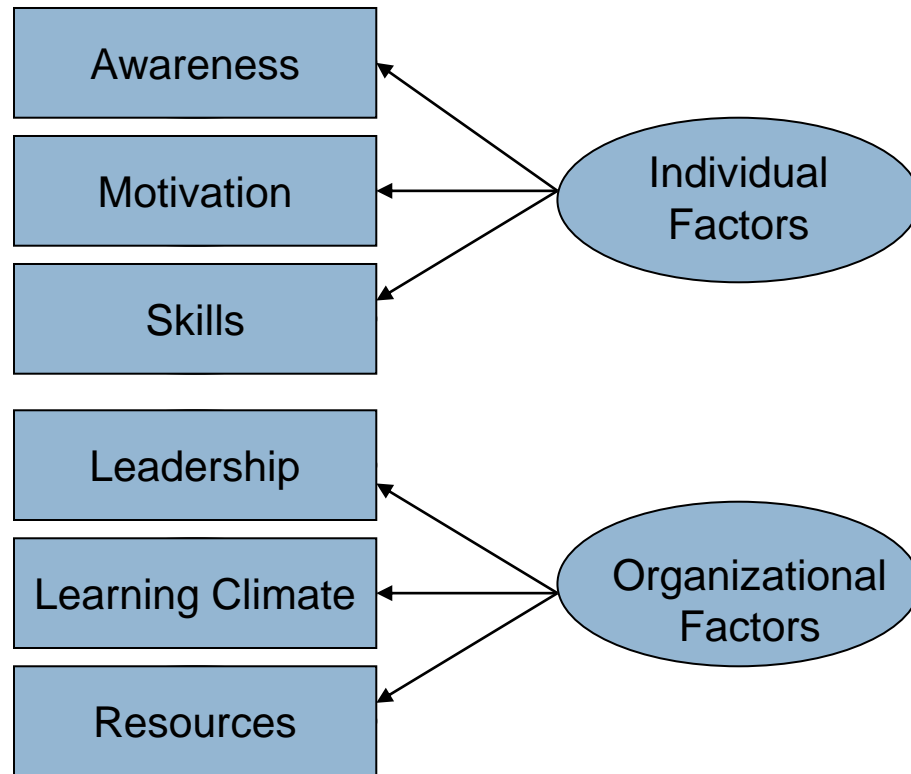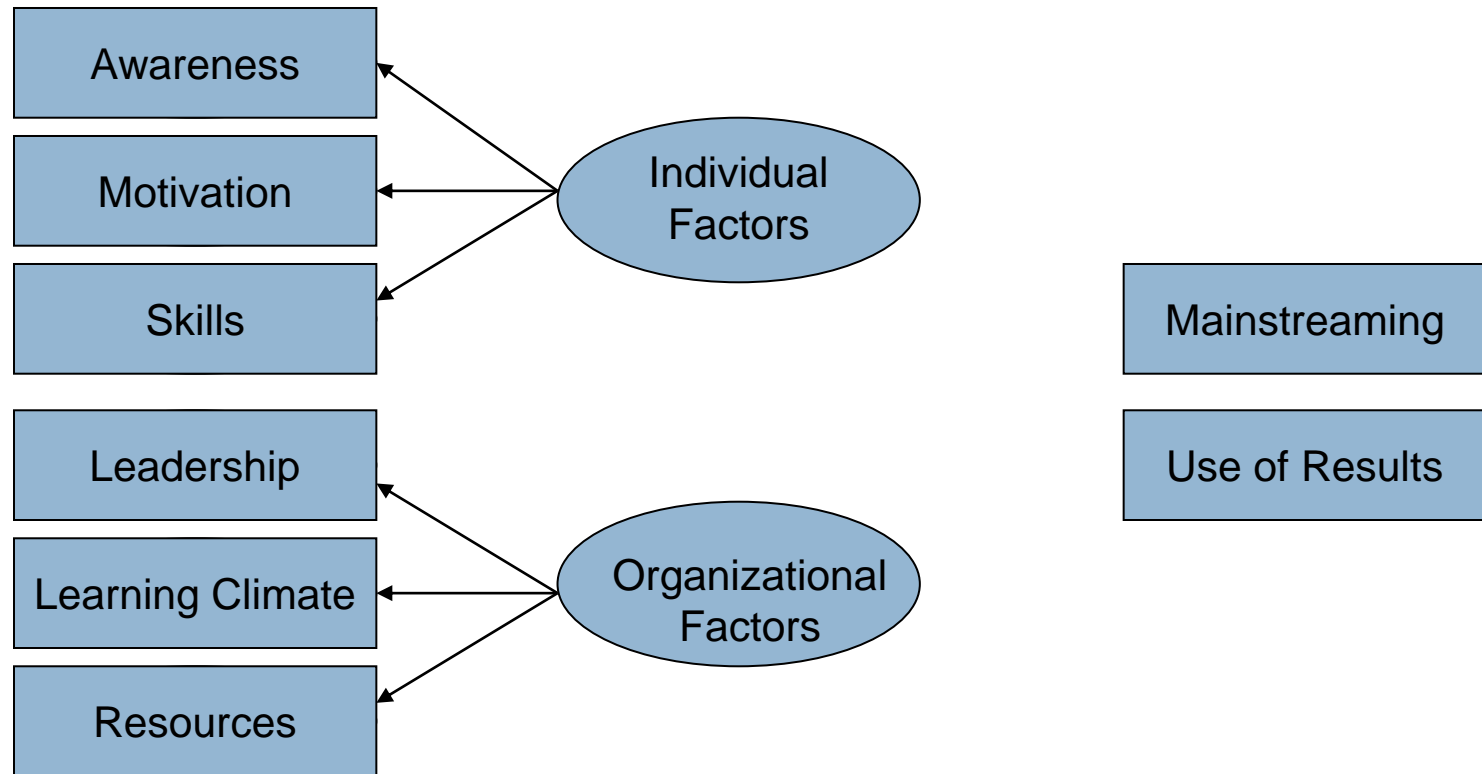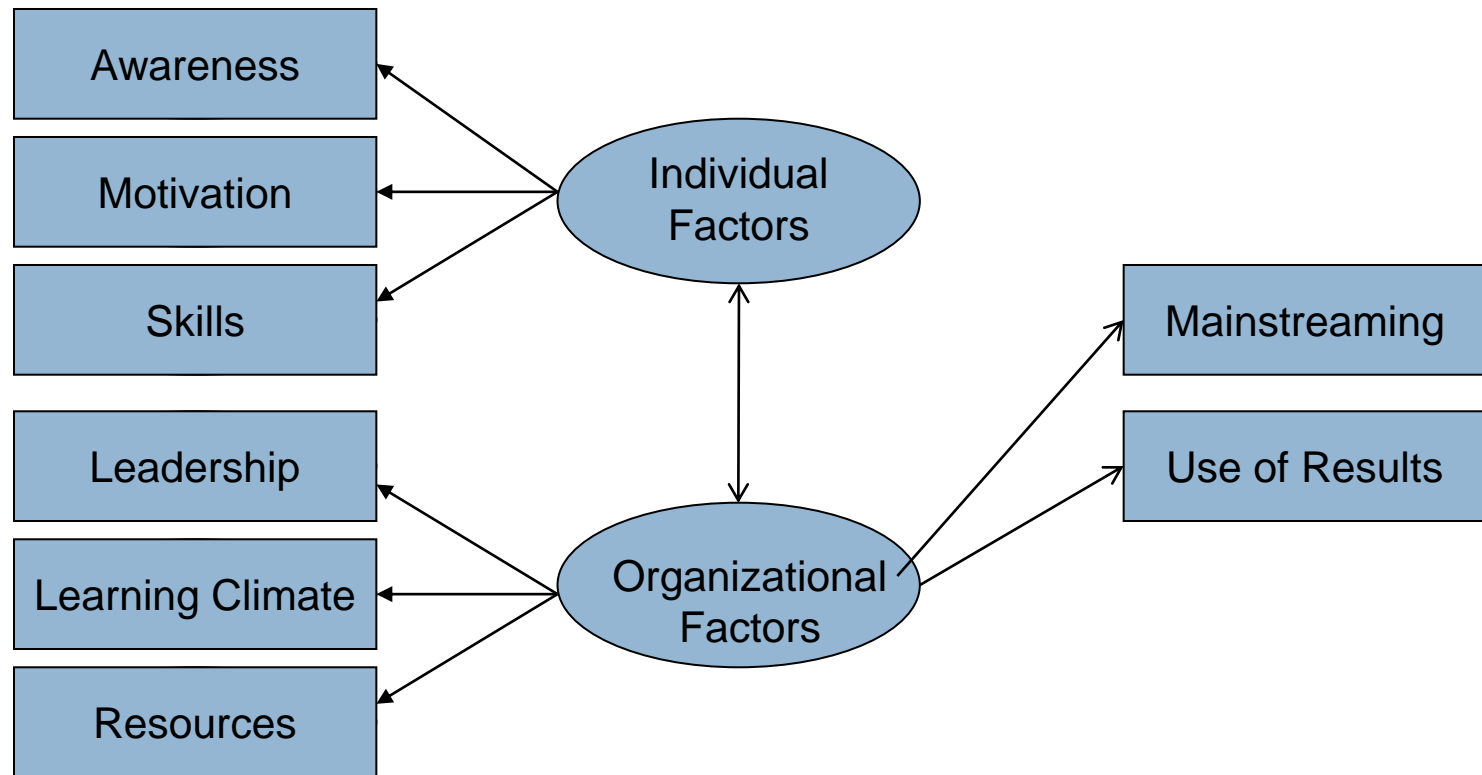
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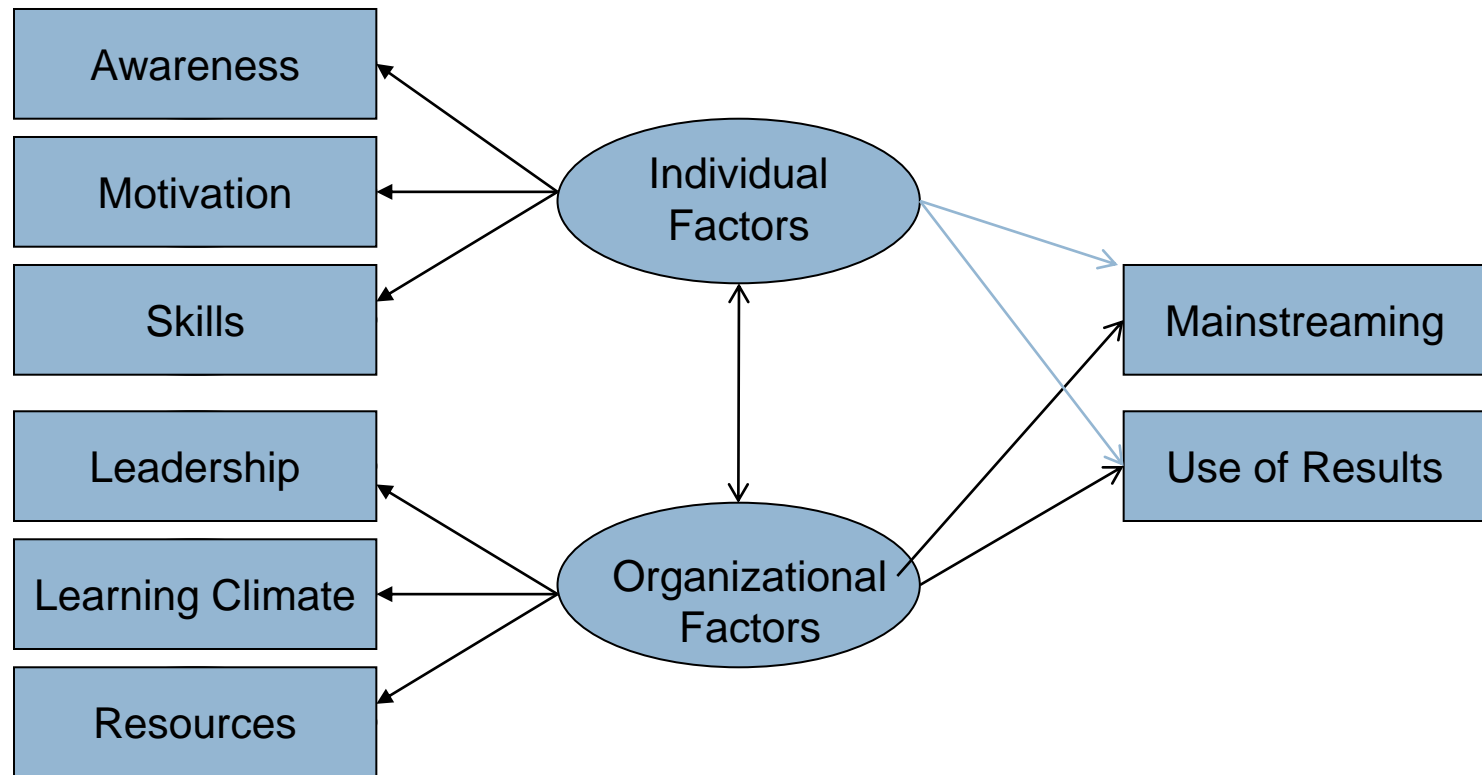
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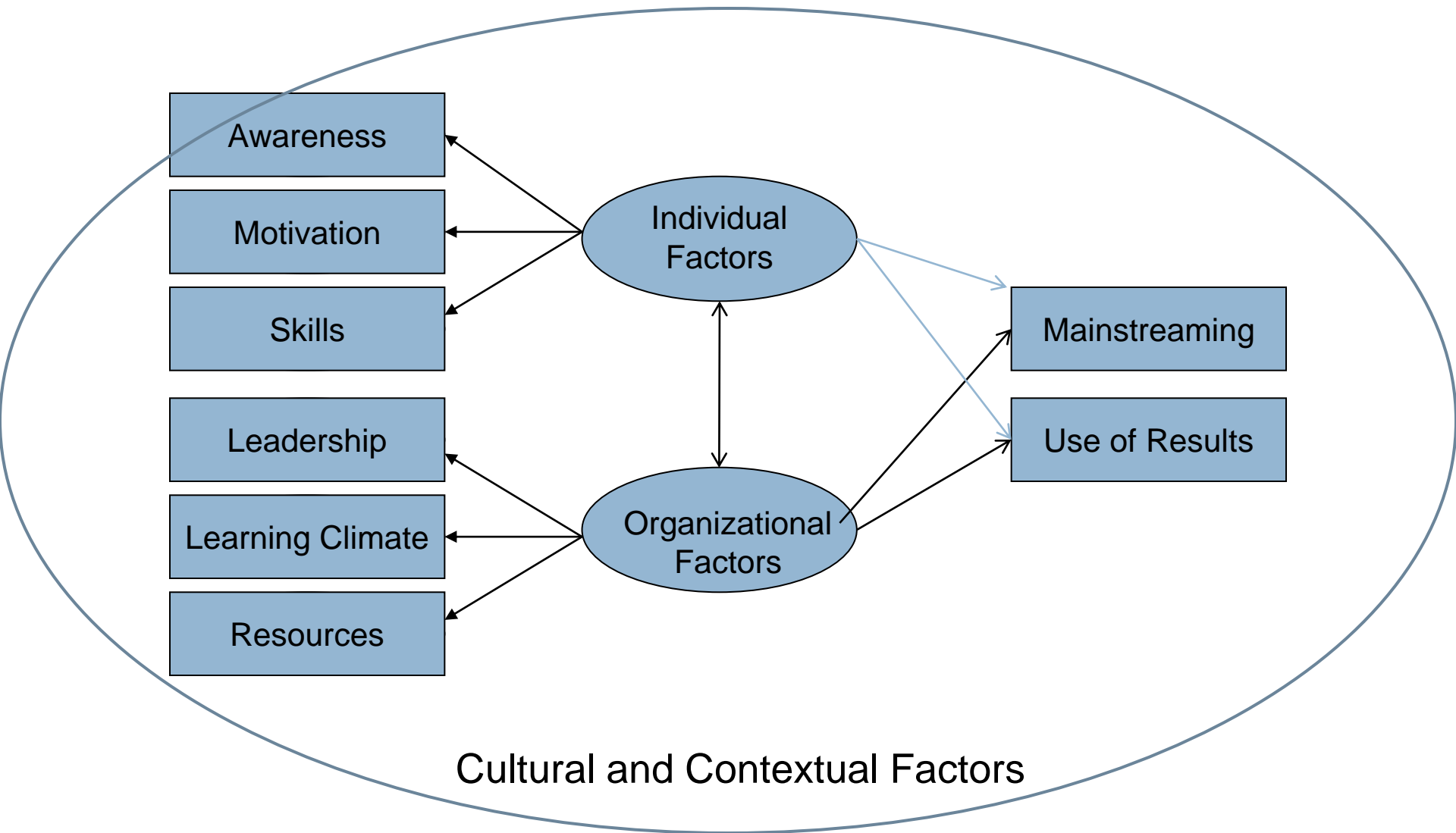
Our Purpose

- Results and implications of a multi-factor and multi-method process to validate our ECB model
  - Conceptual soundness of the model
  - Composition of factors/sub-factors
  - Relationships among factors/sub-factors
    - Relationships among "predictors"
    - Relationships among "predictors" and "outcomes"

Two Study Approach to Validation

- Study 1: Mixed methods multiple case study
  - Case summaries *(in press, AJE)*
  - Cross-case analysis
    - 62 staff in 14 organizations

- Study 2: Quantitative validation study
  - Confirmatory Factor Analysis (CFA)
  - Structural Equation Modeling (SEM)
    - 169 Executive Directors of non-profits

Study 1: Multi-method Measurement

	Survey	Interview	Record Review
Organizations Factors			
Leadership	9 items, α=.82	**x**	
Learning Climate	8 items, α=.89	**x**	
Resources	8 items, α=.83	**x**	
Individual Factors			
Awareness	21 items, α=.71	**x**	
Motivation	4 items, α=.74	**x**	
Competence	16 items, α=.91		**x**
Culture and Context	11 items, α=.76	**x**	
Eval Capacity Outcomes			
Mainstreaming	7 items, α=.72	**x**	**x**
Use	13 items, α=.93	**x**	**x**
	97 items	18 questions	16 indicators

Study 1: Case Summaries! High/Mod/Low

	Survey	**Interview**	**Record Review**
Organizations Factors	M		
Leadership	M	Themes	
Learning Climate	M	Themes	
Resources	M	Themes	
Individual Factors	M		
Awareness	M	Themes	
Motivation	M	Themes	
Competence	M		Checklist
Culture and Context	M	Themes	
Eval Capacity Outcomes	M		
Mainstreaming	M	Themes	Checklist
Use	M	Themes	Checklist
	Total Mean	**Gist**	**Score**

Study 1: Cross-case Analysis

- Data supports inclusion of all factors
- Relationships among factors are consistent across cases
  - *Individual Factors*
    - *Awareness* is the basis for *motivation, competence*
  - *Organizational Factors*
    - *Leadership* is necessary for *learning climate, resources*
  - *Individual-Organizational Factors*
    - Without *organizational incentives/pressure* (e.g., funder's/leader's requirements) *individual factors* do not lead to *capacity outcomes*

Study 2: Data Analysis

- Confirmatory Factor Analysis (CFA)
    1. Individual factors
        - Awareness
        - Motivation
        - Competence
    2. Organizational factors
        - Leadership
        - Learning climate
        - Resources
    3. Evaluation capacity outcomes
        - Mainstreaming
        - Use
- Structural Equation Modeling (SEM)

Study 2: CFA Results

Model	χ^2	df	χ^2/df	RMSEA	CFI	TLI
Individual Factors	873.404*	516	1.69	.064	.89	.88
Organizational Factors	322.769*	223	1.45	.051	.94	.93
Mainstreaming & Use	176.045*	100	1.76	.071	.95	.94

Study 2: Correlations among Study Variables

	1	2	3	4	5	6	7	8
1. Awareness	-	-	-	-	-	-	-	-
2. Motivation	.55*	-	-	-	-	-	-	-
3. Skills	.32*	.32*	-	-	-	-	-	-
4. Leadership	.06	.07	.36*	-	-	-	-	-
5. Learning Climate	.29*	.22*	.50*	.55*	-	-	-	-
6. Resources	.06	.17*	.45*	.45*	.40*	-	-	-
7. Mainstreaming	.25*	.25*	.52*	.56*	.57*	.67*	-	-
8. Use	.32*	.25*	.50*	.43*	.46*	.57*	.71*	-

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Study 2: SEM Results
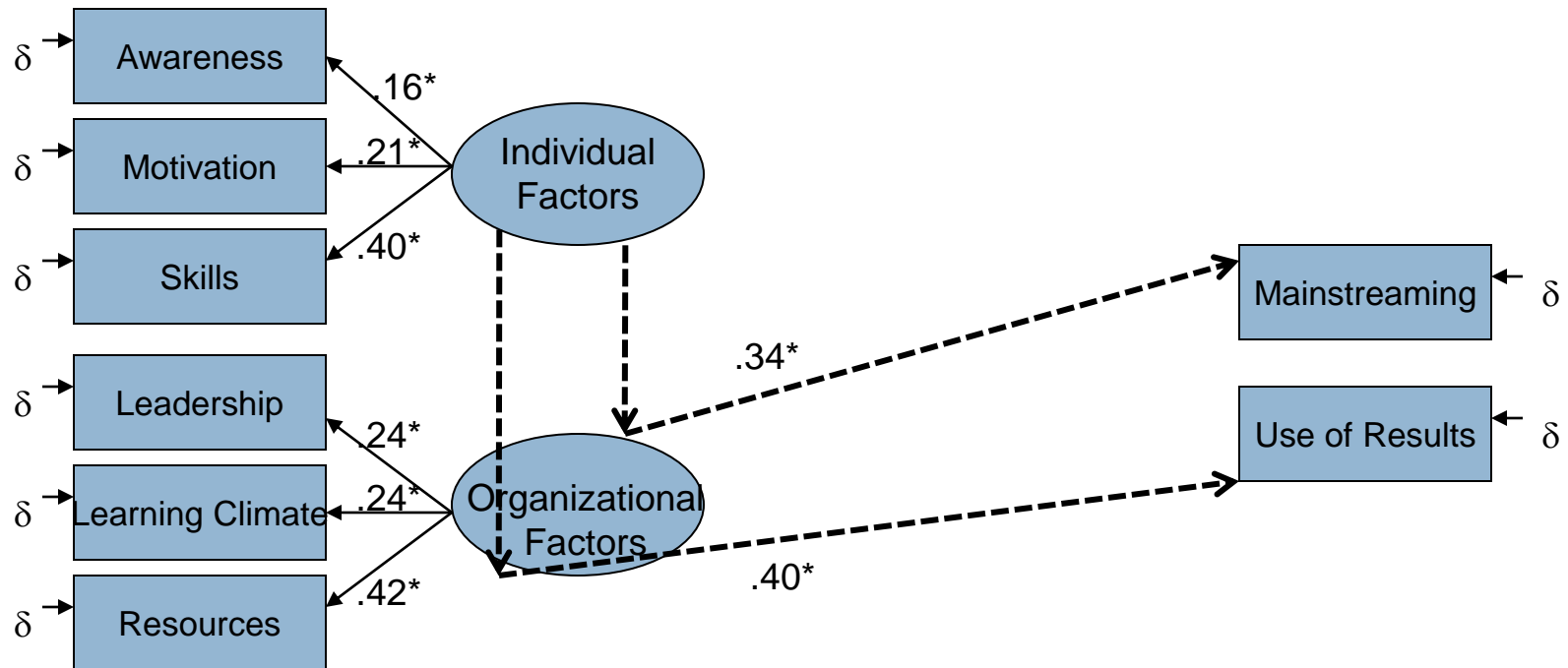
Model	χ^2	df	χ^2/df	RMSEA	CFI	TLI
Structural Model	16.833	12	1.40	.049	.990	.976

Implications

- What is evaluation capacity? How do we know it when we see it?
  - Mainstreaming, use/utilization
- What factors lead to evaluation capacity?
  - Organizational factors mediate the relationship between individual factors and capacity outcomes
- Implications for Practice
  - ECB is an incremental, iterative & long-term process
  - *Where to start? What is baseline? Where to focus efforts?*
- Implications for Research
  - Replicate and extend scope: gather multiple perspectives
  - *What types of strategies "work" toward which outcomes? What is achievable? What are the conditions, contexts for success?*

For more information…

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