

The CES Professional Designations Program: Views from CES Members



**BENOIT GAUTHIER, NATALIE KISHCHUK,
SHELLEY BORYS, SIMON N. ROY**

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Purpose and Context

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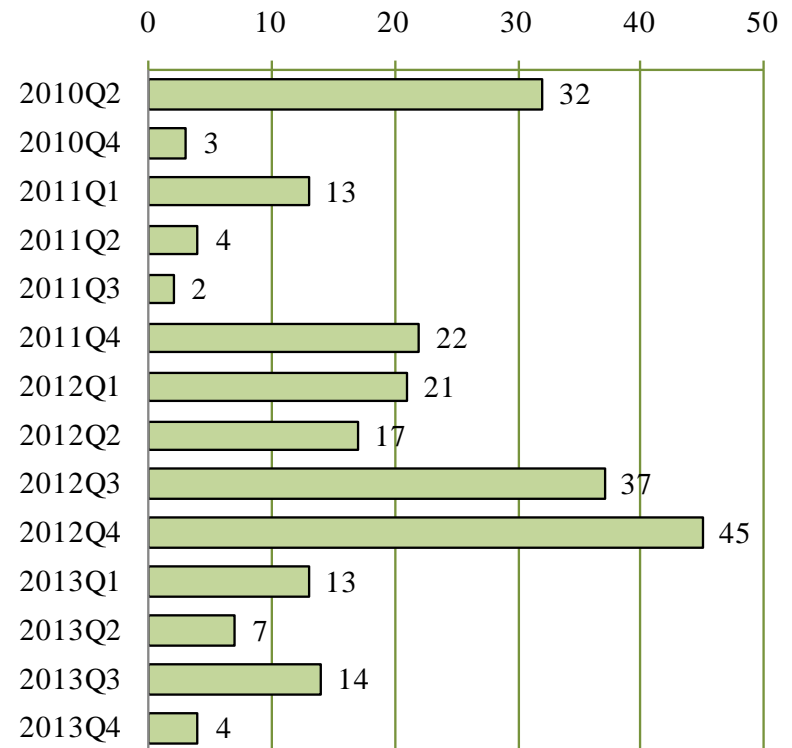
- **Purposes**

- To document the characteristics of those who have and have not applied for and obtained the Credentialed Evaluator (CE) designation
- To assess the extent to which intended and unintended outcomes of the Professional Designations Program (PDP) are occurring

- **Context**

- After years of debate and preparation, PDP adopted by CES in May 2009
- Launch in June 2010
- 250 CEs, 80 in progress

Number of CEs Awarded by Quarter



Outline

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Foundation

- Logic model
- Methodology

Reach

- Who are the CEs?
- Reasons for not becoming a CE

Outcomes for...

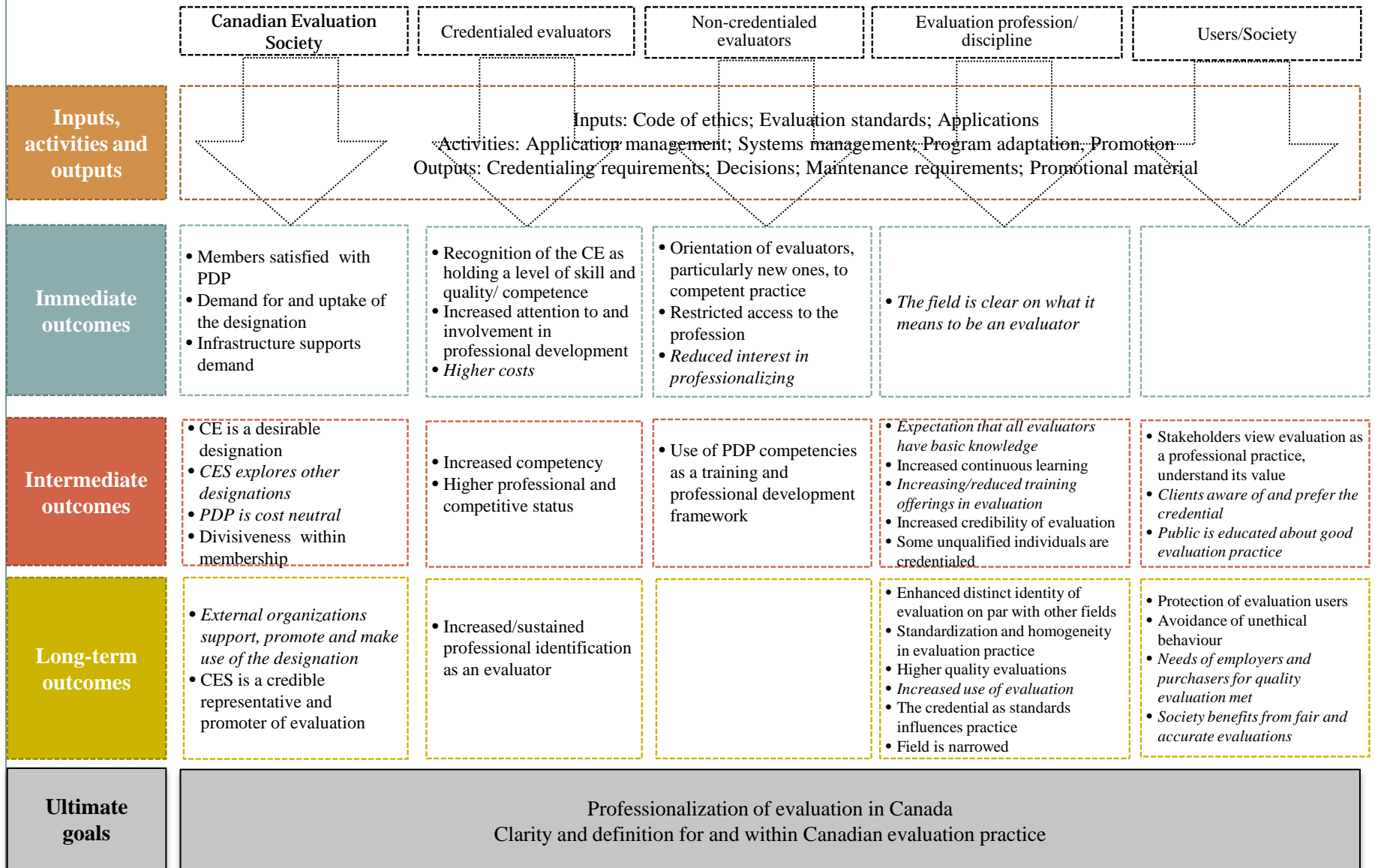
- CEs
- non-CEs
- CES
- the profession
- the users / society

Next steps

- Conclusions
- Questions

PROFESSIONAL DESIGNATION PROGRAM – OUTCOMES LOGIC MODEL

(elements in italics were not measured in this survey)



Methodology

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- Questionnaire aligned to the logic model
- Pretest followed by adjustments and slashing
- Challenge group: balanced in favour and critical
- Population (no sample): members of CES
 - All members as of March 28, 2014: 1,889
- On-line administration from April 2 to 16, 2014
 - One invitation, two reminders
- 654 completed questionnaires (rr = 35%)
 - 159 Credentialed Evaluators (rr = 64%)
 - 495 non-credentialed evaluators (rr = 30%)
- Data weighted by CE status and chapter
- Simple percentages plus modelled differences

Methodology

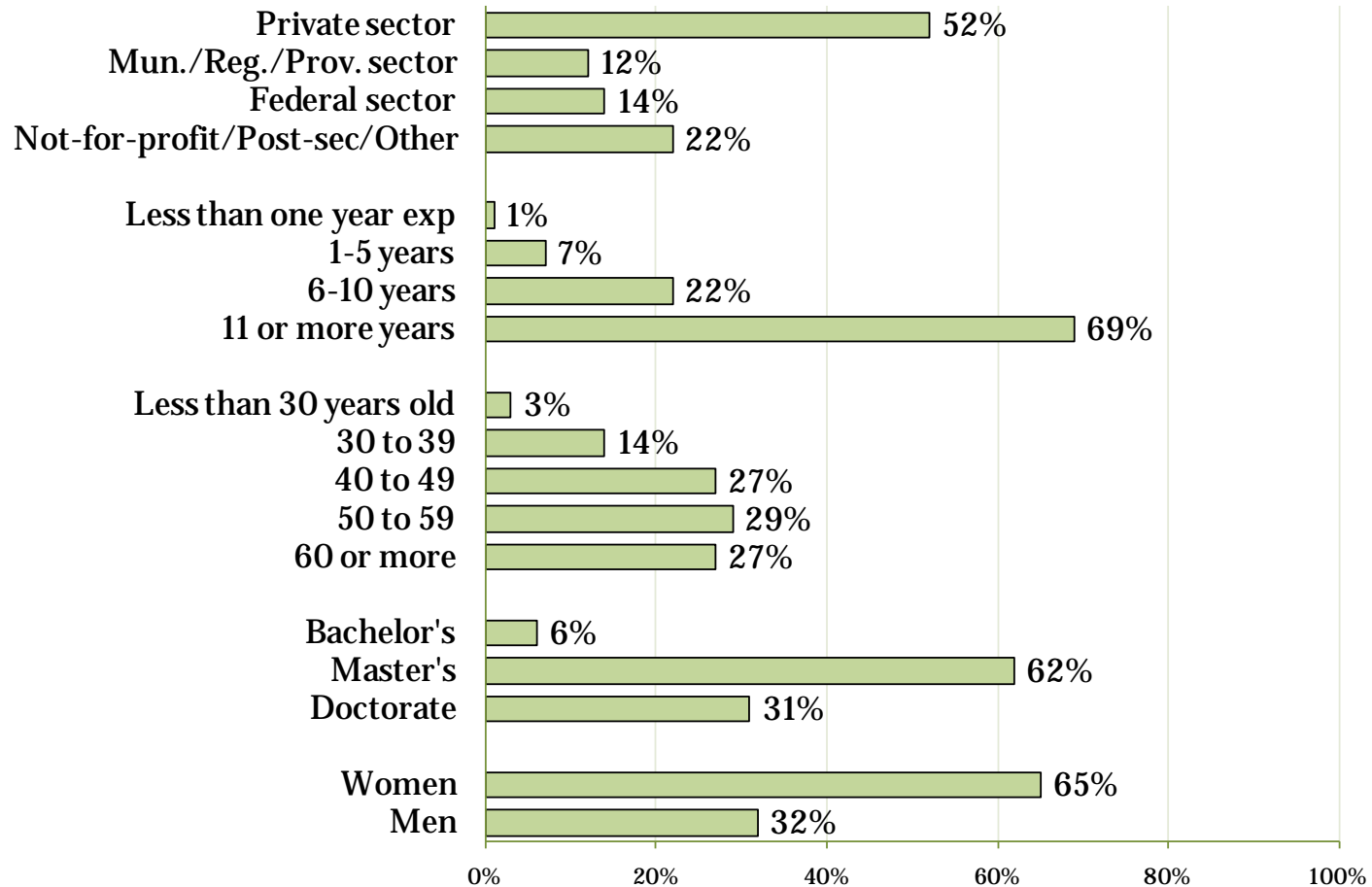
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- **Program outcomes were measured in two ways:**
 - By comparing the responses of CEs and non-CEs
 - By asking CEs to self-assess the contribution of the designation to the outcomes
- **Method: we asked about change over the previous 4 years**
 - Expectation that the natural passage of time will see an increase in expected outcomes
 - But possibility that change is naturally more rapid early in one's career
 - Since CEs have more years of experience, expectation that the change over 4 years would be lower than that of non-CEs

1. Who are the Credentialed Evaluators?

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(n = 159)



1. Who are Credentialed Evaluators?

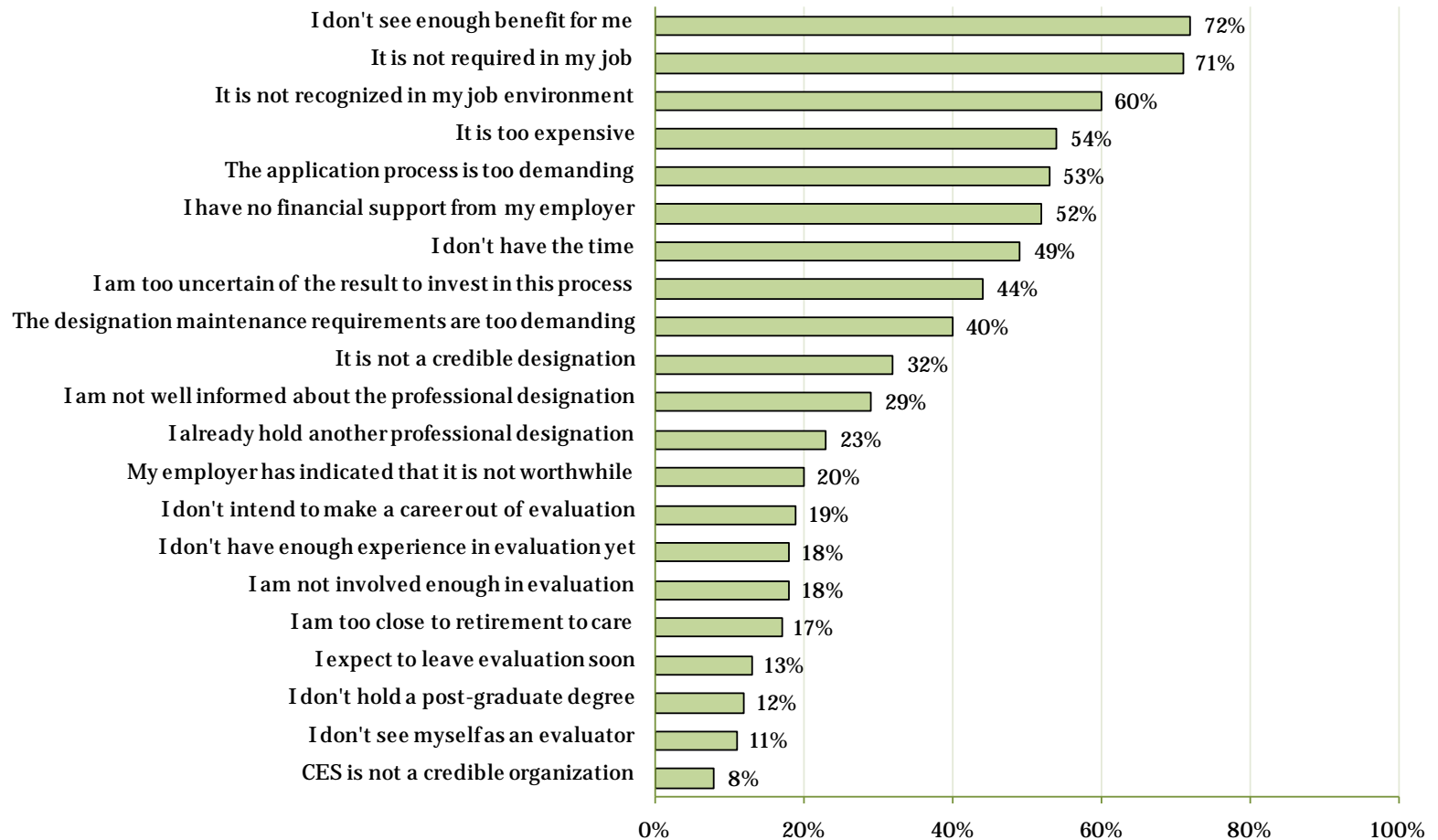
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- **More likely to work in the private sector**
 - 52% vs. 19% of non-CEs
- **More senior**
 - More experienced (69% with 11+years vs. 29% of non-CEs)
 - Older (56% are 50+ vs. 32% of non-CEs)
 - Higher income (47% make \$100+k vs. 20% of non-CEs)
- **More engagement with CES**
 - Longer-term members (44% for 11+years vs. 10% of non-CEs)
 - More who have volunteered for CES (67% vs. 22% of non-CEs)
- **More likely to hold another designation**
 - 30% vs. 22% of non-CEs

2. Reasons for not becoming a CE (% agree)

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(those not interested in the CE, n=113-181)



2. Reasons for not becoming a CE

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- **Evaluators don't see enough benefit**
 - More experienced evaluators see less benefit
- **It is not required, recognized or supported in the workplace**
 - Federal public servants more likely to say employer indicates it is not worthwhile or credible
 - But no differences for other indicators of lack of support
- **The application process is too difficult, too expensive and/or too time-consuming**
 - Cost is less of an issue for private sector
 - Seen as equally demanding across sub-groups
- **Non-federal government less involved or not experienced enough in evaluation**

3. Outcomes for CEs

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□ Non-CEs (n≈462) ■ CEs (n≈159) ■ Attribution by CEs (n≈159)

IMMEDIATE

The CES CE is a good way to identify individuals qualified to conduct evaluation.

Others have recognized me as being competent in evaluation

Other evaluators have thought more highly of me as a professional evaluator

My employer [...] have thought more highly of me as a professional evaluator

I participated in more professional development activities

I read more about evaluation

I participated more in CES Annual Conferences

I participated more in CES Chapter activities

I participated more in evaluation conferences other than those of CES

INTERMEDIATE

I improved my professional skills

I expanded my knowledge about different approaches to evaluation

I expanded my knowledge about evaluation methods

LONG TERM

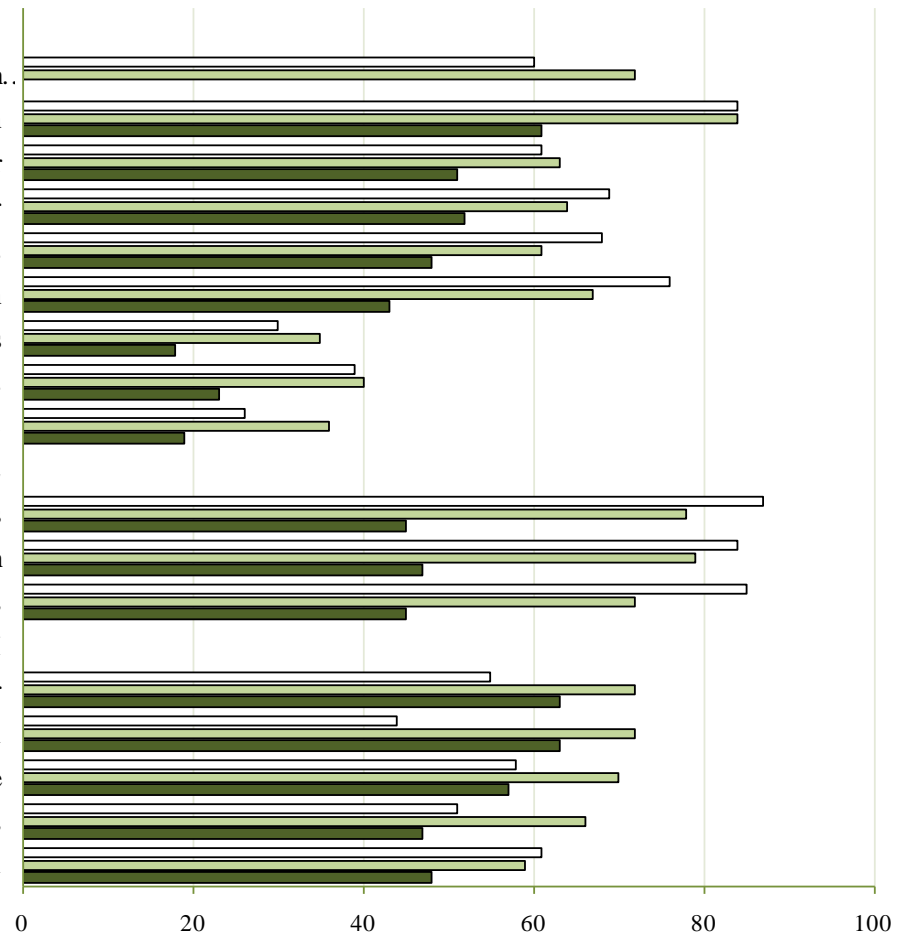
I defined myself more as a professional evaluator

I felt more that I belong to a recognized profession

I self-assessed my level of evaluation expertise

I ensured my practice aligns with CES evaluation competency expectations

My competitiveness in the job or contract market has improved



3. Outcomes for CEs

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- **CEs and non-CEs are equally likely to**
 - Have been recognized as competent
 - Have self-assessed their practice and expertise
 - Have taken part in PD or read about evaluation
 - Have improved their skills in the past 4 years
 - Have participated in conferences and chapter activities
 - Have expanded their knowledge in the past 4 years
 - Feel that they are seen as professionals
 - Perceive that their competitiveness has improved
 - Self-define as a professional evaluator
- **CEs are more likely than non-CEs to**
 - Find that the CE is a good way to identify qualified individuals
 - Line up their practice to CES competencies
 - Feel part of a recognized profession

3. Outcomes for CEs

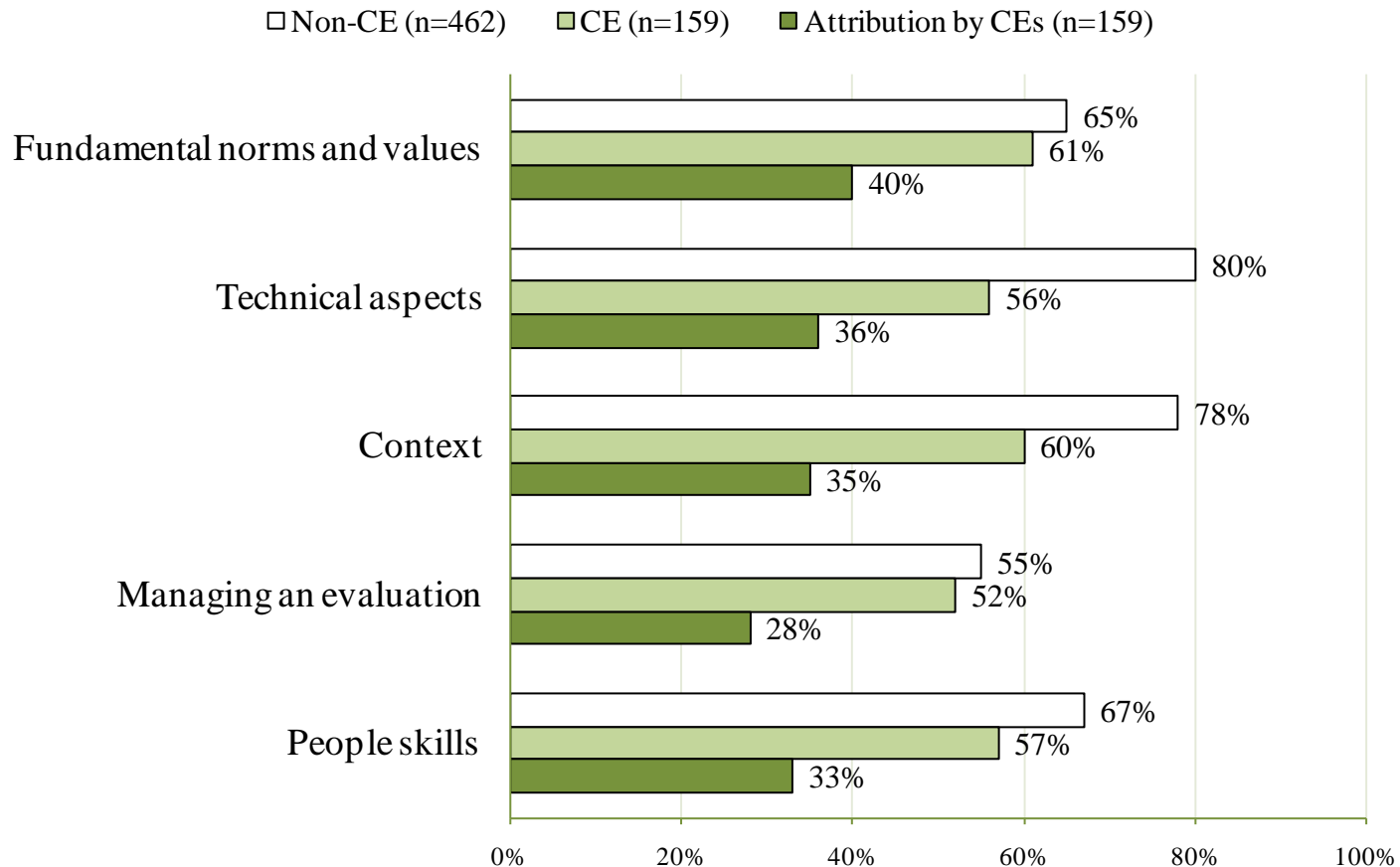
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- **Roughly one-half of CEs attribute change over the past 4 years to the designation, for example**
 - Recognition of competence to the designation
 - Clarification of development needs
 - Increased professional development
 - Improved professional skills
 - Expansion of knowledge on evaluation
 - Enhanced professional status
 - Improved competitive position
 - Professional identification as evaluator
- **Conclusion: outcomes for CEs**
 - Comparative evidence of impacts on use of competencies and feeling of belonging to a recognized profession
 - Self-assessment suggests a much more profound contribution of the designation

4. Outcomes for Non-CEs: Orientation to Competent Practice

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Over the last 4 years I paid more attention to:

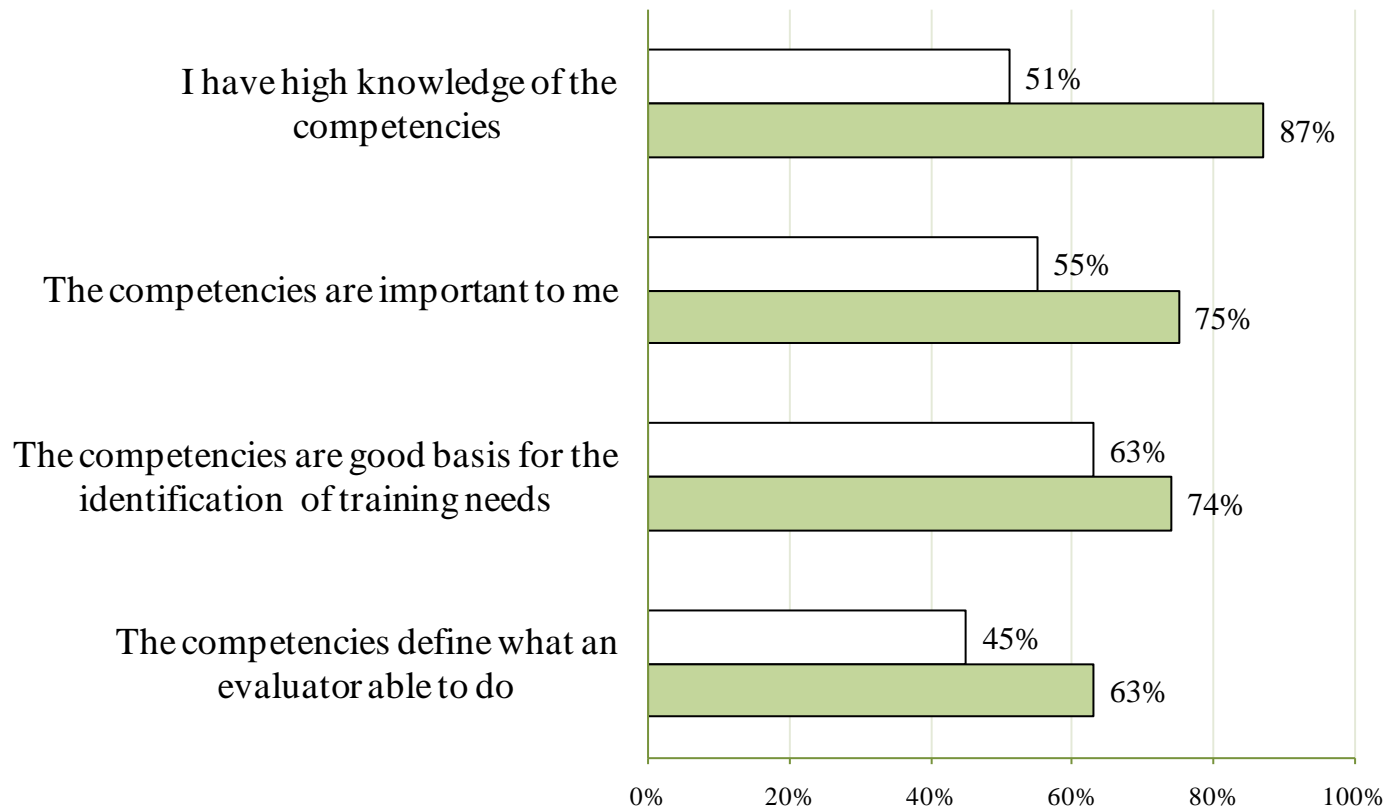


4. Outcomes for Non-CEs: Use of PDP Competencies

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CES Competencies for Canadian Evaluation Practice

□ Non-CE (n≈412-485) ■ CE (n≈156-159)



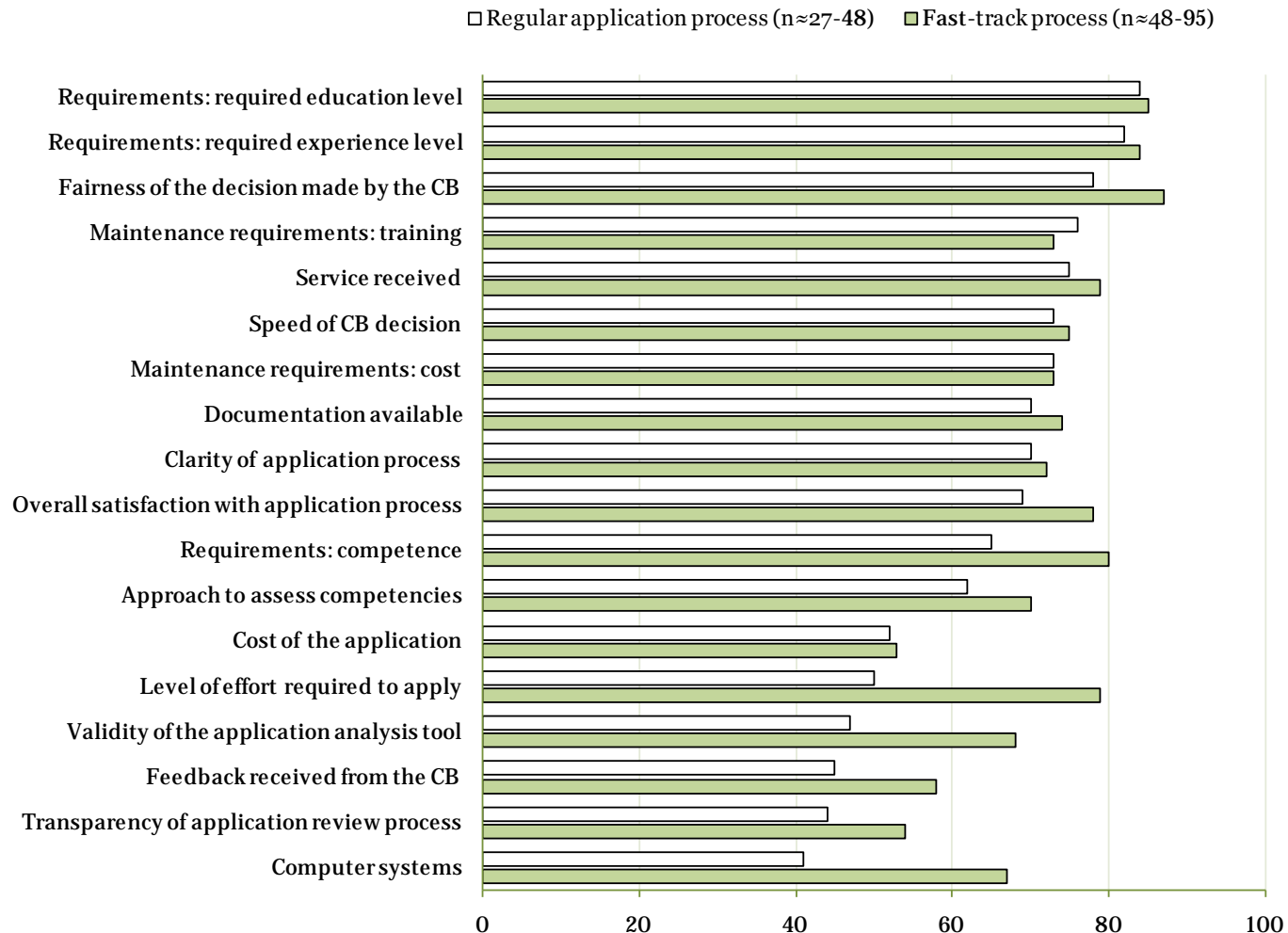
4. Outcomes for Non-CEs

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- ***CES Competencies for Canadian Evaluation Practice* resonate more for CEs**
 - Going through process could be expected to raise awareness
- **Over the last 4 years, however, non-CEs have paid more attention to some of the competency themes than CEs (technical aspects, context)**
 - But higher than 50% for both groups
 - CE self-assessment indicates perceived modest impact of designation
- **Non-CEs are more likely to feel that the designation has reduced access to evaluation contracts and positions for those without the designation**
 - 30% of non-CEs vs. 16% of CEs

5. Outcomes for CES: Satisfaction

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5. Outcomes for CES: Satisfaction

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- **Satisfaction with the application process**
 - Most satisfying: non-burdensome components like education and experience
 - Least satisfying:
 - computer systems
 - CB review process
 - burdensome aspects: effort, cost, demonstration of competence

5. Outcomes for CES

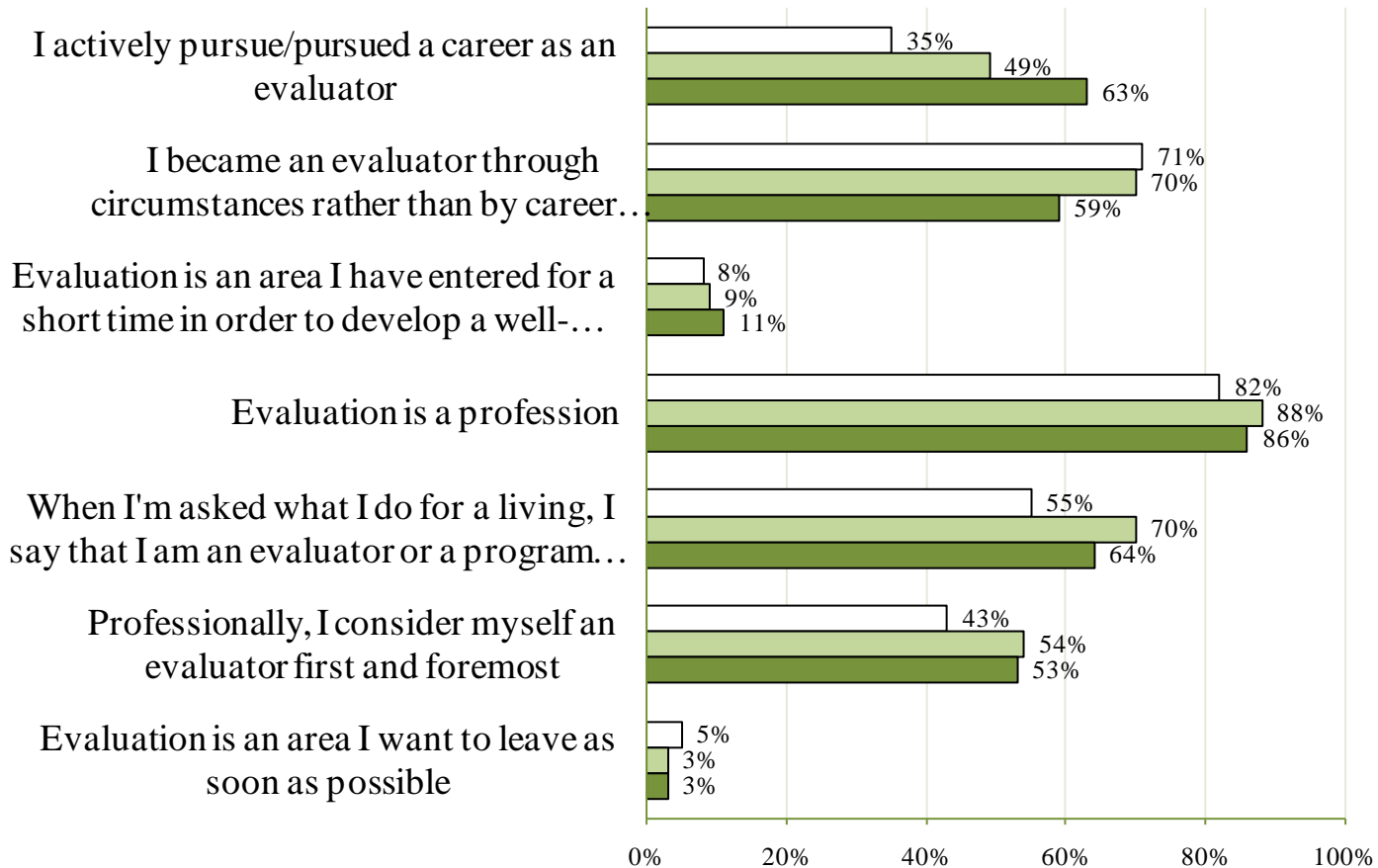
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- **Demand for the designation**
 - 57% of non-CEs are interested
 - 64% if CEs and in-process included in the calculation
 - Higher among those without another designation (60%) and among those entering the profession (75%)
 - In 2005: 63% of CES members agreed with "I would likely pursue the requirements of certification as a professional program evaluator if this certification were available"
 - 69% think that the CE is a desirable professional designation
 - particularly those entering the profession (81%)
- **Enviably position of CES within the profession**
 - 84%: the work of CES advances the evaluator profession
 - particularly those entering the profession (92%)
- **Divisiveness**
 - 76%: disagree that the designation creates an unhealthy divide

6. Evolution of Member Views on Profession/Discipline

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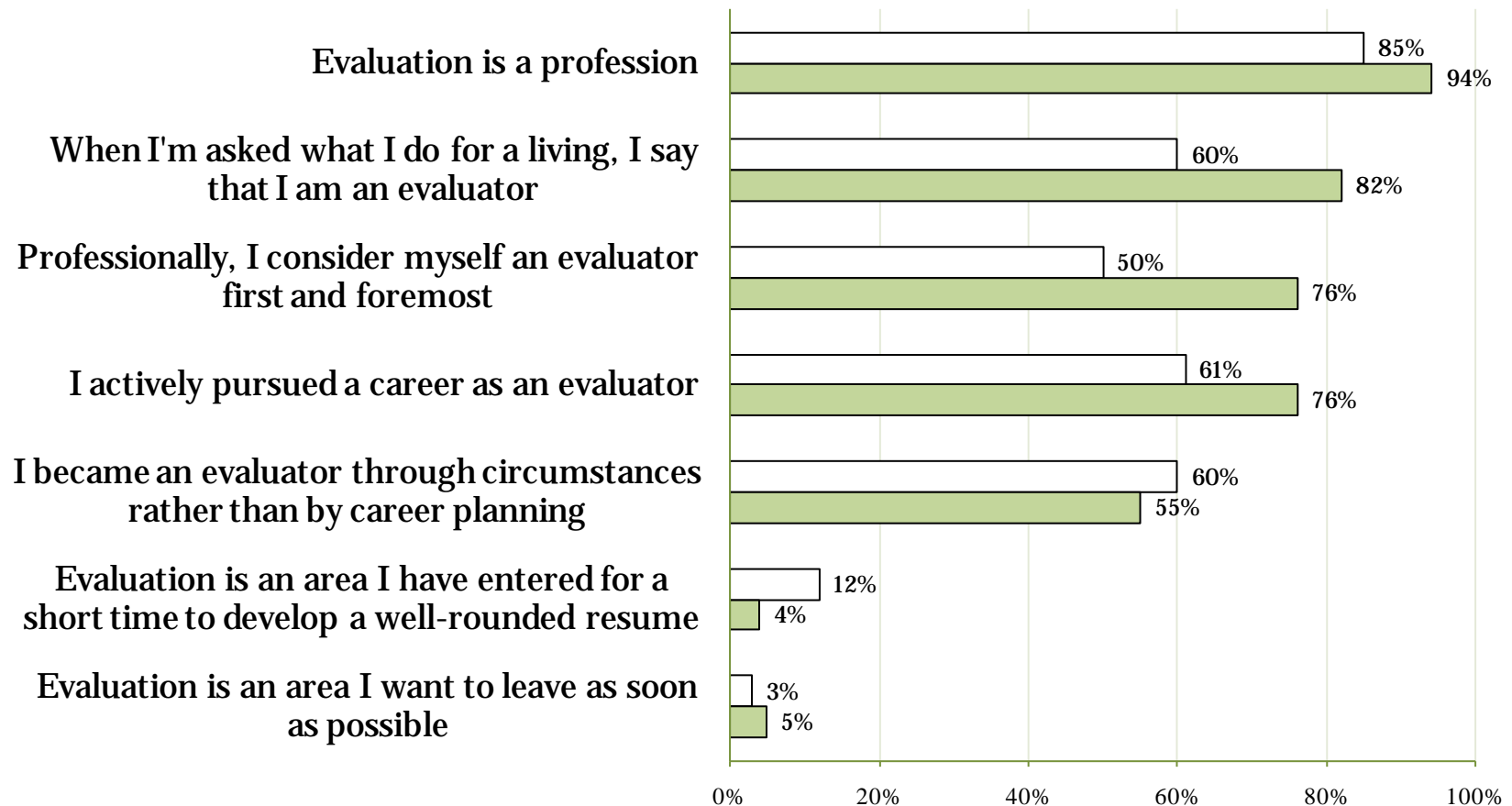
□ 2005 (n≈486-491) ■ 2010 (n≈482-491) ■ 2014 (n≈632-645)



6. Outcomes for Profession/Discipline

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□ Non-CEs (n≈469-482) ■ CEs (n=158)



6. Outcomes for Profession/Discipline

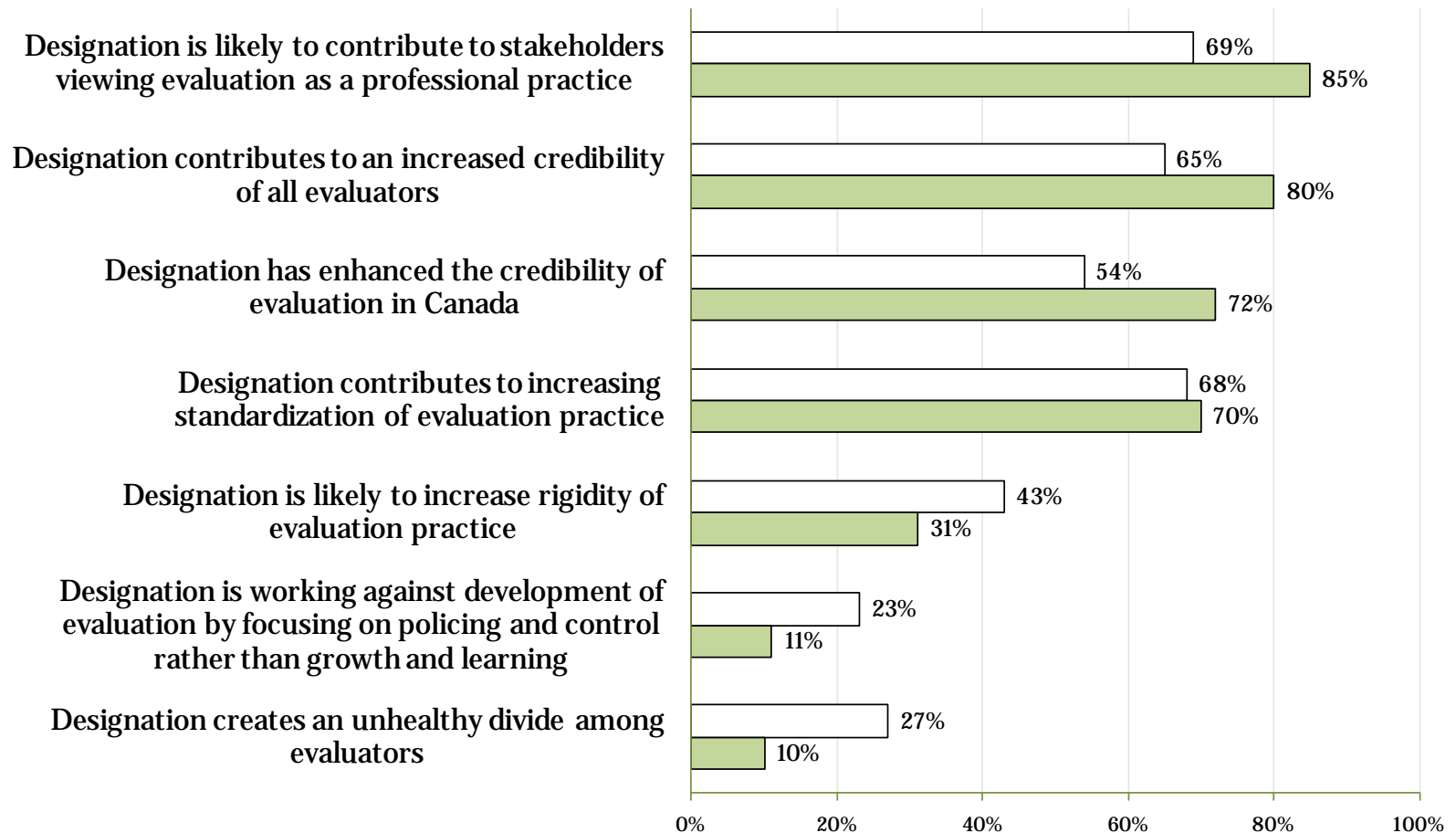
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- **Sense of belonging and professionalization on the rise since 2005**
 - Likely that many factors have contributed to this trend (e.g., CES activities)
- **Fewer ‘accidental evaluators’ since 2005**
- **CEs significantly more likely to have pursued career as evaluators**
 - Private sector also more likely than other sectors
- **CEs stronger belonging to profession, more likely to say that they are evaluators**
 - Evaluators holding another credential less likely to agree that evaluation is a profession
- **Few CEs and Non-CEs want to leave the profession**

6. Outcomes for Profession/Discipline

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□ Non-CEs (n≈378-446) ■ CEs (n≈142-152)



6. Outcomes for Profession/Discipline

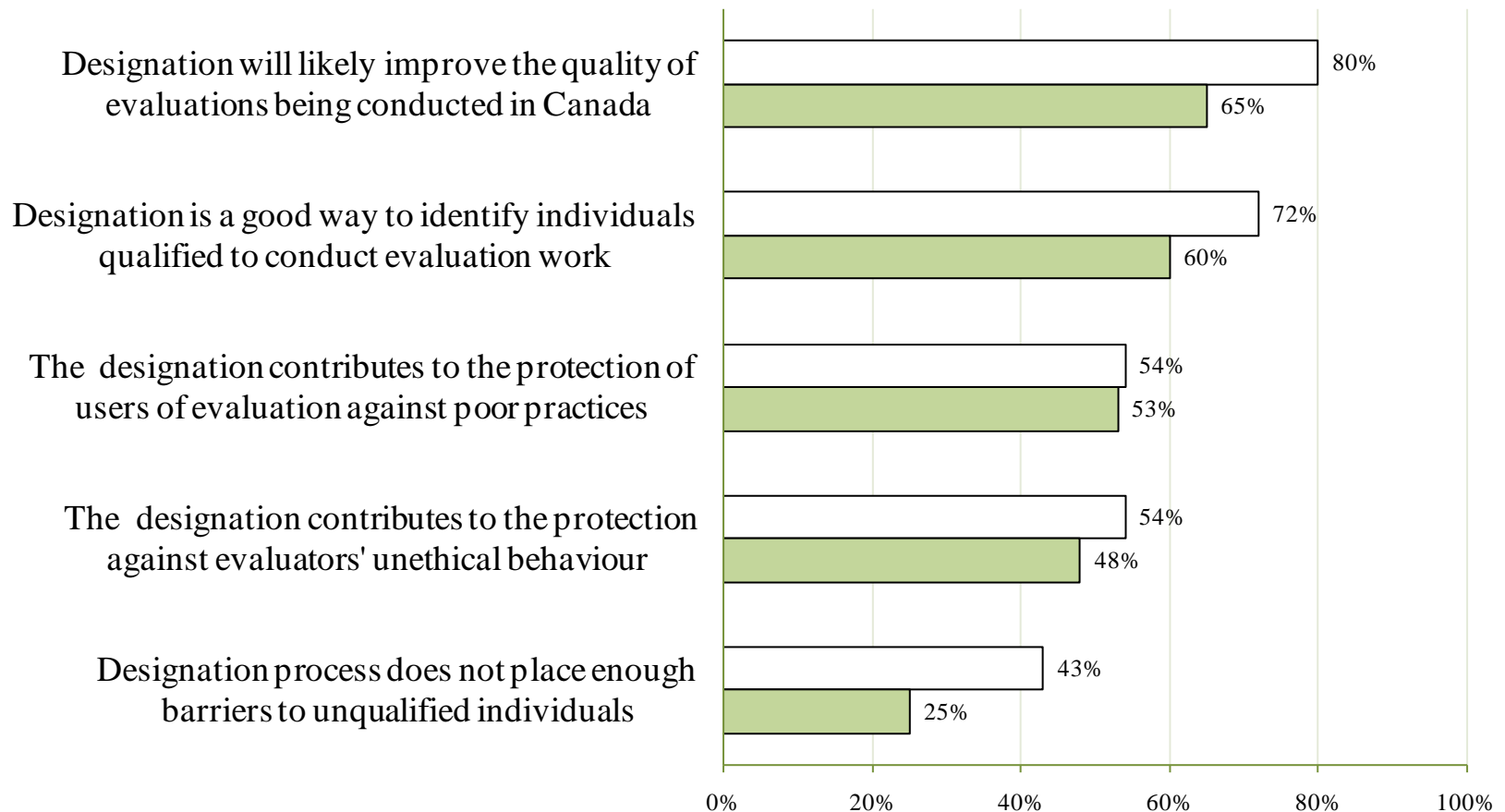
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- **Majority (especially CEs) agrees that:**
 - Credential will contribute to professionalization of evaluation (viewed as practice)
 - Credential contributes to credibility of evaluators and evaluation
 - Credential will contribute to standardize practice
 - Federal public servants less likely to agree than other sectors in all above
- **Minority of respondents associate designation with potential negative impacts (rigidity, control, divide among evaluators)**
 - But 43% of non-CEs associate designation with increased rigidity of evaluation practice

7. Views on Outcomes for Users/Society

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□ CEs (n≈130-155) ■ Non-CEs (n≈274-459)



7. Views on Outcomes for Users/Society

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- **Majority, especially CEs, view designation as contribution to : quality evaluations, identifying qualified individuals**
 - Federal government evaluators less likely to agree than others
- **About half of all respondents view designation as contributing to protection against poor practices, unethical behavior**
- **Majority agrees that designation presents barriers to unqualified individuals – especially non-CEs**

Segmented Analysis

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Factor	Private Sector	Mun / Reg / Prov	Federal Gov.	NFP & Educatn	1-2 Years Exp.	3-5 Years Exp.	6-10 Years Exp.
% CE	29%	7%	9%	9%	1%	4%	13%
Interest	50%	59%	46%	61%	75%	64%	51%
Why not?	Too close to retirement	Not in evaluation enough	Not a credible title	Too uncertain, other title	Not a career	Not a career, too uncertain, no time	Employer = not worth it, limited benefits
PD active	Less				More	More	
Seen as prof. eval.		Less	More		Less		
Self-def. as prof. eval.			More	Less	Less	Less	
Self-assessed impact of CE	Less				—	More	

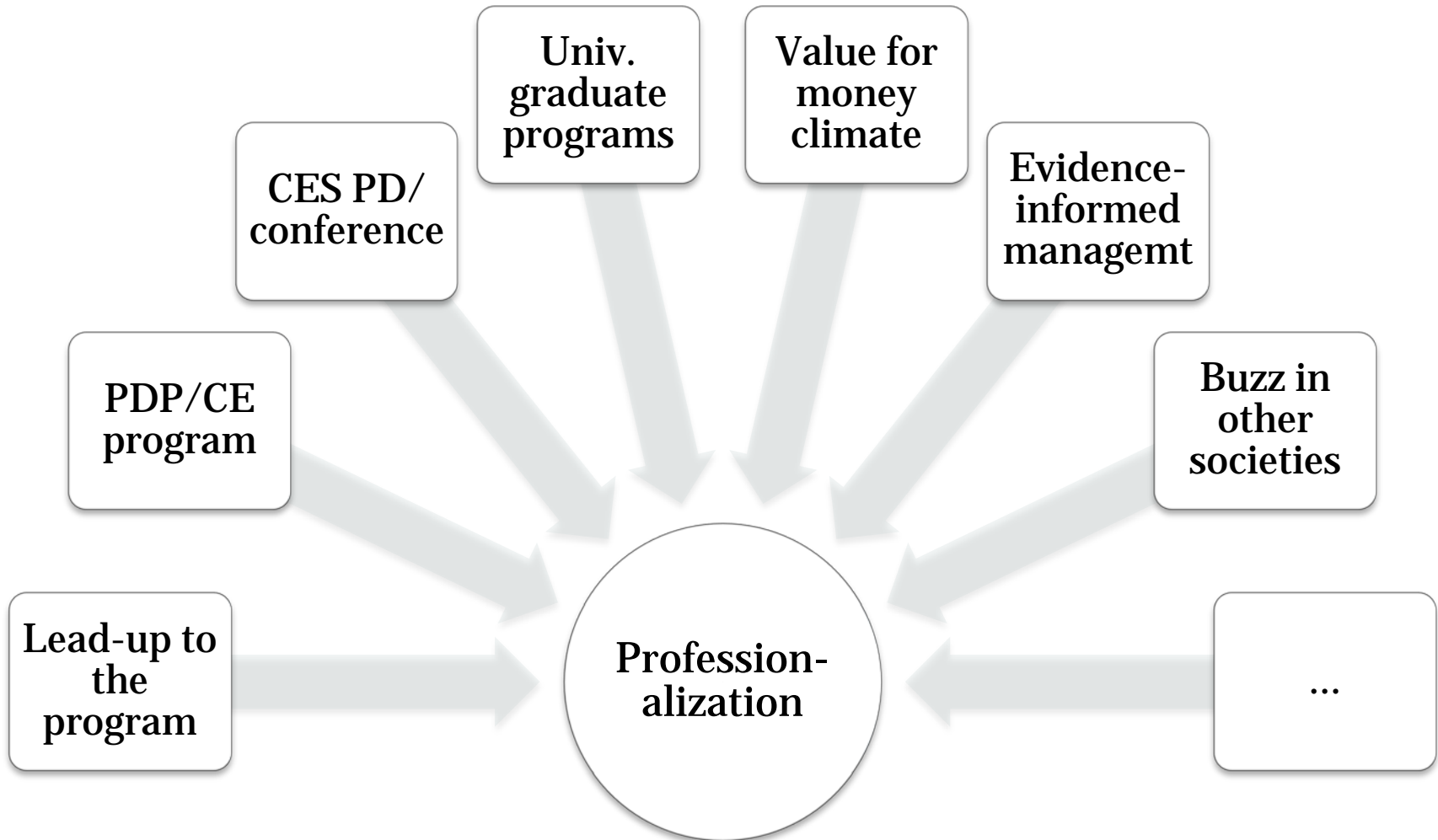
Segmented Analysis

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Factor	Private Sector	Mun / Reg / Prov	Federal Gov.	NFP & Educatn	1-2 Years Exp.	3-5 Years Exp.	6-10 Years Exp.
Compe- tencies as framework	Less	More			More		
CE as desirable			Less		More	More	
CE increases credibility		More	Less		More	More	Less
CE increases standar- dization		More	Less	More	More	More	Less
Protection of users			Less		More	More	

Conclusion: a Convergence of Factors

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Conclusion: Reach

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- **Reach**
 - Currently, the most experienced and those for whom benefits are most likely (private sector)
 - Substantial interest among newcomers; sense of a professional life/career path
- **Limited reach**
 - Federal government: lack of recognition within the system
 - Other governments: evaluation one of many activities
 - NFP/Education: uncertainty, other designation
- **Delivery issues**
 - Communication, promotion
 - Burden / cost
 - Transparency
 - Systems

Conclusion: Outcomes

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- **Outcomes for CEs**
 - Limited objective differences between CEs and non-CEs
 - Self-attribution of substantial impact: more than reality?
- **Outcomes for non-CEs**
 - Competencies making their way into professional consciousness
 - Spill-over effect of the designation?
- **Outcomes for CES:**
 - Perception of designation generally positive
 - Solid demand in theory
 - CES seen as credible and valuable
- **Outcomes for the profession/discipline**
 - Good self-attributed outcomes
- **Outcomes for users/society:**
 - Soft outcomes but still early

Questions for Discussion

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- **Reality check:**
 - Do these findings reflect your own views about the designation?
 - How valid and reliable are these data?
- **Reach:**
 - How to extend the reach of the designation?
 - How to convince employers of the benefits of designation?
- **Outcomes:**
 - Why some of expected results are not achieved among some CEs?
 - What are realistic expectations?
 - Outcomes for the discipline: tapped out with senior members?
 - How to strengthen outcomes for users/society?