



The 2009 Claremont Evaluation Debates  
August 23 & 24, 2009  
Claremont Graduate University

## Empowerment Evaluation

Its Promise (Fetterman) and Pitfalls (Scriven & Patton)

School of Behavioral and Organizational Sciences  
**Claremont Graduate School**

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August 24, 2009

Australia  
Canada  
Ethiopia  
Finland  
Mexico  
Nepal  
New Zealand  
South Africa

## International



CROSS  
CULTURAL



## The Faces of Empowerment Evaluation



Japan - Taka Kusago



Spain - Jose Maria Diaz Puente



Native Aspirations - Susie Amundson



Arkansas - Linda Delaney



RAND - Matt Chinman



Ethiopia - Yibeltal Kiflie



Brazil - Thereza Penne Firme

## More Faces of Empowerment Evaluation



Iran - Mohamid Hasan Mohaqeqmoein



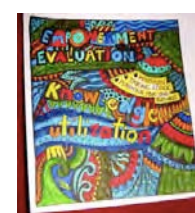
Abraham Wandersman



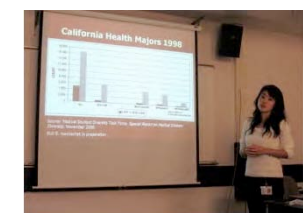
Arkansas - MISRGO



Mexico - Oscar Figueroa



New Zealand



Stanford - Medical Education Research Group

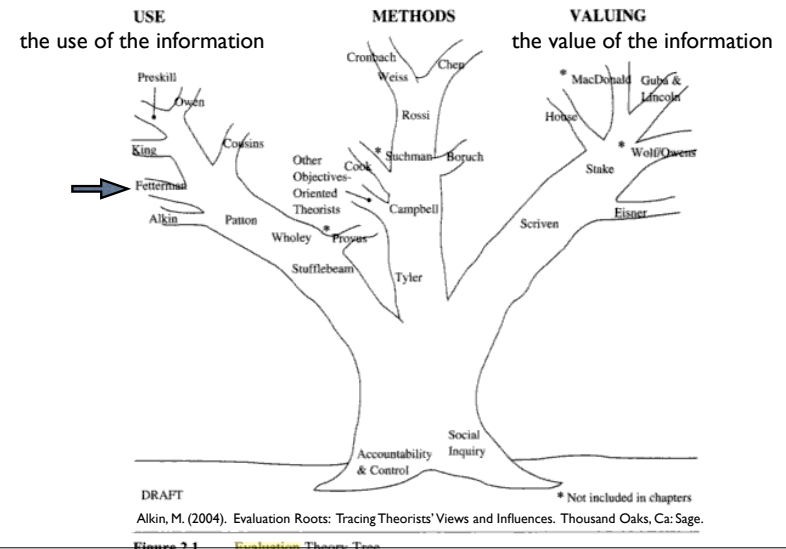
## What is Empowerment Evaluation?

- EE is the use of evaluation concepts, techniques, and findings to foster improvement and self-determination.
- Expanded definition: An evaluation approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.

## A Limb on the Tree of Evaluation

An Evaluation Theory Tree

13



## Similarities To Traditional Evaluation: Logic of Evaluation

- Goal or Purpose (specific to the program)
- Baseline - where are things before the intervention
- Program or Intervention
- Measurement (including criteria)
- Process
- Outcomes & Impacts

## Contrasts & Conflicts

Traditional	Empowerment
External	Internal
Expert	Coach or Critical Friend
Data Warehoused	Data Used
May Foster Dependency	Self-determination & Capacity Building
Independent Judgment	Collaboration
Rarely Designed to Continue Beyond	Enhances Sustainability

External & Internal are Not Mutually Exclusive

# Underlying Theories of Empowerment Evaluation

## Theory Number One

**PROCESS USE:** the more that people engage in the act of conducting their own evaluations the more likely it is that they will find the results credible and act on the recommendations

➡ **Knowledge Utilization**

# Aligning Theories of Action and Use

## Theories Number Two and Three

theory of action

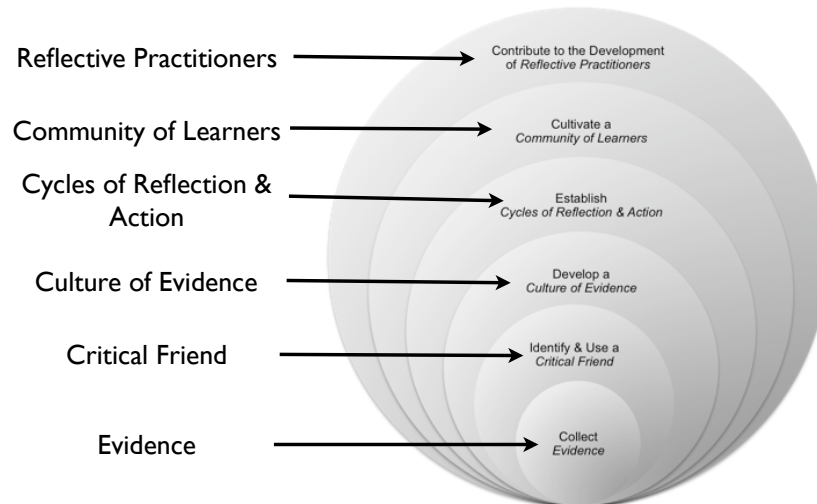
theory of use

espoused

observed behavior



# Key Empowerment Evaluation Concepts



# Coaching



## Empowerment Evaluation 3 Steps

1. Mission
2. Taking Stock
3. Planning for the Future

## Taking Stock Part I

- 💡 List activities
- 💡 Prioritize (dots)

Activities	Prioritization with Dots
Communication	○○○○
Product Development	○○○○○○○○
Fundraising	○○○

## Taking Stock Part II

- 💡 Rating 1 (low) – 10 (high)
- 💡 Dialogue

Activities	DF	DE	SEC	Average
Communication	3	6	3	4
Teaching	4	5	9	6
Funding	5	2	1	2.67
Prod. Develop	1	8	4	4.33
Average	3.25	5.25	4.25	4.25

## Planning for the Future

- 💡 Goals
- 💡 Strategies
- 💡 Evidence



## Baseline, Intervention, Institutionalization

- **Taking Stock** Represents the **Baseline**
- **Plans for the Future** represent **Intervention**
- **Interim Measures** - Benchmarks - Launching Internal Measures - Feedback Loops - **Formative Feedback** - **Midcourse Corrections**
- **2nd Taking Stock** is a 2nd Data Point - Comparing **Change Over Time** as a Group
- **Institutionalization**

## Empowerment Evaluation Principles

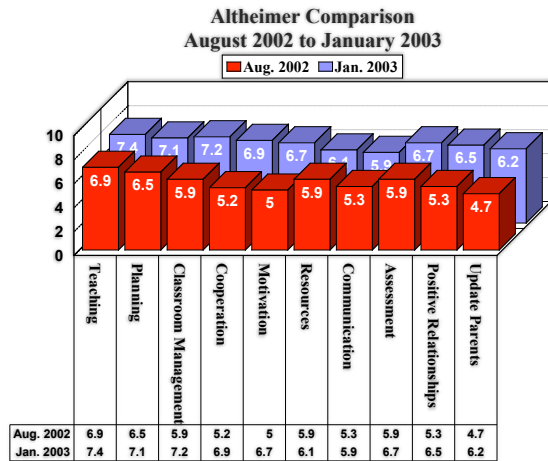
1. Improvement	6. Community Knowledge
2. Community Ownership	7. Evidence-based Strategies
3. Inclusion	8. Capacity Building
4. Democratic Participation	9. Organizational Learning
5. Social Justice	10. Accountability

## Accountability Outcomes

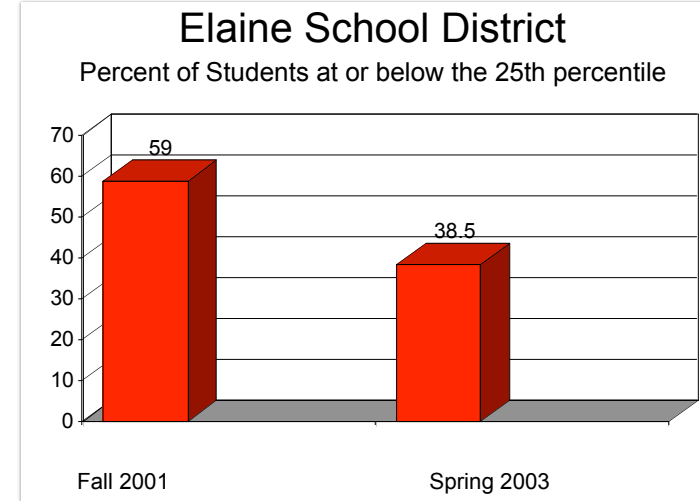
- Arkansas - Academically Distressed Schools
- Hewlett Packard - \$15 Million Digital Village
- Stanford School of Medicine - Curriculum
- Arkansas - Tobacco Prevention Programs
- Michigan - Sexual Assault Programs
- California & South Carolina - Substance Abuse Programs



## Gains



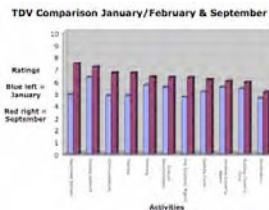
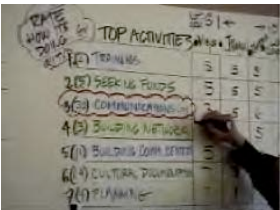
## Test Scores



## Tribal Digital Village



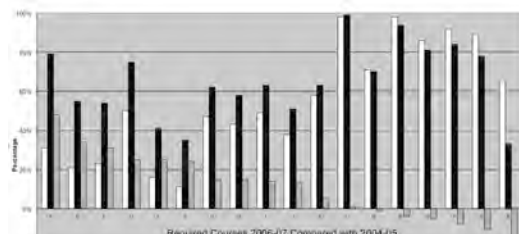
San Diego Tribal Digital Village



Largest Wireless System in the Country

# Stanford School of Medicine

p=0.04  
STEP I  
PGY-I

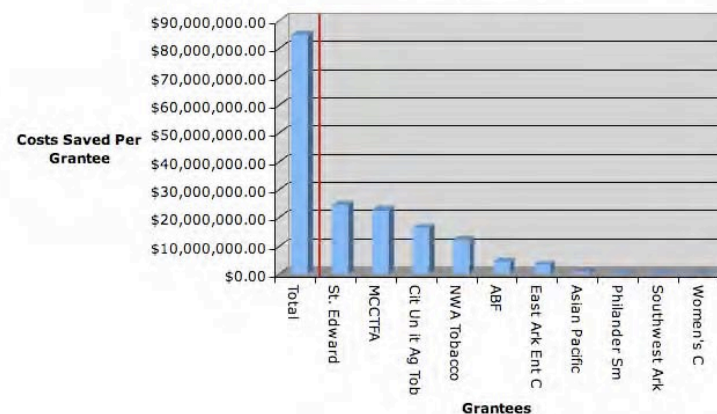


Dialogue  
Accreditation

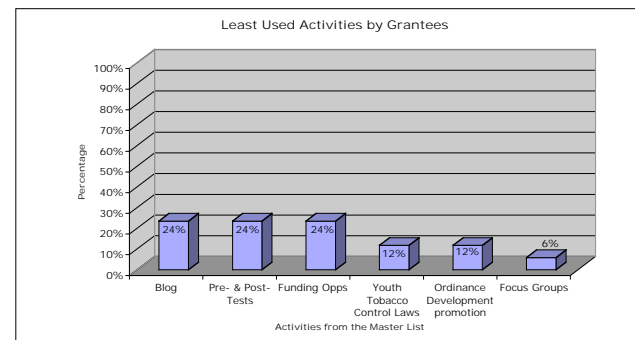
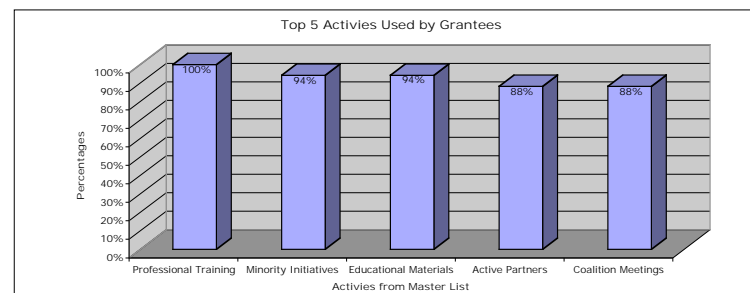
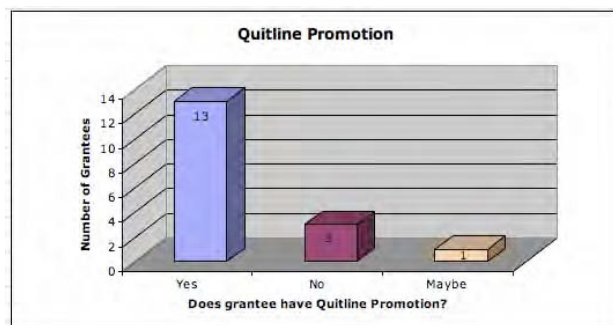


# Arkansas Tobacco Prevention: ROI

**\$84,756,168 Excess Medical Costs Saved**



# Visual Alert System







## The Arkansas Evaluation Center



## Building Evaluation Capacity



### A Bill

SENATE BILL 951

State of Arkansas  
86th General Assembly  
Regular Session, 2007

By: Senator Wilkins  
By: Representatives E. Brown, Flowers

### For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS EVALUATION CENTER;  
AND FOR OTHER PURPOSES.

## Empirical Evidence & Meta-evaluation

- Getting to Outcomes - quasi-experimental design - builds individual capacity and program performance (Chinman, et al 2008)
- Sexual Assault and Rape Prevention Programs - helping 90% of the prevention programs (Campbell, et al 2004)
- Stanford School of Medicine - course ratings improved  $p=0.04$  (Fetterman, Deitz, and Gesundheit, in press)
- National School Breakfast Program - (Miller and Lennie, 2005)

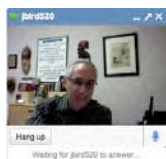
## Technological Tools of the Trade: A Metaphor



Wordle - Word Cloud



Zoomerang - Online Survey



Videoconference



YouTube

Online Surveys  
Digital Photography  
Blogs  
Picture Sharing  
Docs & Spreadsheets  
Collaborative Web Sites  
Videoconferencing  
YouTube

Align Tools with the  
Principles of  
Empowerment  
Evaluation

## Google Collaborative Site

**Medical Education Research Group**

**Navigation**  
[Announcements](#)  
[Calendar](#)  
[Journal Club](#)  
[Workshops](#)  
[Tools](#)  
[Sitemap](#)

**Announcements >**

**Journal Club**

**Schedule**

Time: 10:15 to 11:45  
Location: Redwood T138B (Fall Quarter 2008)

Date	Author	Topic
September 25, 2008	Daisy Grewal and Heather Davidson	Emotional Intelligence and Graduate Medical Education
October 23, 2008	Nell Gesundheit	Medical School Policies Regarding Struggling Medical Students During the Internal Medicine Clerkships: Results of a National Survey
January 29, 2009	Gabriel Garcia	Applications of Bloom's Taxonomy Debunks the "MCAT" Myth
February 26, 2009	Ken Voelt (tentative)	Grade Inflation
March 26, 2009	Sylvia Bereknyei (tentative)	Enhancing the Informal Curriculum of a Medical School: A Case Study in Organizational Culture Change
April 30, 2009	Erika Shimahara	Letters of recommendation/residency selection factors in surgery
May 26, 2009	Alice Adler	The use of disconfirming data
June 25, 2009	TBA	TBA

**Attachments (4)**

- Grewal Davidson\_JAMA2008.pdf 151k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)
- Heiderckships.pdf 78k - on Sep 25, 2008 12:45 AM by Medical Education (version 1)
- Science.MCATmyth.pdf 414k - on Sep 25, 2008 12:49 AM by Medical Education (version 1)
- emotionalIntellig.pdf 394k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)

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# Google Empowerment Evaluation Web Page & Blog

## COLLABORATIVE, PARTICIPATORY & EMPOWERMENT EVALUATION

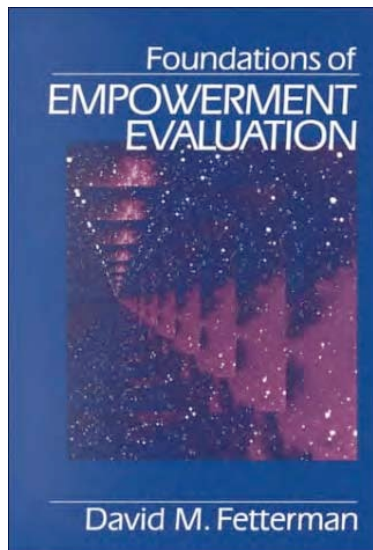
AMERICAN EVALUATION ASSOCIATION TOPICAL INTEREST GROUP



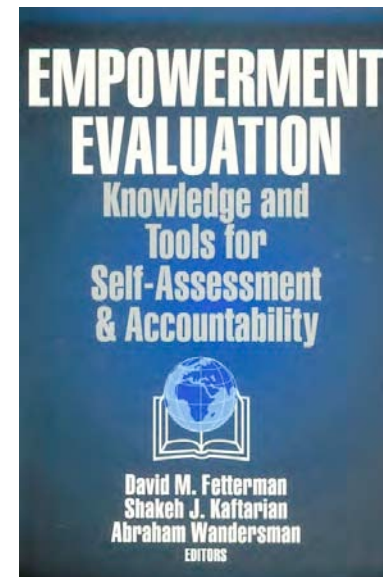
## Selected References

- Campbell, R., Dorey, H., Naegeli, M., Grubstein, L., Bennett, K., Bonter, F., Smith, P., Grzywacz, J., Baker, P., and Davidson, W. (2004). An Empowerment Evaluation Model for Sexual Assault Programs: Empirical Evidence of Effectiveness. *American Journal of Community Psychology*, 34(3/4):251-262.
- Chinman, M., Hunter, S., Ebener, P., Paddock, S., Stillman, L., Imm, P., Wandersman, A. (2008). The Getting to Outcomes Demonstration and Evaluation: An Illustration of the Prevention Support System. *American Journal of Psychology*, 41:206-224.
- Fetterman, D., Deitz, J., and Gesundheit, N. (in press). Empowerment Evaluation: A Collaborative Approach to Evaluating and Transforming a Medical School Curriculum. *Academic Medicine*.
- Fetterman, D. and Wandersman, A. (2007). Empowerment Evaluation: Yesterday, Today, and Tomorrow. *American Journal of Evaluation*, 28, 2:179-198.
- Miller, W. and Lennie, J. (2005). Empowerment Evaluation: A Practical Method for Evaluating a National School Breakfast Program. *Evaluation Journal of Australasia*, 5(2), 18-26.

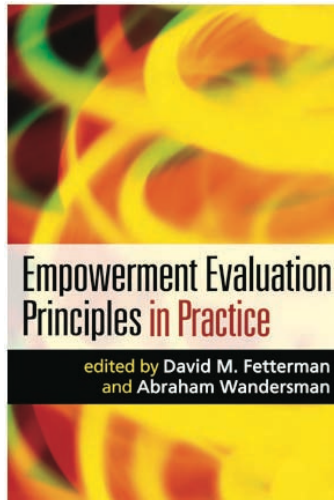
## Empowerment References



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## Fetterman & Associates

25 Years  
Experience at  
Stanford University

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*Fetterman & Associates*



Dr. David M. Fetterman  
Fetterman & Associates

25 Years  
Experience at  
Stanford University



David M. Fetterman is the President and CEO of Fetterman & Associates, an international evaluation consulting firm. He is also a Professor of Education at the University of Arkansas at Pine Bluff and the Director of the Arkansas Evaluation Center. He is concurrently, a Collaborating Professor, Colegio de Postgraduados, Mexico and a Distinguished Visiting Professor of Anthropology at San Jose State University. Formerly, he was the Director of Evaluation in the School of Medicine. Previous to that position, he was the Director of Evaluation, Career Development, and Alumni Relations in the School of Education at Stanford University. For a decade he was the Director of the MA Policy Analysis and Evaluation Program in the School of Education. He was a Professor and Research Director at the California Institute of Integral Studies; Principal Research Scientist at the American Institutes for Research; and a Senior Associate and Project Director at RMC Research Corporation. He received his Ph.D. from Stanford University in educational and medical anthropology. He has conducted fieldwork in both Israel (including living on a kibbutz) and the United States (primarily in inner-cities across the country). David works in the fields of educational evaluation, ethnography, policy analysis, educational technology, and focuses on programs for dropouts and gifted and talented education.

David is a past-president of the American Evaluation Association and the American Anthropological Association's Council on Anthropology and Education. He has also served as the program chair for each of these organizations.

(continued)

He has conducted extensive multisite evaluation research on local, state, and national levels. David's multisite work has been primarily in urban settings. He conducted a national evaluation of dropout programs for the Department of Education. He has also conducted research on migrant, bilingual, and individuals with disabilities-oriented education programs. David has conducted evaluations for the University of San Francisco and the University of California, Berkeley. He has also provided Stanford's Board of Trustees with a variety of evaluations including: Stanford's Linear Accelerator Center, Stanford University Hospital departments, School of Medicine, the library, and various academic and administrative departments. He also evaluated Stanford's Teacher Education Program for the President of the University.

He has taught in an inner-city high school, two Hebrew schools, and in various university settings. He also served as the Director of an Anti-poverty Program. Although he is recognized for his contributions to the development of ethnography and ethnographic evaluation, his most recent efforts have focused on developing empowerment evaluation -- to help people help themselves. He has used this approach throughout the United States and in South Africa. Empowerment evaluations have been conducted with the Marin Community Foundation's coordinated health access project, Hewlett Foundations \$5 million One East Palo Alto community revitalization project, The Illinois Office of Alcoholism and Substance Abuse and the Office of Mental Health of the Illinois Department of Human Services, Lucille Packard's Children's Hospital, Native American tribal group initiatives, including the Intertribal Council of Michigan, Cambridge College, the California Institute of Integral Studies accreditation, and the \$15 million Hewlett Packard Philanthropy Digital Villages.

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25 Years  
Experience at  
Stanford University

David was elected a fellow of the American Anthropological Association and the Society for Applied Anthropology. He received both the Paul Lazarsfeld Award for Outstanding Contributions to Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice - the American Evaluation Association's highest honors. David also received the George and Louise Spindler Award for outstanding contributions to educational anthropology as a scholar and practitioner, and the Ethnographic Evaluation Award from the Council on Anthropology and Education.

He received the President's Award from the Evaluation Research Society for contributions to ethnographic educational evaluation. He was also awarded the Washington Association of Practicing Anthropologists' Praxis Publication Award for translating knowledge into action.

David has also worked on the state, national, and international level in the field of gifted and talented education. He created and organized the first and second Gifted and Talented Education Conference at Stanford University.

David received one of the 1990 Mensa Education and Research Foundation Awards for Excellence. Mensa Education and Research Foundation encourages research into the nature, characteristics, and uses of intelligence. The award was made for Fetterman's book *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education* and articles on gifted and talented education in *Educational Evaluation and Policy Analysis* and *Gifted Education International*.

Fetterman was appointed by the U.S. Department of Education to serve on a panel to select a national center for the gifted and talented. He was selected in part because of his recommendation to create a national center in his book *Excellence and Equality*. Fetterman was a member of the Center's Consultant Bank, advising the National Research Center on the Gifted and Talented. Fetterman was also a member of the Board of Trustees for The Nueva School (a progressive school for gifted and talented children).

(continued)

**25 Years  
Experience at  
Stanford University**

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Dr. Fetterman has taught online for over 10 years in an online Ph.D. program and in classrooms at Stanford University, complementing face-to-face instruction. Dr. Fetterman writes about teaching online and videoconferencing on the Internet in journals ranging from, *Educational Researcher* to *Practicing Anthropology*. He maintains an American Evaluation Association division listserv for collaborative, participatory, and empowerment evaluation. Dr. Fetterman was appointed to the American Educational Research Association's Telecommunications Committee, advising the association in this area.

He has consulted for a variety of federal agencies, foundations, corporations, and academic institutions, including the: U.S. Department of Education, National Institute of Mental Health, Centers for Disease Control, U.S. Department of Agriculture, W.K. Kellogg Foundation, Rockefeller Foundation, Walter S. Johnson Foundation, Annie E. Casey Foundation, Marin Community Foundation, Hewlett Foundation, Hewlett Packard Philanthropy, Knight Foundation, Arkansas Department of Education, Syntex, the Independent Development Trust in South Africa, Early Childhood Research Institute on Full Inclusion, and universities throughout the United States and Europe. He has also consulted for various foreign agencies and ministries such as the Ministry of Education in Japan.

Fetterman is the General Editor for Garland/Taylor and Francis Publication's Studies in Education and Culture series. He has contributed to a variety of encyclopedias including the *International Encyclopedia of Education*, the *Encyclopedia of Human Intelligence*, and the *Encyclopedia of Social Science Research Methods*. He is also the author of *Empowerment Evaluation Principles in Practice*, *Foundations of Empowerment Evaluation*, *Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability*, *Speaking the Language of Power: Communication, Collaboration, and Advocacy*, *Ethnography: Step by Step* (2<sup>nd</sup> edition); *Qualitative Approaches to Evaluation in Education: The Silent Scientific Revolution*; *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education*; *Educational Evaluation: Ethnography in Theory, Practice, and Politics*; and *Ethnography in Educational Evaluation*.

**25 Years  
Experience at  
Stanford University**

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