

It starts with us: Evaluator competencies and education systems

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Reflections

- The call for evaluation services parallels the growth in evaluation associations across the world
- The preservice preparation of evaluators is essential for ethical and competent evaluation practice across the world
- Historically, educational opportunities often took place in universities
- Education was usually in conjunction with an advanced degree

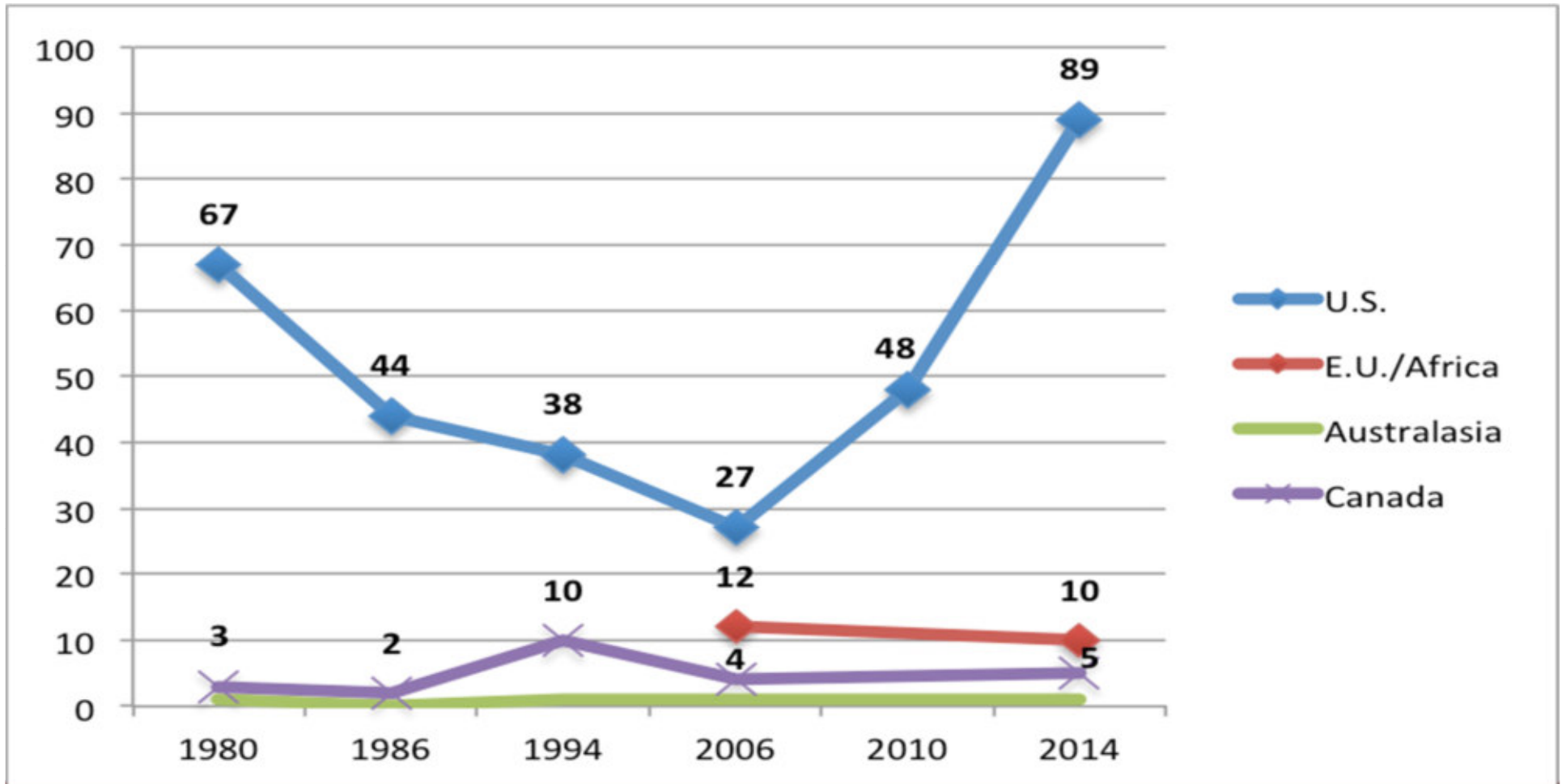


Definitional and methodological change

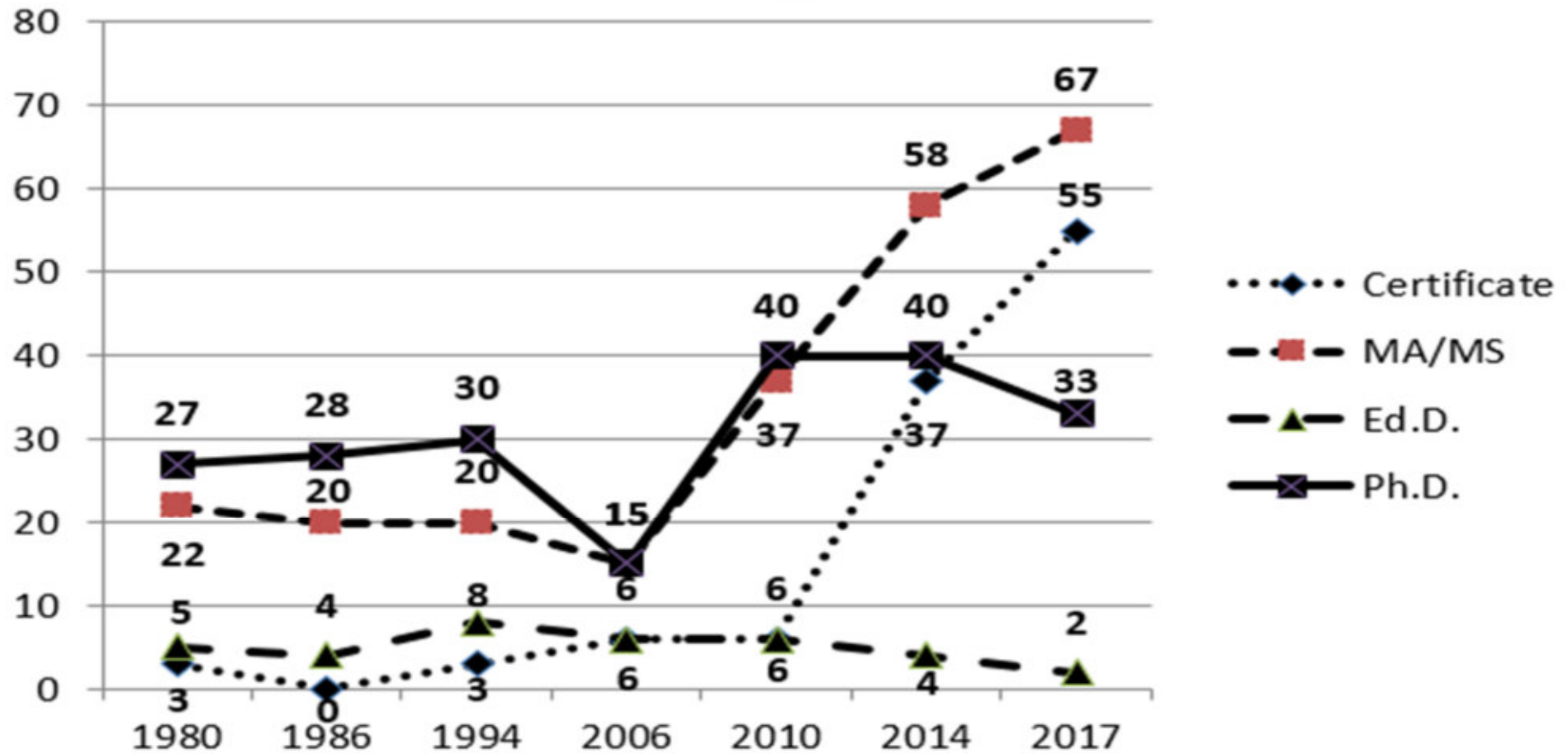
- Our inquiry techniques have evolved over time...
 - Mailed surveys
 - Email surveys
 - Internet document analysis
- As have our definitions and goals of “evaluation education programs”
 - “creating evaluators”
 - “collection of courses and supporting activities”
 - “Two or more courses specifically in evaluation”
 - Who knows what the future will bring?



When you put it all together...



In late-2017



Data suggest...growth?

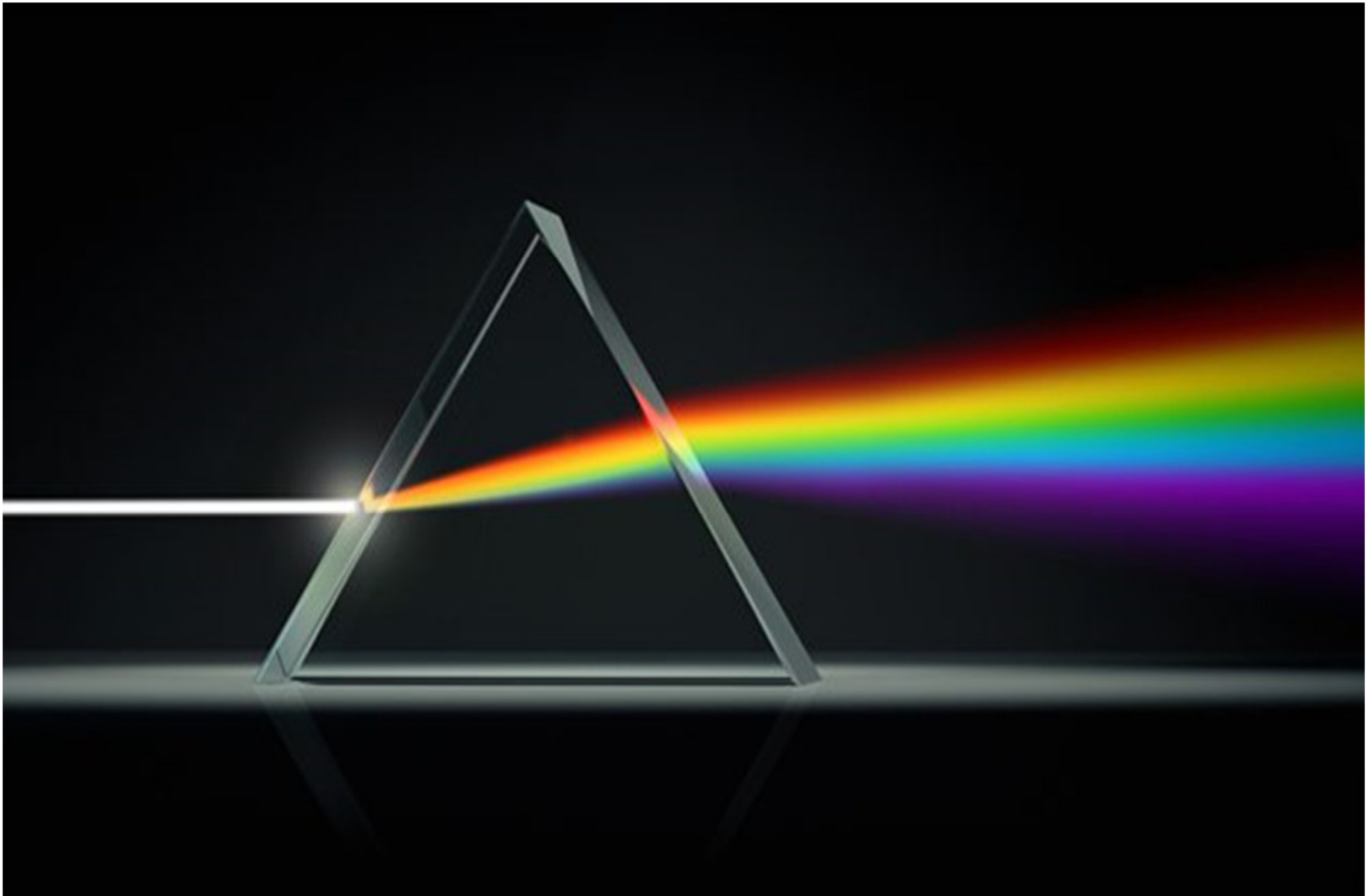
- Modest growth in terms of numbers since last study conducted in 2013 and published in 2015.
- The names change, but the overall patterns are suggestive of growth
 - Some programs evolved
 - Some programs devolved
 - Some programs were started
 - Some programs were shuttered



We are still morphing

- Evaluation-specific courses
 - Evaluation practice (many)
 - Evaluation experience and internships (many)
 - Evaluation theory (relatively few)
 - Evaluation capacity-building and education (almost none)
- Supporting inquiry courses
 - Quantitative methods and designs (many)
 - Qualitative methods and designs (relatively few)
 - Mixed methods (relatively few)





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Refractions

- If the inclusion criteria are made more strict, the prevalence of even “big” programs shrink dramatically
- Better-established disciplines provide in-depth treatment specific topics in their fields of expertise that are aligned to specific competencies
- A few thoughts on the future...
 - Support academic & applied partnerships
 - Identify and support scholars of evaluation as well as practitioners
 - Support of empirical research on evaluation
 - Invest in institutional stability of university programs
 - (Gently) align curricula with competencies



AEA Process

- 3 year process
 - Review foundational documents
 - Global competencies scan
 - Solicit feedback
 - Create a process for periodic review
- Sets a framework, does not explicitly regulate our profession



AEA Process

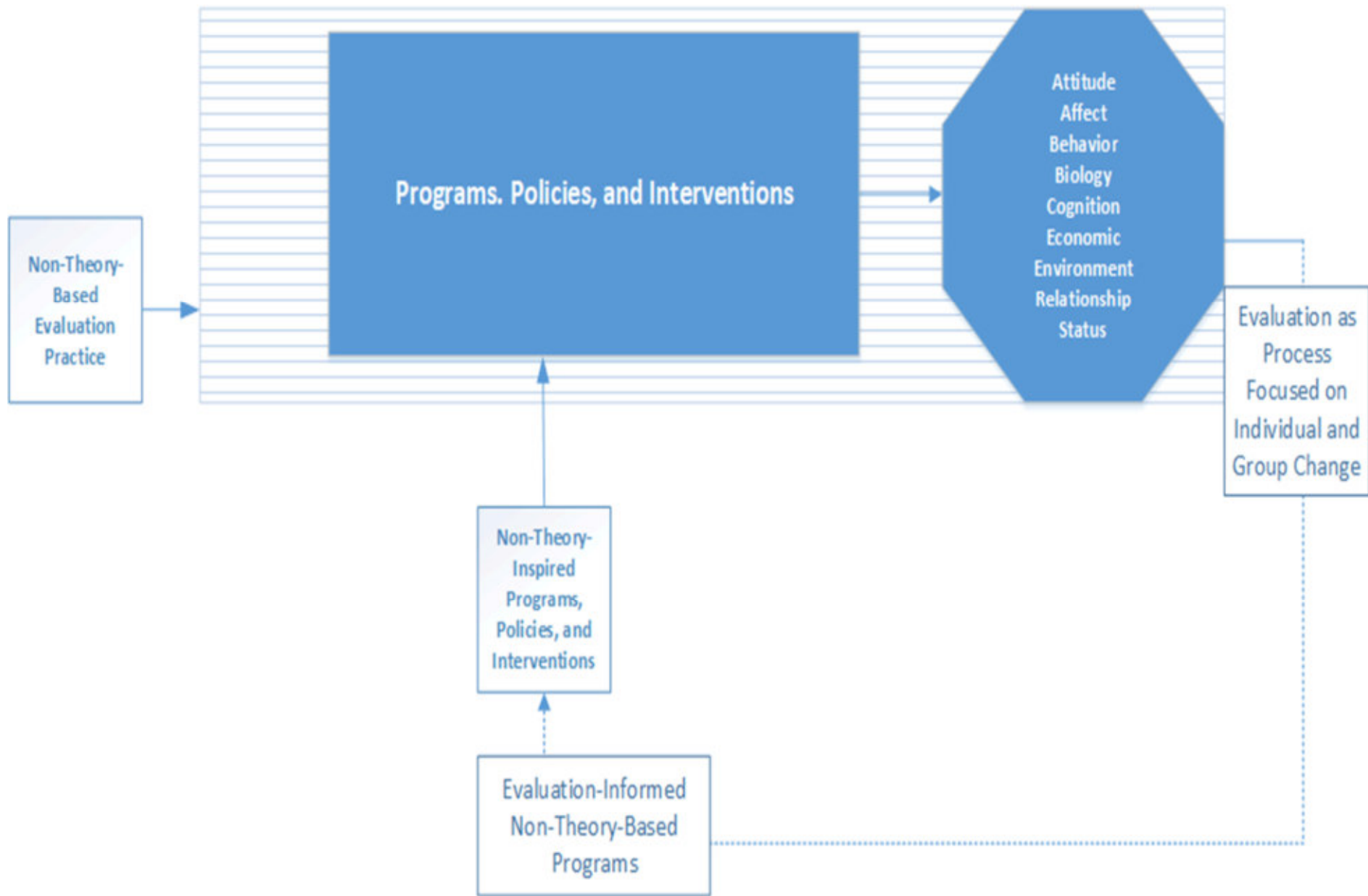
- Crosswalk 11 competency frameworks
- Sessions at 2015-2017 conference
- Virtual focus groups
- AEA365
- Open solicitation for feedback
- Survey of all AEA members

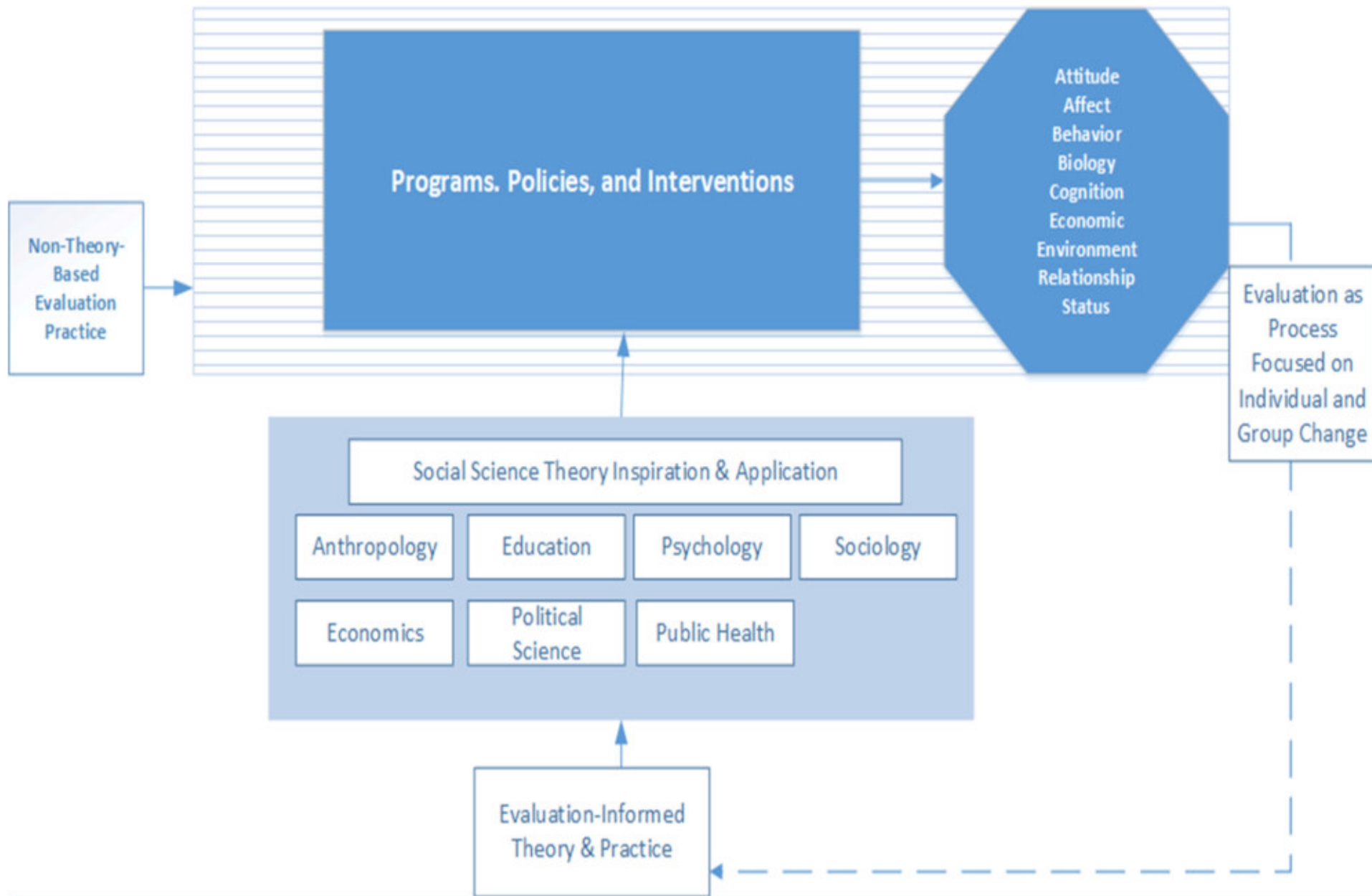


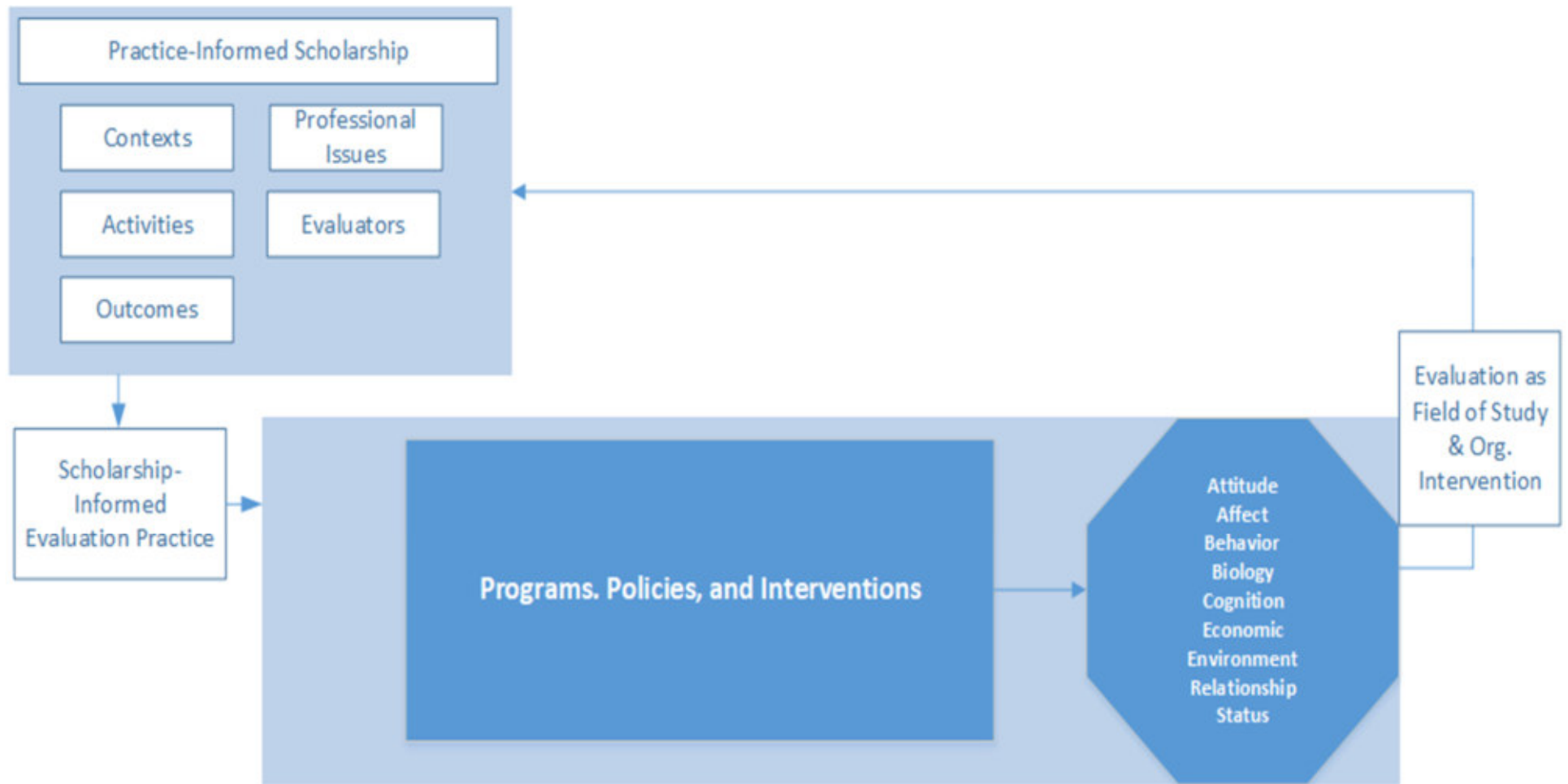
AEA Framework

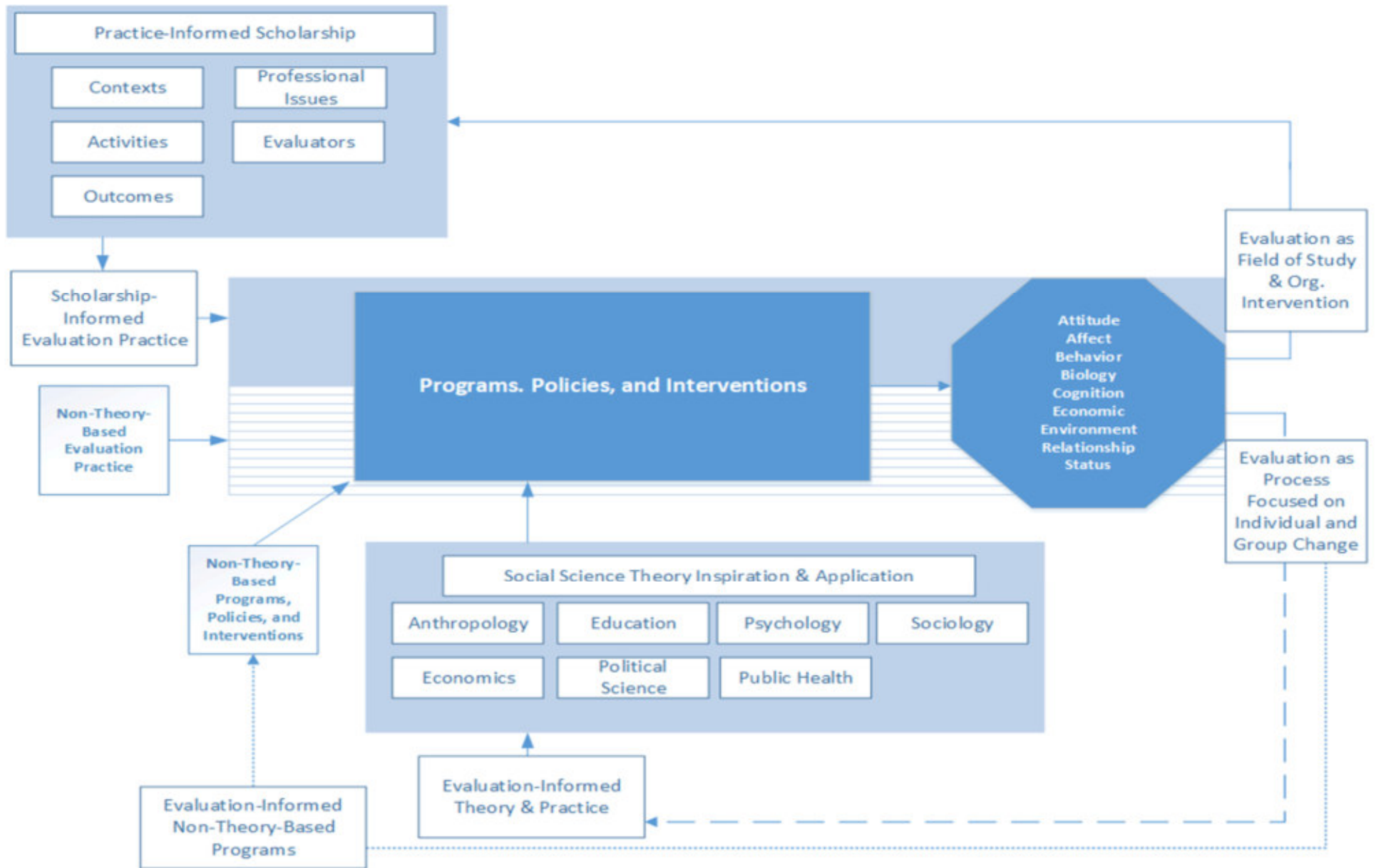
- Professional Practice
- Methodology
- Context
- Planning and management
- Interpersonal
 - Ethics #1 across all domains
 - Metaevaluation lowest of all competencies



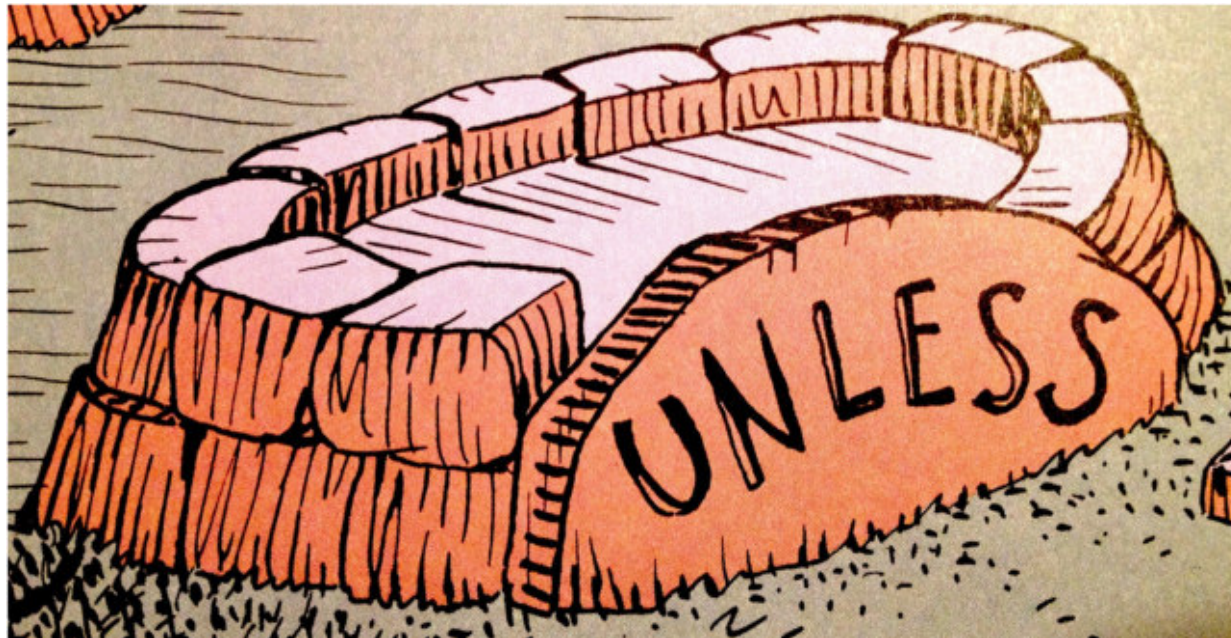








Dr. Seuss's *The Lorax* (1971)



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