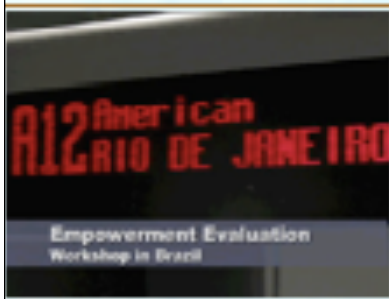


Empowerment Evaluation



Making It Count: Opportunities and Challenges for Library Assessment
Berkeley Division of the Librarians Association of the University of California
Berkeley, CA: October 25, 2013

Dr. David M. Fetterman
Fetterman & Associates
FettermanAssociates@gmail.com
(650) 269-5689

The Desire for a Better Life



Australia
Canada
Ethiopia
Finland
Mexico
Nepal
New Zealand
South Africa

The International: Crew



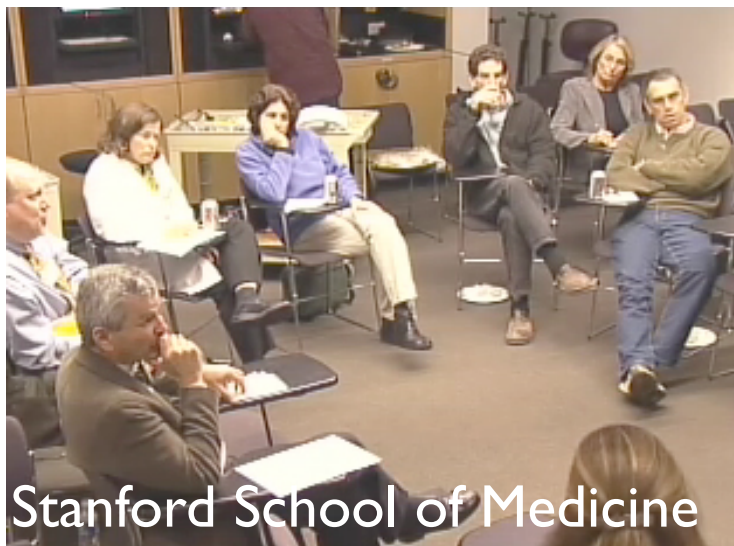
Brazil	Japan	New Zealand	Spain	United Kingdom



**CROSS
CULTURAL**



Arkansas | Hewlett-Packard | Stanford



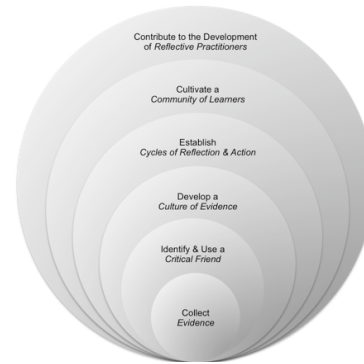
The Engine

EE?

Definition



Theory



Concepts

3

Steps



What is Empowerment Evaluation?

Use of evaluation concepts, techniques, & findings to foster improvement & 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, & self-evaluation of their program,

&

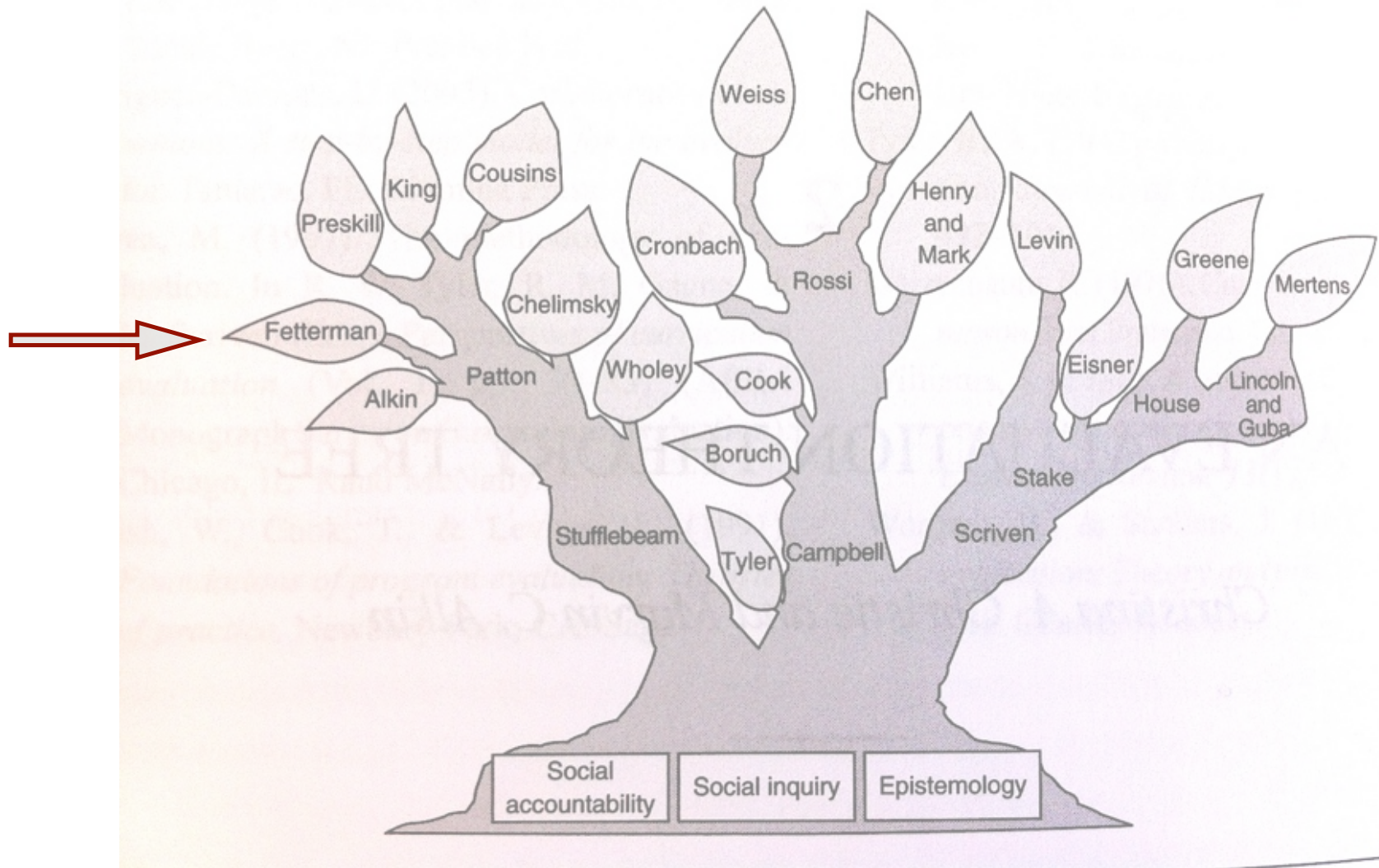
(2) mainstreaming evaluation as **part of the planning & management** of the program/organization.

A Limb on the Tree of Evaluation

the use of the information
Use

Methods

the value of the information
Valuing



Contrasts & Conflicts

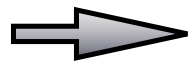
Traditional	Empowerment
External	Internal
Expert	Coach or Critical Friend
Data Warehoused	Data Used
May Foster Dependency	Self-determination & Capacity Building
Independent Judgment	Collaboration
Rarely Designed to Continue Beyond	Enhances Sustainability

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

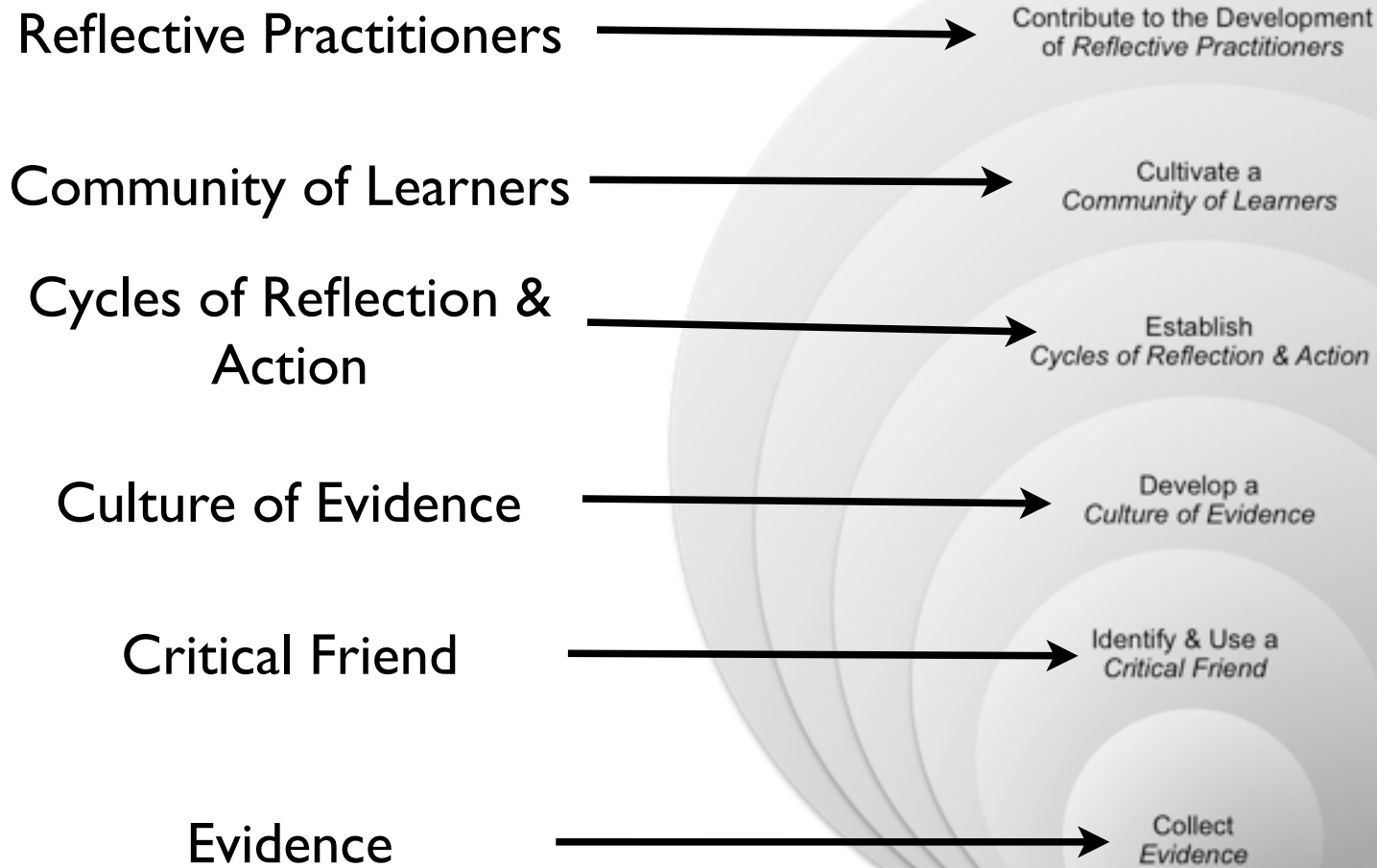
theory of use



espoused

observed behavior

Key Empowerment Evaluation Concepts



Coaching: Critical Friend



Critical Friend

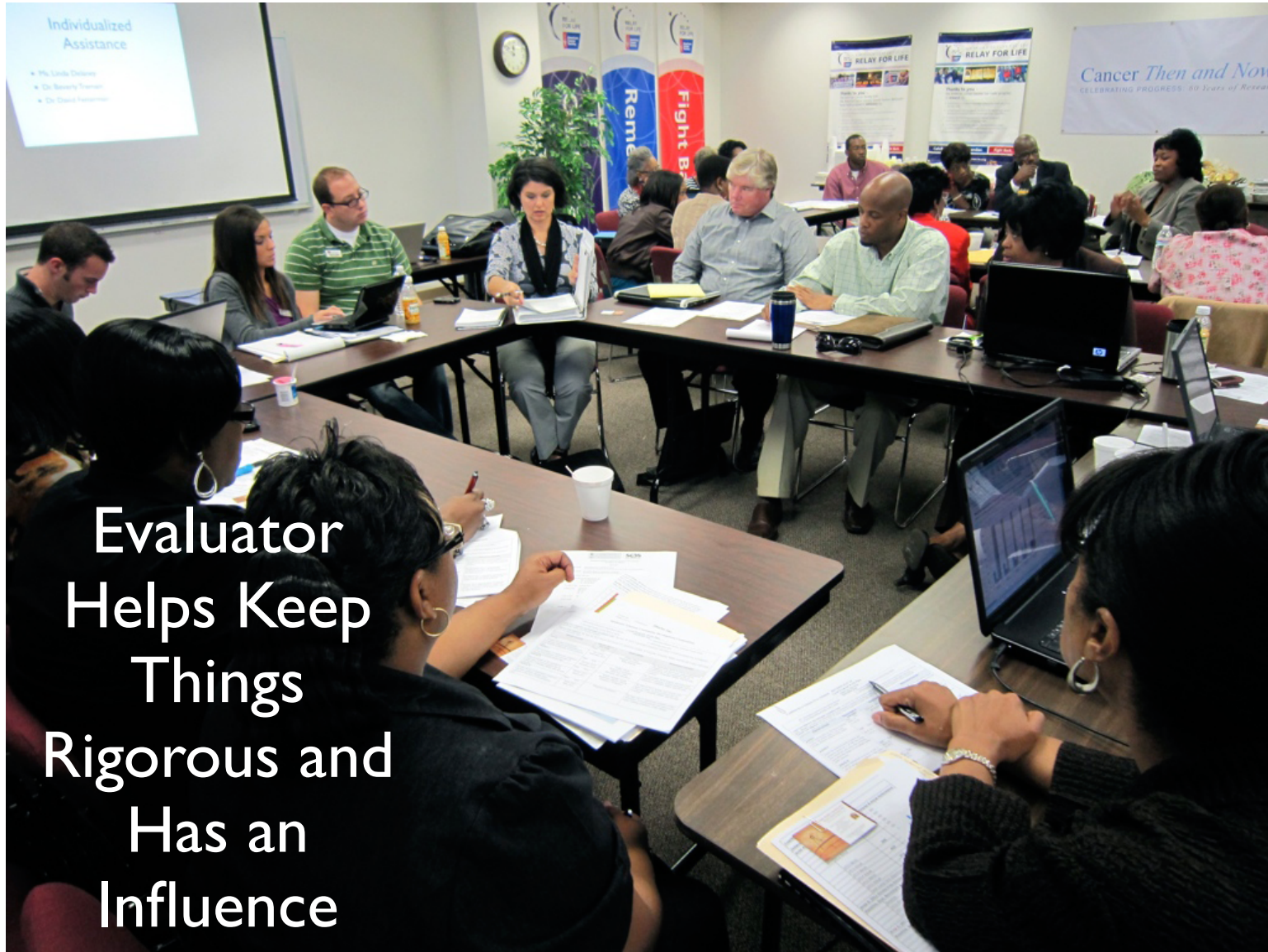


Critical Friend - believes in the type of program but still asks the critical questions to ensure an honest but constructive critique and self-assessment (including across grantees)

Empowerment Evaluation



You are taking charge of your own evaluation with the assistance of an empowerment evaluator.



Evaluator
Helps Keep
Things
Rigorous and
Has an
Influence

Empowerment Evaluation

3 Steps

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



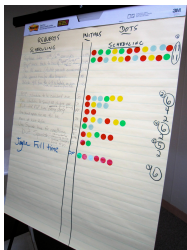
Mission

1. Democratic
2. Transparent
3. Group Values
4. Honor existing mission but go where the energy is in the room
5. Giving Voice and Making Meaning



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	AVG.
Communic	3	6	3	4
Teaching	4	5	9	6
Funding	5	2	1	2.67
Prod Dev	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	=	Baseline
Plans for the Future	=	Intervention
Interim Measures	=	Benchmarks
Reflection & Action	=	Midcourse Corrections
2nd Taking Stock	=	2nd Data Point

Institutionalization

Empowerment Evaluation

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





PACKAGE *Rusty's* STORE

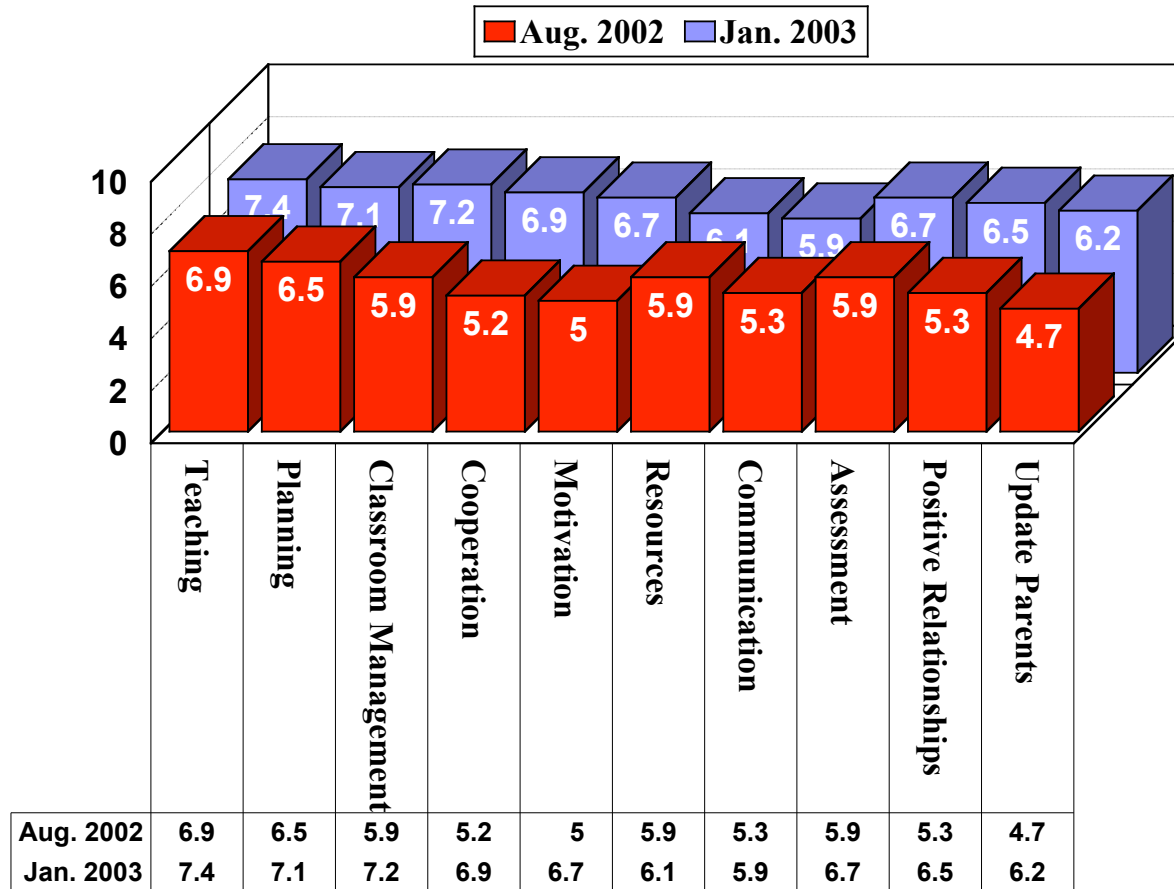
Closed
CLOSED

COOL
LIGHT

HOTEL

Gains

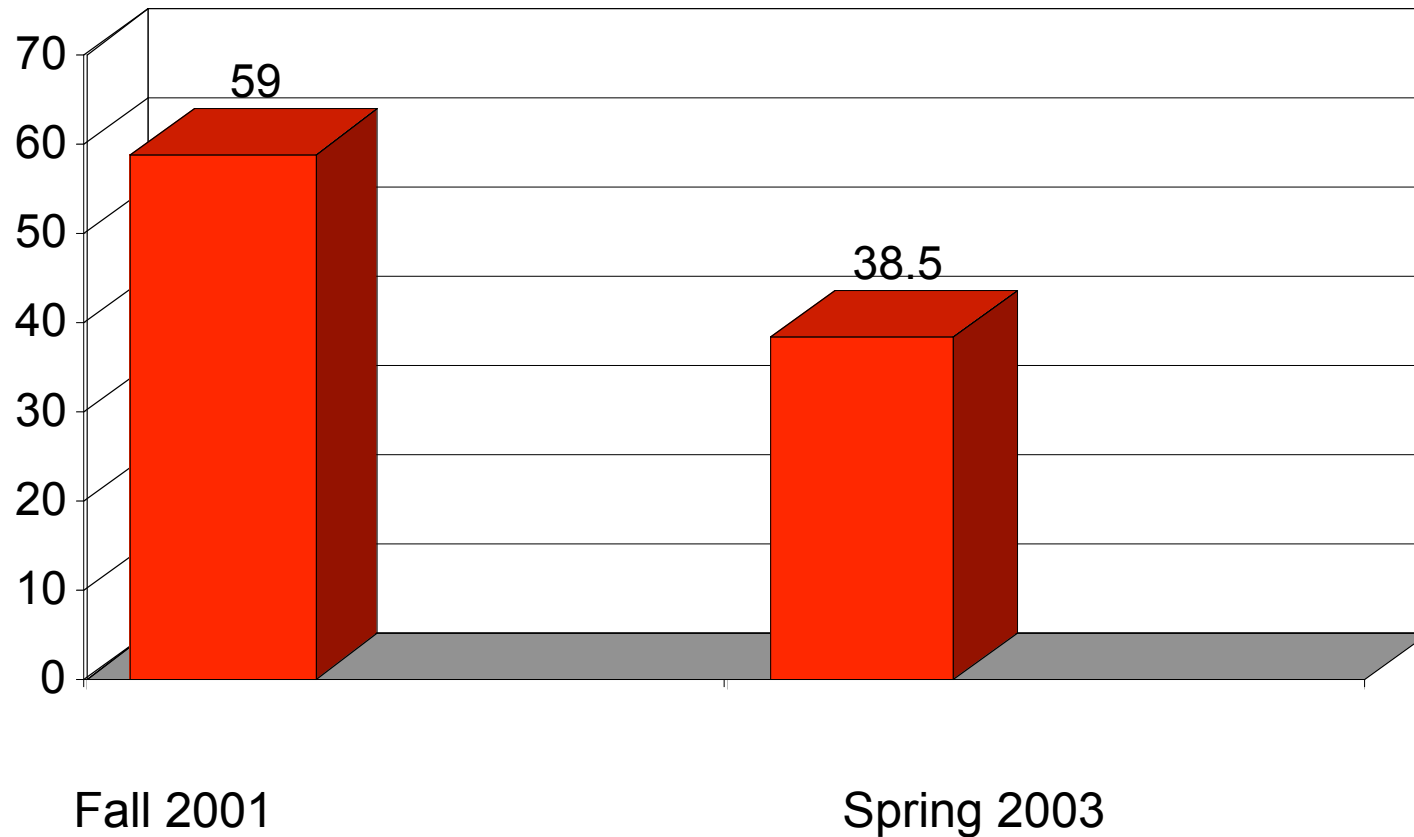
Alzheimer Comparison
August 2002 to January 2003



Test Scores

Elaine School District

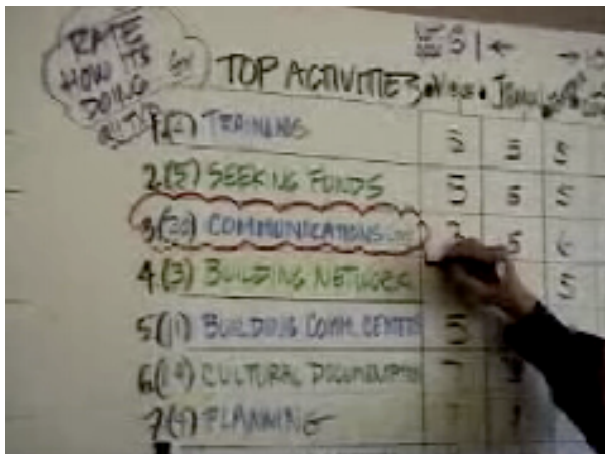
Percent of Students at or below the 25th percentile



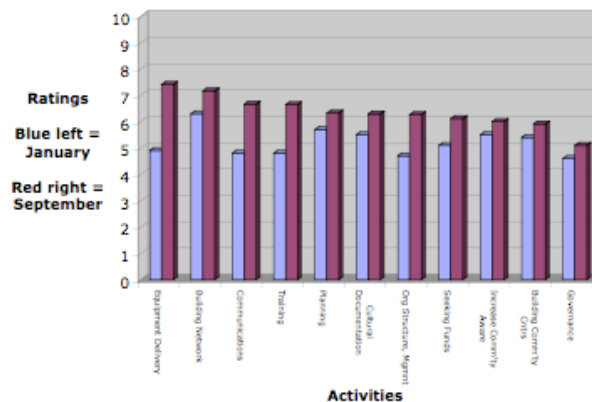
Tribal Digital Village



San Diego Tribal Digital Village



TDV Comparison January/February & September





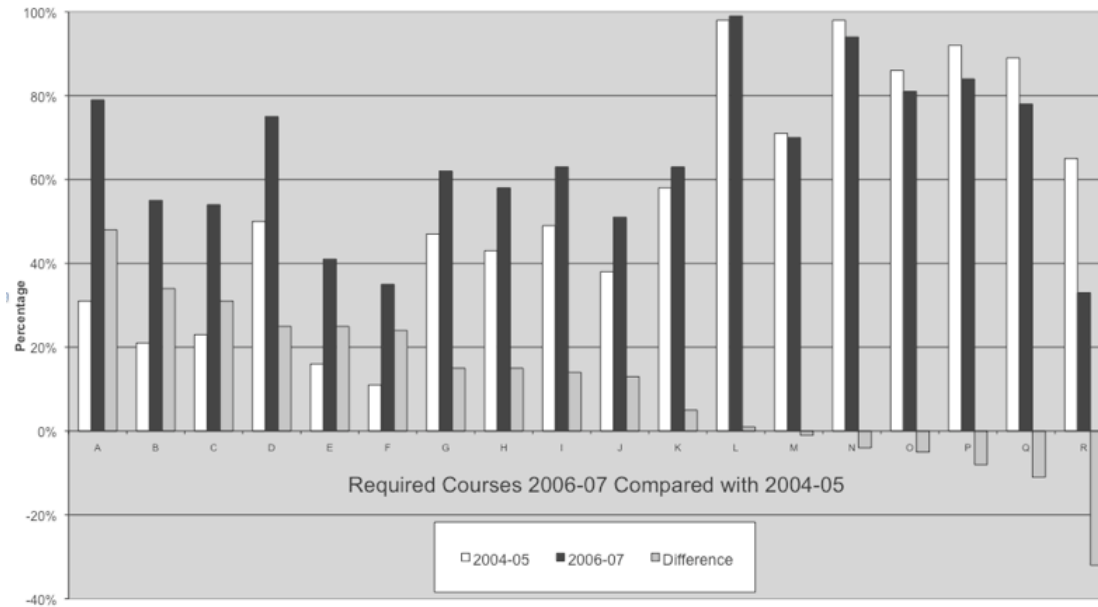
Largest Wireless System in the Country

Stanford School of Medicine

$p=0.04$

STEP I

PGY-I

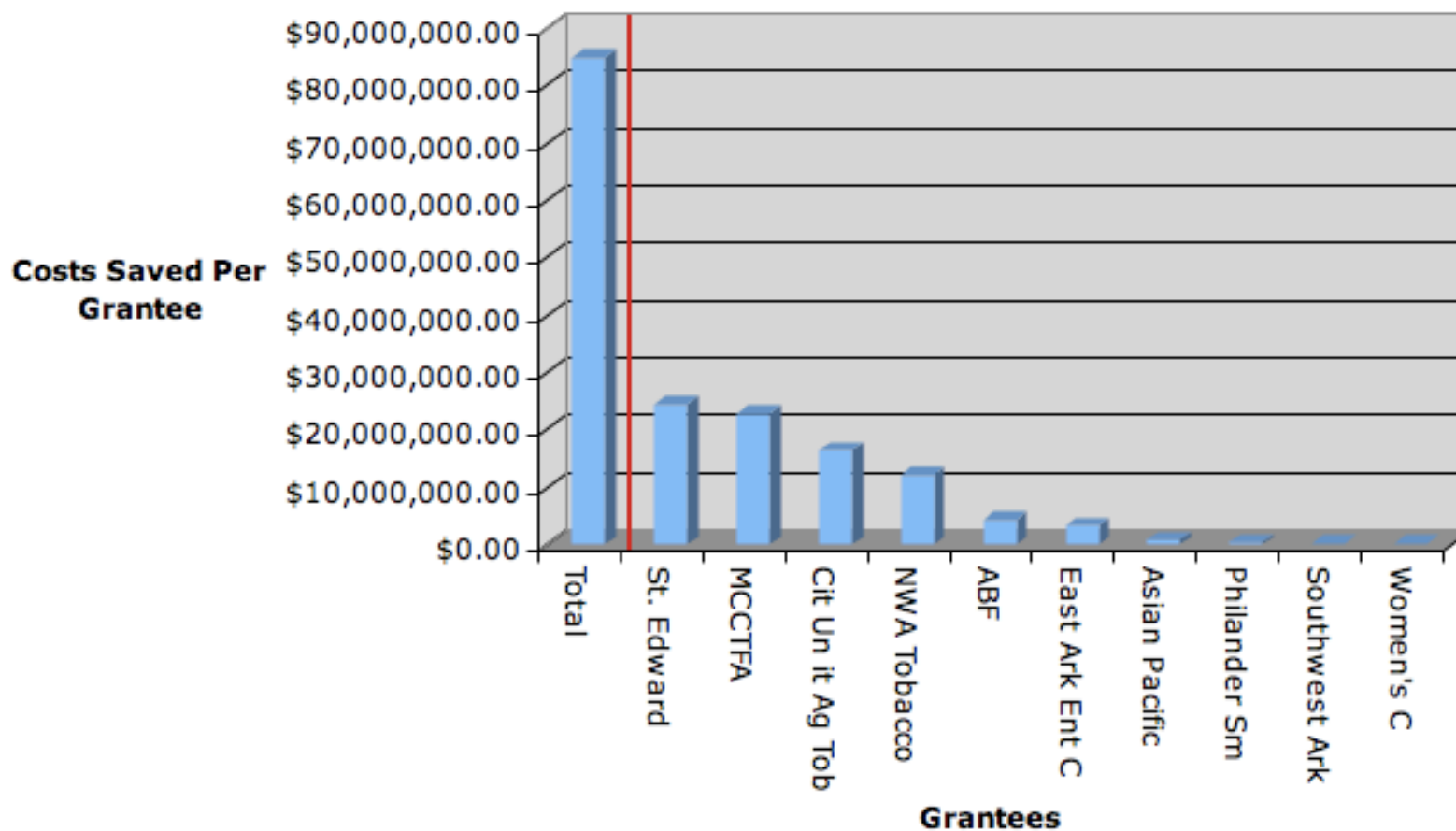


Dialogue
Accreditation



Arkansas Tobacco Prevention: ROI

\$84,756,168 Excess Medical Costs Saved



Grantee Evaluation Dashboard

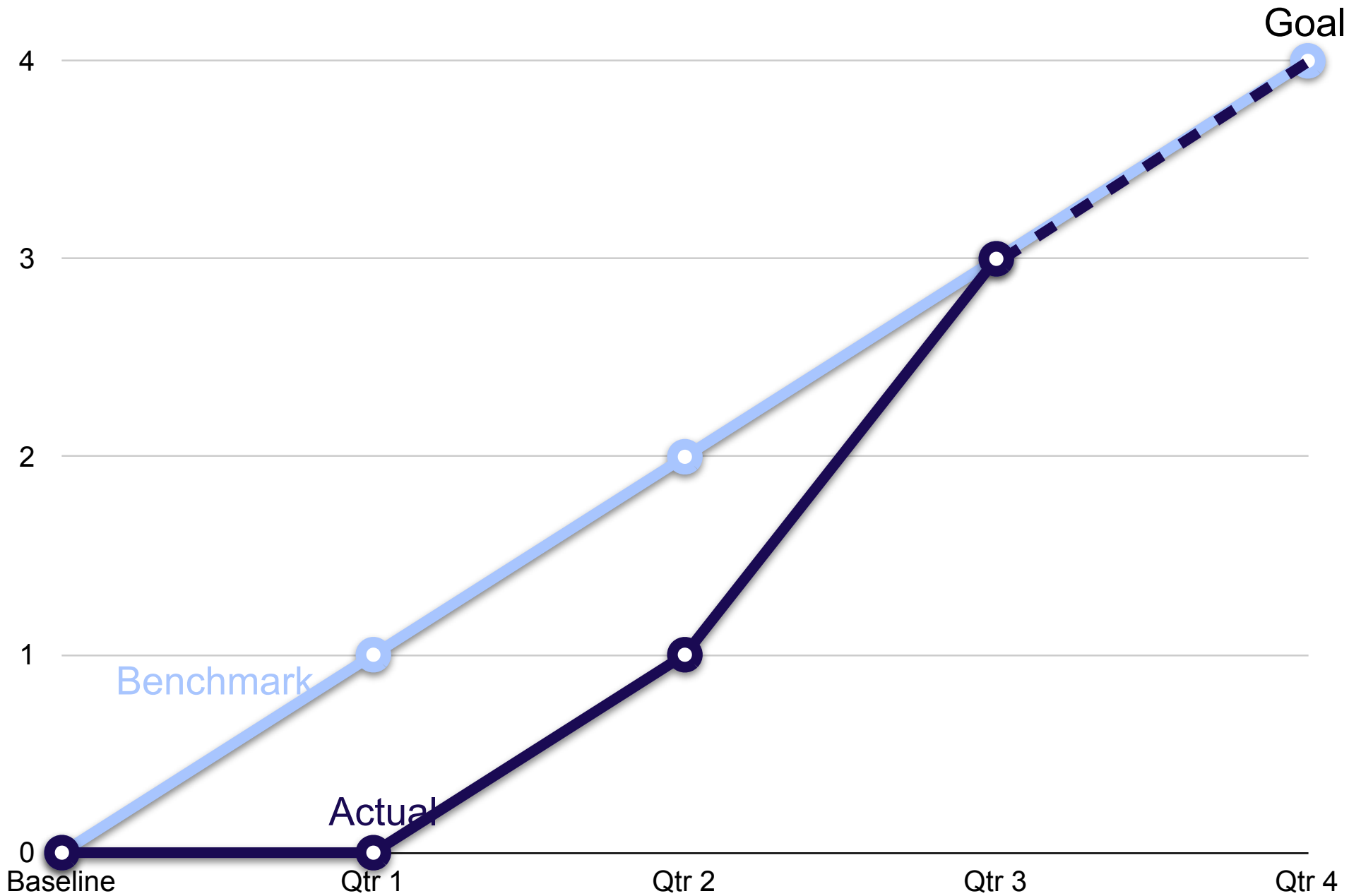
- **Goals** (where grantee wants to go at the end of 5 years)
- **Benchmarks** (points along the way each year)
- **Actual Performance** (where grantee is now - today)
- **Baseline** (where grantee started)

Tobacco-Free Environment Program Dashboard - 1 Year

Qtr 1 Qtr 2 Qtr 3 Qtr 4

Actual Performance	0	1	3	
Benchmarks	1	2	3	4
Goals	4	4	4	4
Baseline	1	1	1	1

1 Year Tobacco-Free Environment

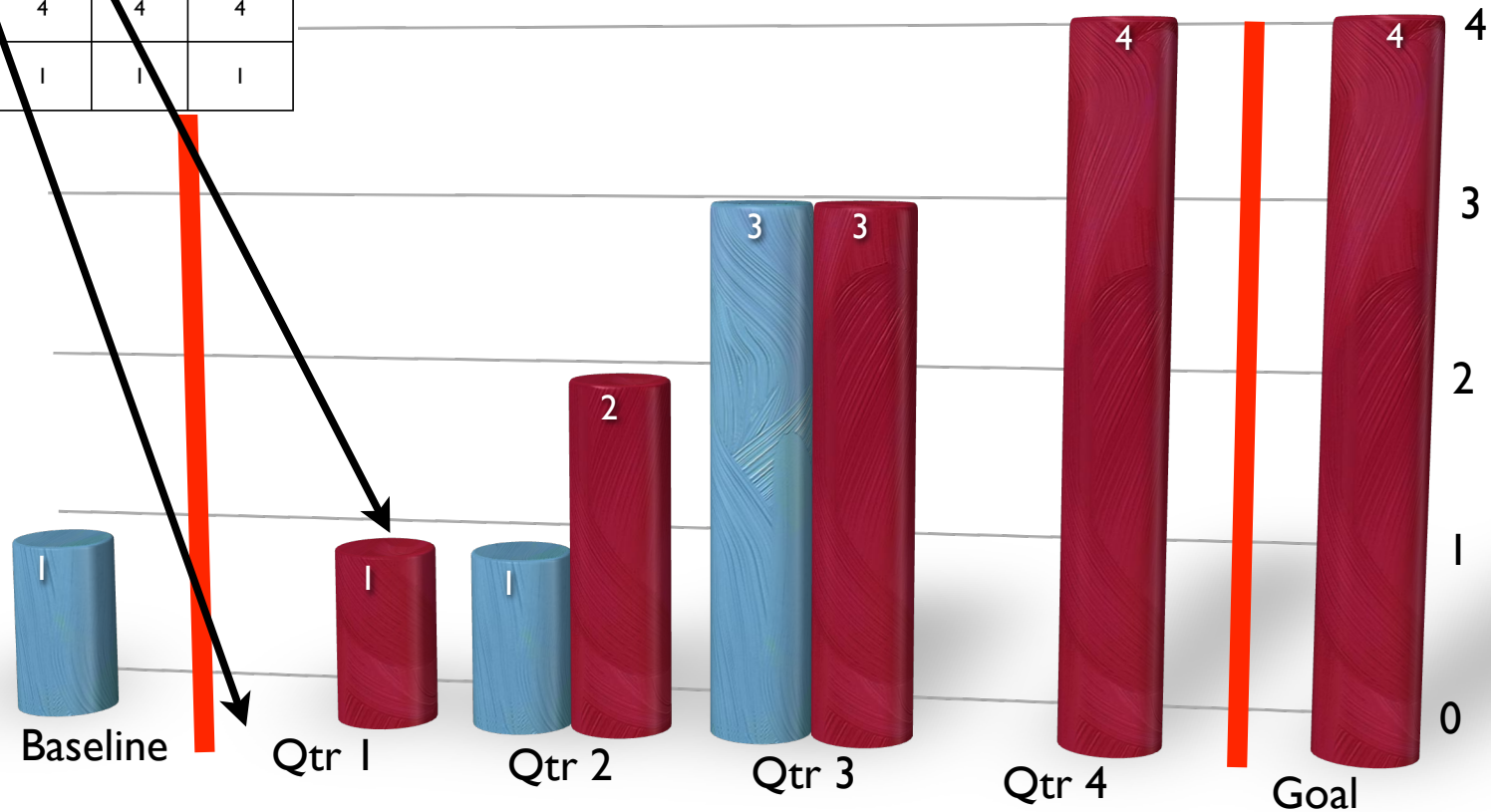


4 Quarter -Tobacco-Free Environment: Baseline, Benchmarks, Actual Performance & Goal

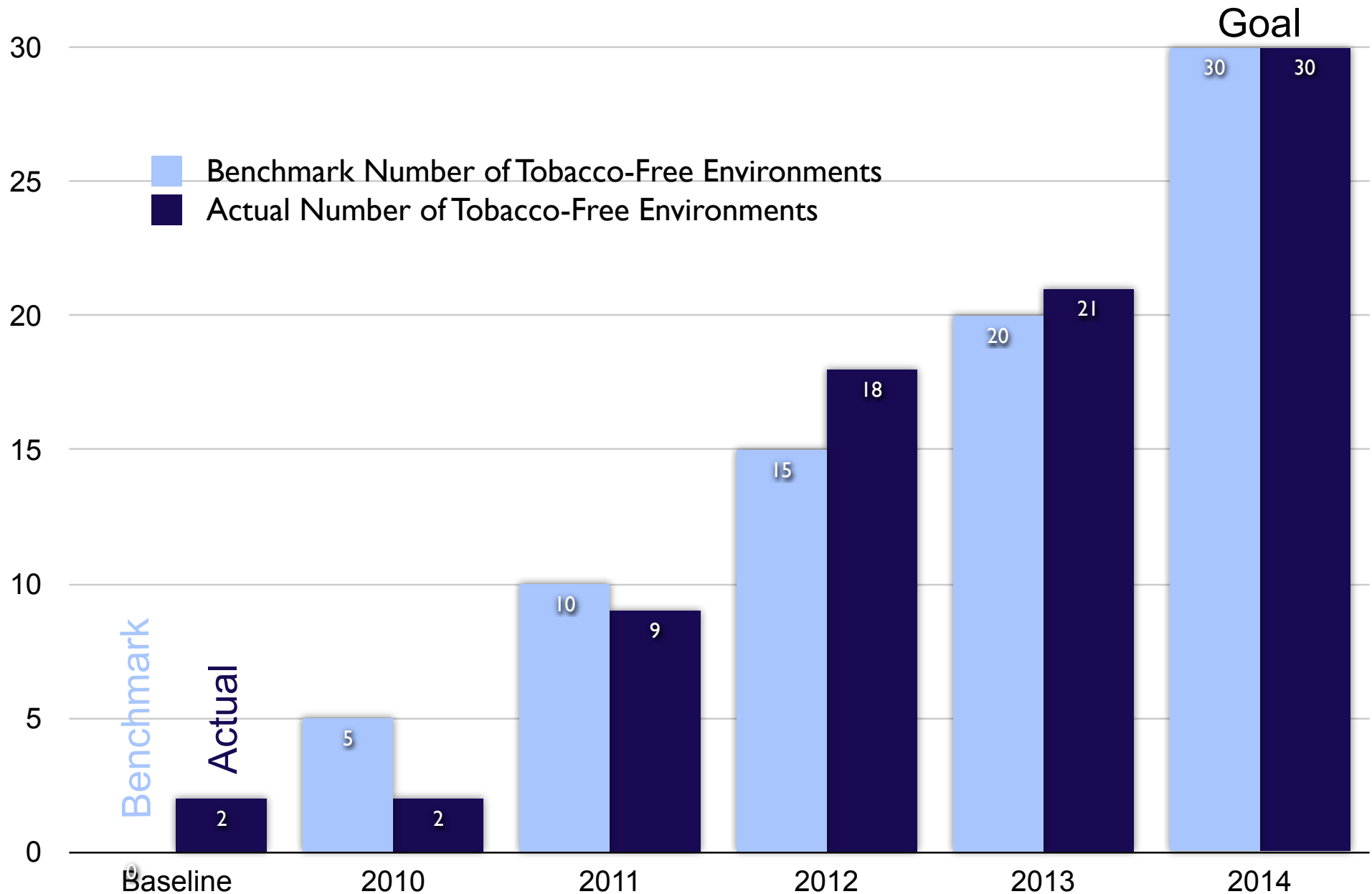
Actual Performance	0	1	3	
Benchmarks	1	2	3	4
Goals	4	4	4	4
Baseline	1	1	1	1

Actual Performance

Benchmarks



5 Year Tobacco-Free Environment



Building Evaluation Capacity



Arkansas Evaluation Center



State of Arkansas
86th General Assembly
Regular Session, 2007

A Bill

SENATE BILL 951

Tech Tools



Technological Tools of the Trade: A Metaphor

Align Tools with
the Principles of
Empowerment
Evaluation

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



Empowerment Evaluation
Jamaica University

YouTube



Word Cloud

MISRGO Blog

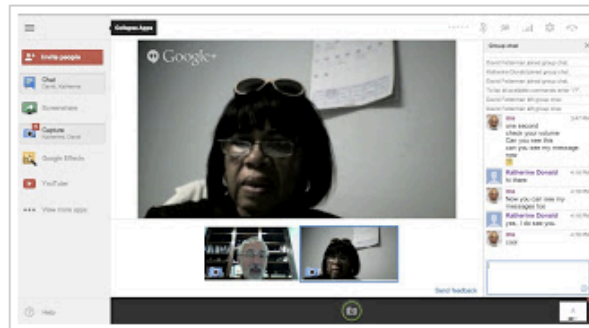
TOBACCO PREVENTION EVALUATION (MISRGO)

WEDNESDAY, SEPTEMBER 4, 2013

Using Google Hangout to Discuss Evaluation Dashboards

Google Hangout - Evaluation Dashboards

Katherine Donald, Coalition for a Tobacco Free Arkansas, used Google Hangout to discuss her evaluation dashboards with Dr. David Fetterman.



PAGES

[Home](#)

[Dr. Fetterman's Biographical Sketch](#)

FETTERMAN & ASSOCIATES



g+ DAVID FETTERMAN

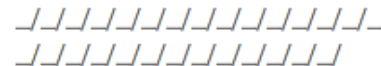
g+ Follow 81

**President & CEO,
Fetterman &
Associates**

Past-president, American Evaluation
Association




25 Years Stanford University
Experience

Outstanding Higher Education
Professional Award



<http://tobaccoprevention.blogspot.com/>

Social Media

- Facebook  <http://facebook.com>
- Twitter  <https://twitter.com>
- Google +  <https://plus.google.com>

Wordle (text)

[Home](#)[Create](#)[Gallery](#)[Credits](#)[News](#)[Forum](#)[FAQ](#)[Advanced](#)

Paste in a bunch of text:

Dr. Fetterman, David, Linda, Bev, Welcome to the Minority Initiative Sub-Recipient Grant Office website! Since its inception in 2002, the Minority Initiative Sub-Recipient Grant Office has been at the forefront of the fight to eliminate the negative effects of tobacco consumption on minorities in Arkansas. To date, the Minority Initiative Sub-Recipient Grant Office has funded more than 50 Arkansas organizations and more than \$7 million has been placed in minority communities. The purpose of the Minority Initiative Sub-Recipient Grant Office is to change society's norms regarding tobacco consumption and continue educating Arkansans about the dangers of tobacco products. As you review our website, we hope you find the information needed to join with us in the fight to make the lives of Arkansans healthier and stronger. Do you want to know more about the current availability of grant-funding for your project?

OR

Enter the URL of any blog, blog feed, or any other web page that has an Atom or RSS feed.

Wordle (picture)

Wordle™

[Home](#)

[Create](#)

[Gallery](#)

[Credits](#)

[News](#)

[Forum](#)

[FAQ](#)

[Advanced](#)

[Edit](#) [Language](#) [Font](#) [Layout](#) [Color](#)



Online Survey



Infographics - Story of Tobacco Prevention in Pictures

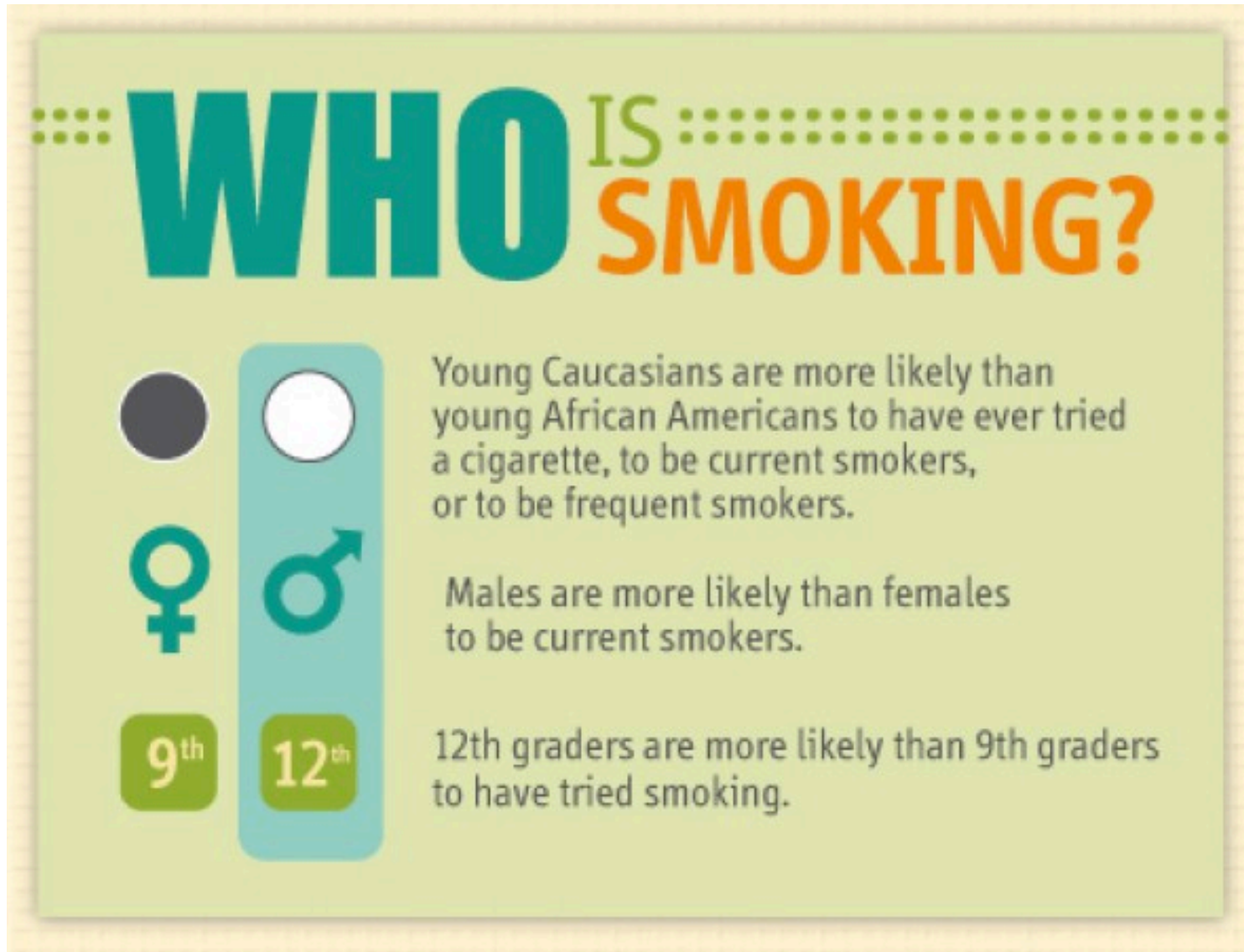


Cigarette component



Do you still want to smoking??

Infographics Sites



Visual.ly - links to Facebook

Infogr.am - make own charts

Info.gram

QUIT BY THE TIME YOU'RE:

Smokers lose a full decade of productive, healthy life.

Because the risks are big, the benefits of quitting are also big.

30



Get the full decade back!

40



Get 9 of the 10 years back.

50



Get 6 of the 10 years back.

60

YEARS
OLD



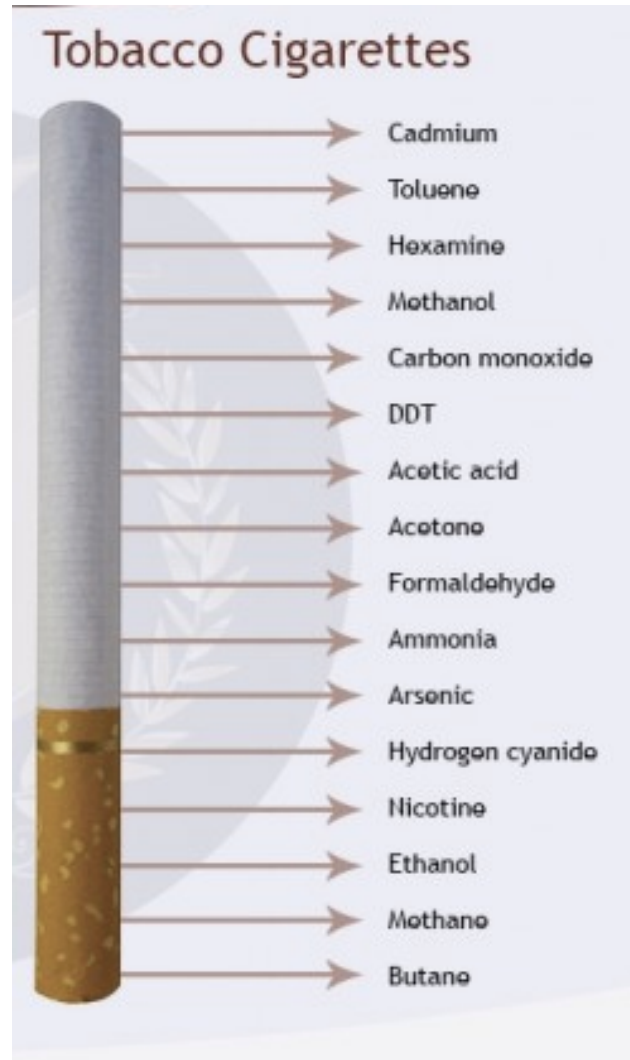
Get 4 of the 10 years back.

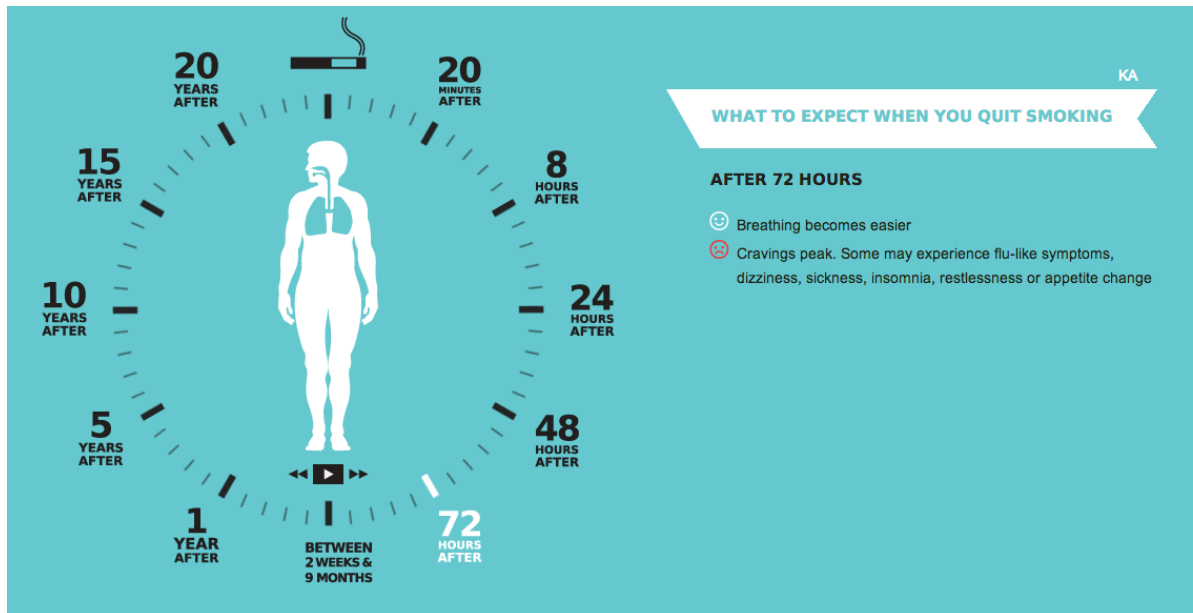
So quit early!

Quit by the time you're 30 and gain back 10 birthdays and anniversaries — get back a full decade of your life.

Visual.ly

[http://
create.vis
ual.ly](http://create.visual.ly)





<http://visual.ly/what-expect-when-you-quit-smoking?view=true>

Evaluation Capacity Building: Web Page & Blog

COLLABORATIVE, PARTICIPATORY & EMPOWERMENT EVALUATION

AMERICAN EVALUATION ASSOCIATION TOPICAL INTEREST GROUP



[Blog](#)



[Books & Publications](#)



[Controversy](#)



[Guides](#)



[Tech Tools](#)

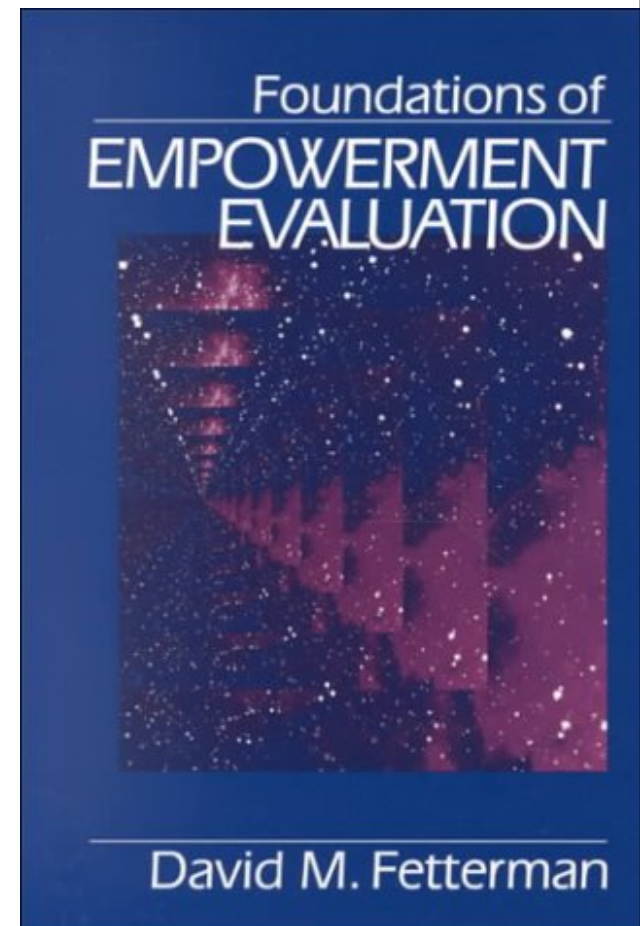
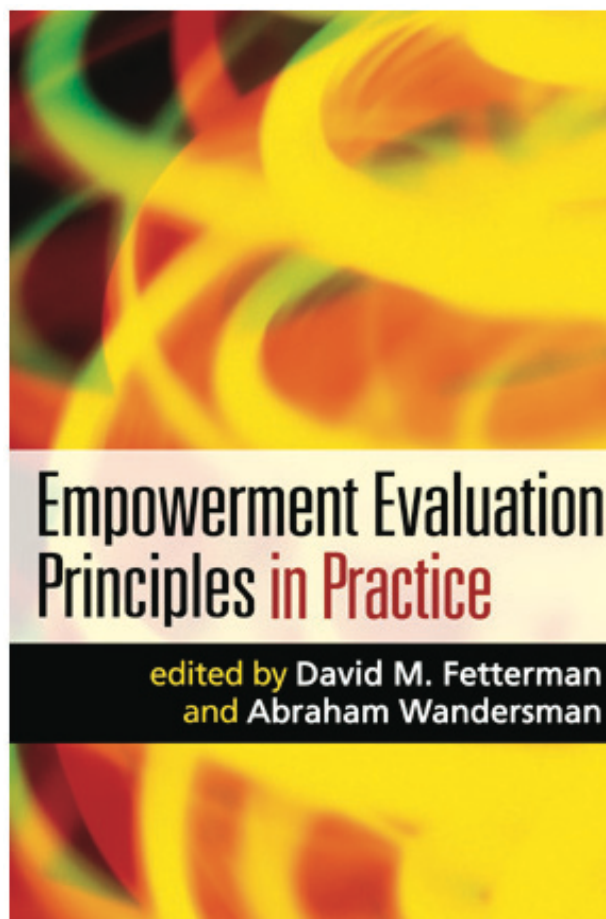
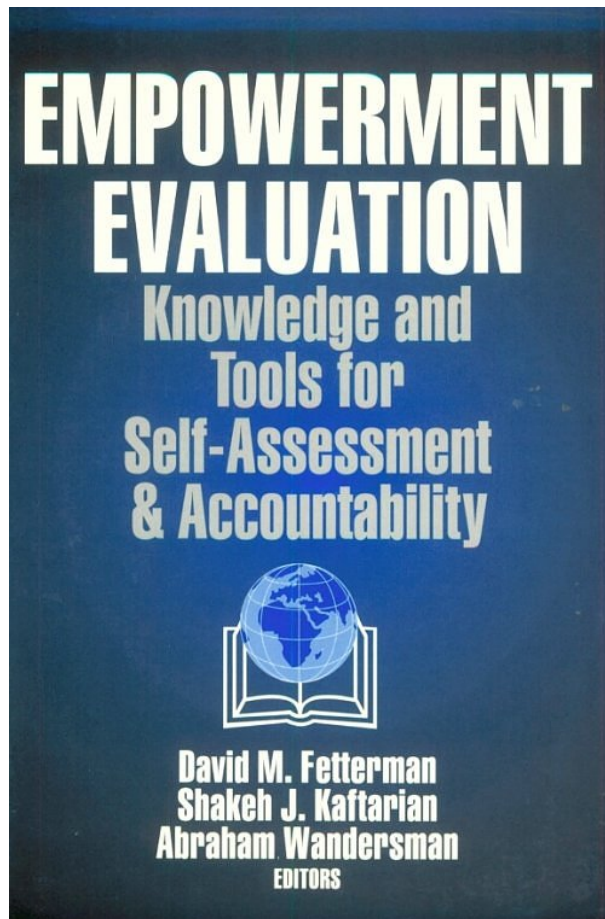


[Videos](#)

Selected References

- Fetterman, D.M. (in press). Collaborative, Participatory, and Empowerment Evaluation: Building a Strong Conceptual Foundation for Stakeholder Involvement Approaches to Evaluation (A Response to Cousins, Whitmore, and Shulha, 2013). *American Journal of Evaluation*.
- Fetterman, D.M. (2012). Empowerment Evaluation: Learning to Think Like an Evaluator. In Alkin, M. (ed.). *Evaluation Roots* (second edition). Thousand Oaks, CA: Sage.
- Fetterman, D., Deitz, J., and Gesundheit, N. (2010). 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.

Evaluation Capacity Building: Empowerment



David M. Fetterman

The book cover features a central photograph of several hands of various skin tones reaching in from the edges to form a circle. The hands are set against a dark, almost black background. The lighting is warm, highlighting the skin and the texture of the clothing, such as a denim cuff on the right. The overall composition is centered and symmetrical, emphasizing unity and community.

EMPOWERMENT EVALUATION
IN THE
DIGITAL VILLAGES

HEWLETT PACKARD'S \$15 MILLION RACE
TOWARD SOCIAL JUSTICE

**Stanford
University
Press**

2013

Radio Interviews: New Frontiers



STU TAYLOR ON FOX BUSINESS NETWORK



Fetterman & Associates

**25 Years
Experience at
Stanford
University**



**American
Evaluation
Association
Past-President**

Dr. David Fetterman
FettermanAssociates@gmail.com

(650) 269-5689



**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, a Distinguished Visiting Professor of Anthropology at San Jose State University, and a Professor in the School of Business at the University of Charleston. 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.

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.

(continued)

**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 AERA Research in Evaluation Distinguished Scholar Award and the Outstanding Higher Education Professional Award. He 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**

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 in the Digital Villages: Hewlett-Packard's \$15 Million Race Toward Social Justice*, *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 (2nd 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**