



**2011 Hawai'i-Pacific Evaluation Association Conference  
“Reaching Shared Meaning: I Thought You Understood...”**

September 8 and 9, 2011

Hilton Waikiki Prince Kuhio Hotel

**Conference Evaluation Report**

**2011 H-PEA Conference Evaluation Team:**

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## Executive Summary

The following is a summary of main findings from the 2011 H-PEA Conference and Pre-conference Workshop evaluation surveys. More detailed descriptions and explanations of the results, including accompanying tables, figures, and qualitative data, are provided in the main body of the evaluation report.

### Participant Profiles

- Of the 103 conference and workshop attendees, a total of 89 (86%) responded to the evaluation survey, a response rate up from 75% in the previous year.
- New H-PEA members who attended the conference this year ( $n = 32$ , 36.0%) were down from the previous year ( $n = 44$ , 47.3%).
- The primary occupation of those who attended the conference was “evaluator” ( $n = 45$ , 50.6%). Prior H-PEA members were more likely to be “evaluators” while new H-PEA members were more likely to be “administrators” or “students”.
- The primary work setting of conference attendees was “higher education” ( $n = 45$ , 50.6%). Prior H-PEA members were more likely to work in “non-profit organization” settings while new H-PEA members were more likely to work in “higher education”.
- The most common fields of interest in evaluation were “higher education” ( $n = 46$ , 51.7%), “elementary/secondary education” ( $n = 42$ , 47.2%), and “social services” ( $n = 31$ , 34.8%).

### Pre-Conference Organization

- Overall, conference attendees were quite satisfied with the pre-conference organization.
- The “online registration” received the highest mean satisfaction rating ( $M = 3.59$  on a 5-point scale;  $SD = 0.61$ ) while “conference publicity” received the lowest ( $M = 3.02$ ;  $SD = 0.69$ ).
- There appear to be minor downward trends in mean satisfaction ratings with pre-conference organization over time, which may be a result of relatively late conference publicity.

### Pre-Conference Workshop: Culturally Responsive Evaluation

- Those who attended the Culturally Responsive Evaluation workshop provided “fair” to “good” ratings of the workshop; indicated it was too slow, provided a valuable cultural perspective on evaluation but lacked applicability to their own evaluation work.
- While 81.1% at least “agreed” that the information provided in the Culturally Responsive Evaluation workshop was useful, only 63.9% “agreed” that they would recommend it to others.

### **Pre-Conference Workshop: It's Showtime: Effective Reporting for Multiple Audiences**

- The workshop received “good” ratings on workshop features, and was judged to be “about right” on both pacing and content.
- Comments regarding the three presenters indicated that those who attended the workshop really liked the first two presenters, but did not feel that the third presentation was very useful or applicable.
- Of those who attended, 92.6% at least “agreed” that the information provided in the workshop was useful and 80.8% “agreed” that they would recommend it to others.

### **Conference on Friday**

- Most of the various conference components received more than 90% endorsement of either “agree” or “strongly agree”, indicating a high level of satisfaction.
- The conference components that received the highest mean satisfaction ratings were the panel speakers, poster presenters, planning to attend next year's H-PEA conference, and this year’s conference was a worthwhile experience.
- The conference components that received the lowest mean satisfaction ratings were both the morning and afternoon keynote speakers and that the topics were important and timely.
- Overall satisfaction ratings of the H-PEA Conference remain high and relatively stable over time.

### **Conference Expectations**

- The most common expectations reported by those who attended the H-PEA Conference are networking, learning about contemporary evaluation topics, and learning successful techniques and best practices from experienced evaluators.
- The H-PEA Conference met 48% of the attendee’s expectations while 34% reported that it failed to meet their expectations.
- Those who commented that the conference did not meet their expectations mainly referenced the two keynote speakers.

### **Suggestions for Next Year’s Conference**

- Provide more small breakout, paper, and poster sessions
- Provide more emphasis on practical and applicable methodology and less emphasis on cultural evaluation
- Keynote speakers should be better
- Provide more time for networking and learning about local evaluation efforts.

### **Suggestions for Improving the Value of H-PEA**

- Offer more skill-building workshops and activities throughout the year.
- Provide mentoring programs for young/new evaluators.
- Continue to provide evaluation resources such as job listserv and look for new resources through book, literature, and methodological recommendations.
- More networking and meeting opportunities throughout the year.
- Address different areas of evaluation interests and emphasis (i.e., cultural versus methodological).

### **Reflection on the Evaluation**

- Online distribution and timing of conference survey administration seem to be effective at eliciting high response rates.
- Unique question sets for the new H-PEA members could provide information to conference organizers on how they learned about H-PEA and what makes them return to next year's conference.
- Conference satisfaction ratings could be analyzed through different participant profile perspectives to better inform conference organizers about the interests and expectations of H-PEA member groups.
- Trends of conference satisfaction ratings should be compared and evaluated over time to monitor for quality control of conference planning and content.
- Survey questions that address the cultural versus methodological emphasis of evaluators could provide useful information to the conference organizers.

## Section I: Introduction

The sixth annual Hawai‘i-Pacific Evaluation Association (H-PEA) Conference and Pre-conference Workshops were held on September 8 and 9, 2011 at the Hilton Waikīkī Prince Kuhio Hotel. The theme of the conference was *Reaching Shared Meaning: “I thought you Understood...”* The conference on Friday September 9<sup>th</sup> was attended by 101 people. A full list of conference events and schedule can be found in Appendix A.

Two workshops were held on Thursday. The morning workshop was titled “The Role of Culture and Cultural Context in Evaluation: A Workshop on Culturally Responsive Evaluation”. The afternoon workshop was titled “It’s Showtime: Effective Reporting for Multiple Audiences”. Three speakers presented during the Thursday afternoon workshop. Attendance for the Thursday morning workshop totaled 39 people, and 28 people attended the Thursday afternoon workshop. Ten people attended the Thursday workshop(s) but did not attend the Friday conference.

A pair of graduate assistants from the Office for Evaluation and Needs Assessment Services at the University of Hawai‘i at Mānoa worked with the H-PEA Officers and conference committee members to make adjustments to the evaluation survey instrument. Adjustments to the survey instrument reflect only minor changes from the 2010 conference. The minor changes were made to the survey instrument to facilitate comparison of data across years; the evaluators felt that continuity of data was important and thus decided against substantive changes that may have inhibited this. As a result of this continuity, some analyses were performed that examined whether participant perceptions about the conference varied over time.

This evaluation report summarizes data gathered from an online survey sent to conference and workshop attendees via SurveyMonkey™. A link to the online survey was mailed to the 103 attendees on Tuesday, September 13, 2011. A reminder to complete the survey was sent on Monday, September 19. A second and final reminder was sent on Thursday, September 22. The survey collector was closed on October 1, 2011. A total of 89 responses were collected, for a response rate of 86.41%. Sections II - VI of the report will display findings and data from the evaluation survey. Section VII lists the conclusions and recommendations given by conference participants. A brief reflection of the evaluation is given in Section VIII.

## Section II: Conference Participant Profiles

### Response Rates

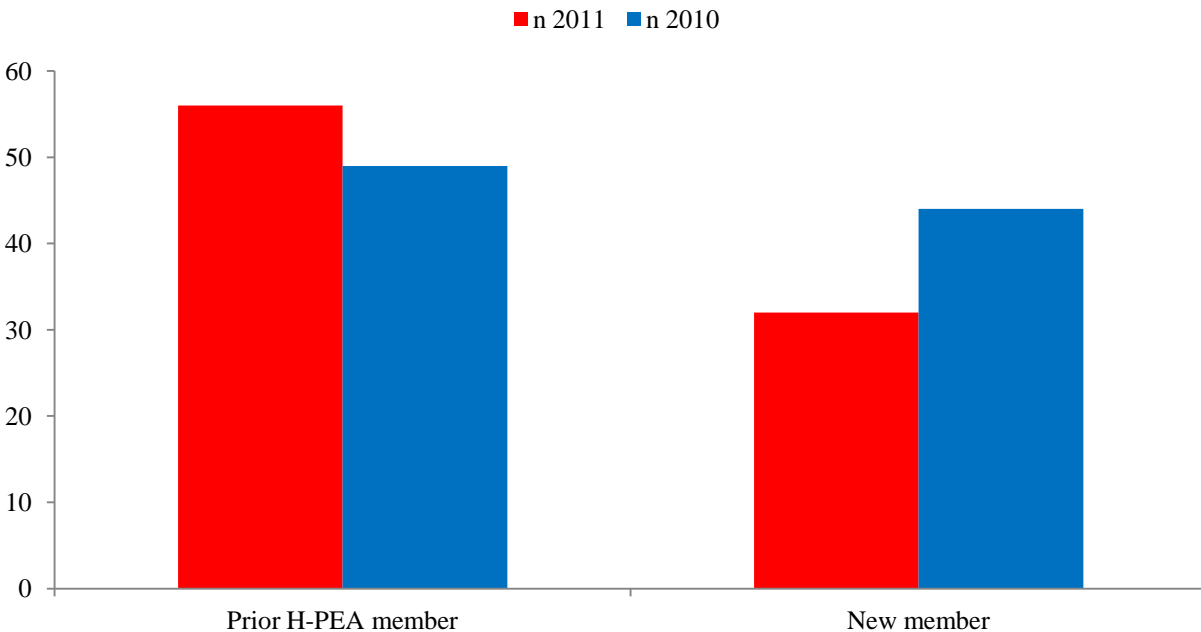
The conference evaluation survey was emailed to 103 conference and workshop attendees. Two reminders were sent following the initial email in order to increase survey returns. A total of 89 attendees completed the survey for an overall response rate of 86.41%. The response rate for the current H-PEA Conference Evaluation is higher than the previous year's, which was reported as 75%.

### H-PEA Membership Prior to Conference

Conference attendees were asked, "Were you an H-PEA member before registering for the 2011 H-PEA Conference?" (refer to question 1.2 of the conference evaluation survey in Appendix B). A little over a third of those who attended the 2011 H-PEA Conference were new members ( $n = 32$ , 36.0%) while the rest were members prior to registering ( $n = 56$ , 62.9%). One respondent skipped this question ( $n = 1$ , 1.1%).

While the H-PEA Conference is still attracting many new members, these numbers are down from the H-PEA Conference in 2010 ( $n = 44$ , 47.3%). Figure 1 displays a comparison of new and prior members between the 2011 and 2010 H-PEA conferences.

Figure 1. Comparison of prior and new H-PEA membership prior to 2011 and 2010 H-PEA Conference.



### Occupations of Participants

In order to determine what type of occupational positions that the 2011 H-PEA Conference attendees held, survey respondents were asked, "Which of the following describes

you best? (Check ALL that apply)” (refer to question 1.1 of the conference evaluation survey in Appendix B). Over half of the conference attendees identified themselves as “Evaluators” (50.6%) with the second largest group identified as “Faculty” (21.3%). The complete list of occupational positions identified by conference attendees are reported in Table 1.

The occupations held by new H-PEA members were then compared to prior H-PEA members and are presented in Figure 2. The percentage endorsed by prior H-PEA members was subtracted by the percentage endorsed by new members by each occupation. Prior H-PEA members endorsed “evaluator” as their occupation 36.2% more than new members. New members, on the other hand, endorsed occupations as an “administrator” 16.5% and “student” 14.7% more than prior H-PEA members. There was very little difference in rates of occupational endorsement of “faculty”, “program/project manager”, and “other” between new and prior H-PEA members.

Table 1

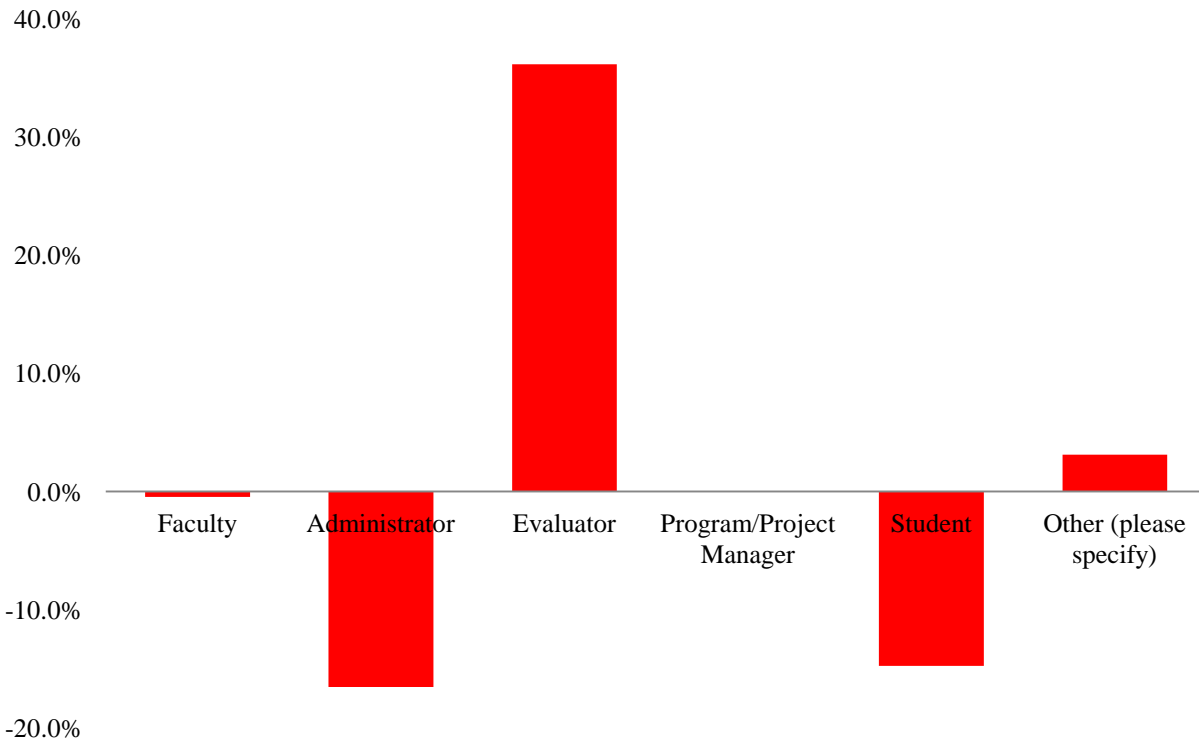
*Count of 2011 H-PEA Conference Attendees Response to Question 1.1 "Which of the following describes you best? (Check ALL that apply)" by New and Prior H-PEA Members*

Position	Total N (%)	New Members n (%)	Prior H-PEA Members n (%)
Faculty	19 (21.3%)	7 (21.9%)	12 (21.4%)
Administrator	10 (11.2%)	7 (21.9%)	3 (5.4%)
Evaluator	45 (50.6%)	9 (28.1%)	36 (64.3%)
Program/Project Manager	11 (12.4%)	4 (12.5%)	7 (12.5%)
Student	11 (12.4%)	7 (21.9%)	4 (7.1%)
Other (please specify)	10 (11.2%)	3 (9.4%)	7 (12.5%)
Total	89 (100.0%)	32 (100.0%)	56 (100.0%)

*Note.* Percentages do not total 100% due to multiple endorsements of items.



Figure 2. Percent difference between prior H-PEA members and new members in response to question 1.1 "Which of the following describes you best? (Check ALL that apply)" at the 2011 H-PEA Conference.



Note. Percent of prior H-PEA member endorsement and percent of new H-PEA member endorsement was calculated for each response item. Percent of prior H-PEA member endorsement was then subtracted by new H-PEA member endorsement for each response item. Therefore, positive values displayed represent higher endorsement by prior H-PEA members.

### Work Settings of Participants

Next, 2011 H-PEA Conference attendees were asked about what kind of settings they worked in by asking, "What is/are your work setting(s)? (Check ALL that apply)" (refer to question 1.3 of the conference evaluation survey in Appendix B). The most common work settings reported were "higher education" (50.6%), "non-profit organization" (32.6%), and "school system" (21.3%).

Again, the work settings of new H-PEA members were compared to prior H-PEA members by subtracting the percentage endorsed by prior H-PEA members by the percentage endorsed by new members for each work setting. These comparisons are presented in Figure 3. Prior H-PEA members worked in "non-profit organization" settings 7.6% more than new members while new H-PEA members worked in "higher education" settings 17.9% more than prior members.

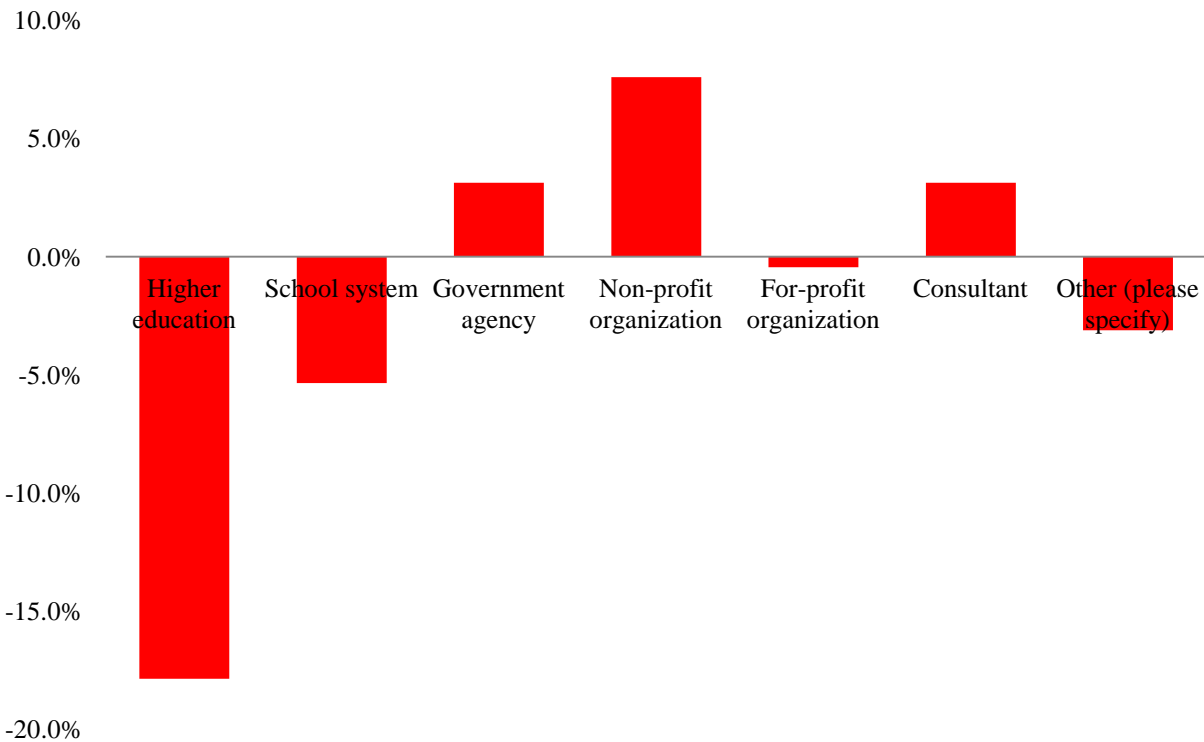
Table 2

Count of 2011 H-PEA Conference Attendees Response to Question 1.3 "What is/are your work setting(s)? (Check ALL that apply)" by New and Prior H-PEA Members

Setting	Total n (%)	New Members n (%)	Prior H-PEA Members n (%)
Higher education	45 (50.6%)	20 (62.5%)	25 (44.6%)
School system	19 (21.3%)	8 (25.0%)	11 (19.6%)
Government agency	10 (11.2%)	3 (9.4%)	7 (12.5%)
Non-profit organization	29 (32.6%)	9 (28.1%)	20 (35.7%)
For-profit organization	8 (9.0%)	3 (9.4%)	5 (8.9%)
Consultant	10 (11.2%)	3 (9.4%)	7 (12.5%)
Other (please specify)	1 (1.1%)	1 (3.1%)	0 (0.0%)
Total	89 (100.0%)	32 (100.0%)	56 (100.0%)

Note. Percentages do not total 100% due to multiple endorsements of items.

Figure 3. Percent difference between prior H-PEA members and new members in response to question 1.3 "What is/are your work setting(s)? (Check ALL that apply)" at the 2011 H-PEA Conference.



Note. Percent of prior H-PEA member endorsement and percent of new H-PEA member endorsement was calculated for each response item. Percent of prior H-PEA member endorsement was then subtracted by new H-PEA member endorsement for each response item. Therefore, positive values displayed represent higher endorsement by prior H-PEA members.

## Fields of Interest in Evaluation

Next, 2011 H-PEA Conference attendees were asked to indicate what their interests were in the field of evaluation by asking, “What is/are your field(s) of interest in evaluation? (Check ALL that apply)” (refer to question 1.4 of the conference evaluation survey in Appendix B). The most common fields of interest endorsed were “higher education” (51.7%), “elementary/secondary education” (47.2%), “social services” (34.8%), “health” (27.0%), “community development” (25.8%), and “early childhood education” (21.3%).

New members’ fields of interest were also compared to prior H-PEA members by subtracting the percentage endorsed by prior H-PEA members by the percentage endorsed by new members for each field of interest. These comparisons are presented in Figure 4.

Prior H-PEA members reported being interested in the evaluation fields of “early childhood education” 19.2%, “arts and culture” 16.5%, “health” 13.4%, and “social services” 11.2% more than new members. New H-PEA members, on the other hand, reported being interested in the evaluation fields of “community development” 8.0% and “higher education” 6.3% more than prior H-PEA members.

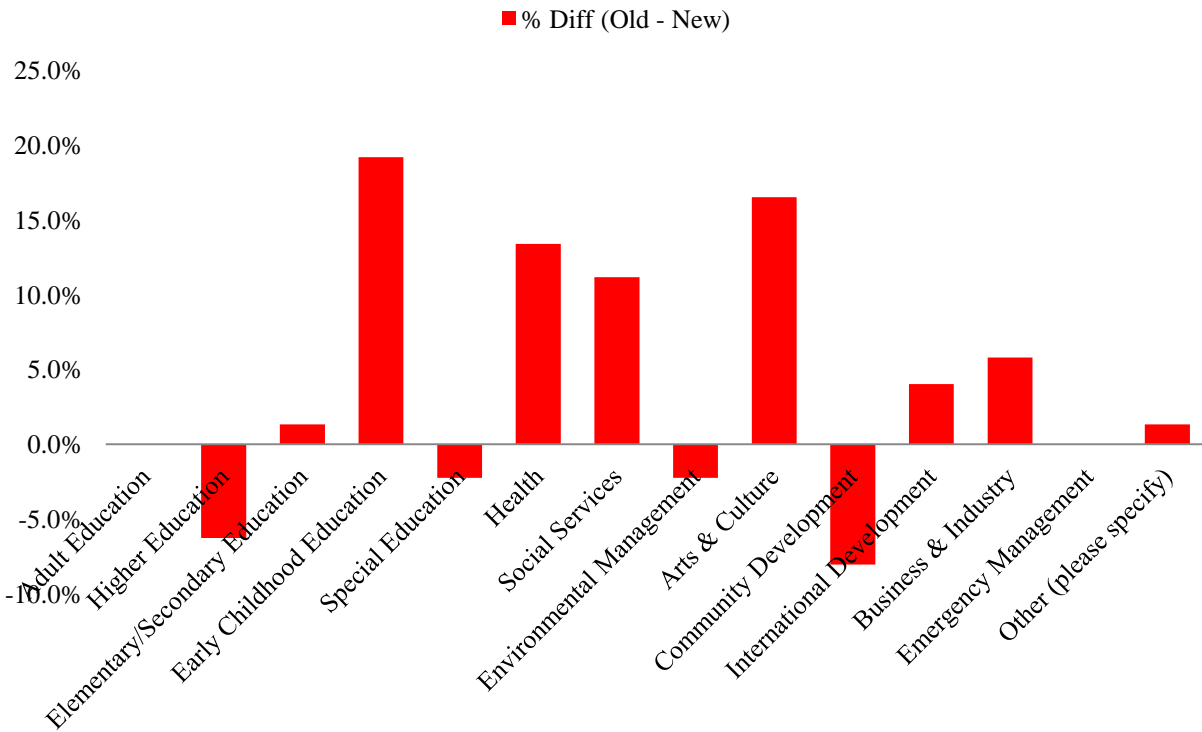
Table 3

*Count of 2011 H-PEA Conference Attendees Response to Question 1.4 "What is/are your field(s) of interest in evaluation? (Check ALL that apply)" by New and Prior H-PEA Members*

Interest	Total N (%)	New Members n (%)	Prior H-PEA Members n (%)
Adult Education	11 (12.4%)	4 (12.5%)	7 (12.5%)
Higher Education	46 (51.7%)	18 (56.3%)	28 (50.0%)
Elementary/Secondary Education	42 (47.2%)	15 (46.9%)	27 (48.2%)
Early Childhood Education	19 (21.3%)	3 (9.4%)	16 (28.6%)
Special Education	7 (7.9%)	3 (9.4%)	4 (7.1%)
Health	24 (27.0%)	6 (18.8%)	18 (32.1%)
Social Services	31 (34.8%)	9 (28.1%)	22 (39.3%)
Environmental Management	7 (7.9%)	3 (9.4%)	4 (7.1%)
Arts & Culture	12 (13.5%)	1 (3.1%)	11 (19.6%)
Community Development	23 (25.8%)	10 (31.3%)	13 (23.2%)
International Development	5 (5.6%)	1 (3.1%)	4 (7.1%)
Business & Industry	6 (6.7%)	1 (3.1%)	5 (8.9%)
Emergency Management	0 (0.0%)	0 (0.0%)	0 (0.0%)
Other (please specify)	9 (10.1%)	3 (9.4%)	6 (10.7%)
Total	89 (100.0%)	32 (100.0%)	56 (100.0%)

*Note.* Percentages do not total 100% due to multiple endorsements of items.

Figure 4. Percent difference between prior H-PEA members and new members in response to question 1.4 “What is/are your field(s) of interest in evaluation? (Check ALL that apply)”.



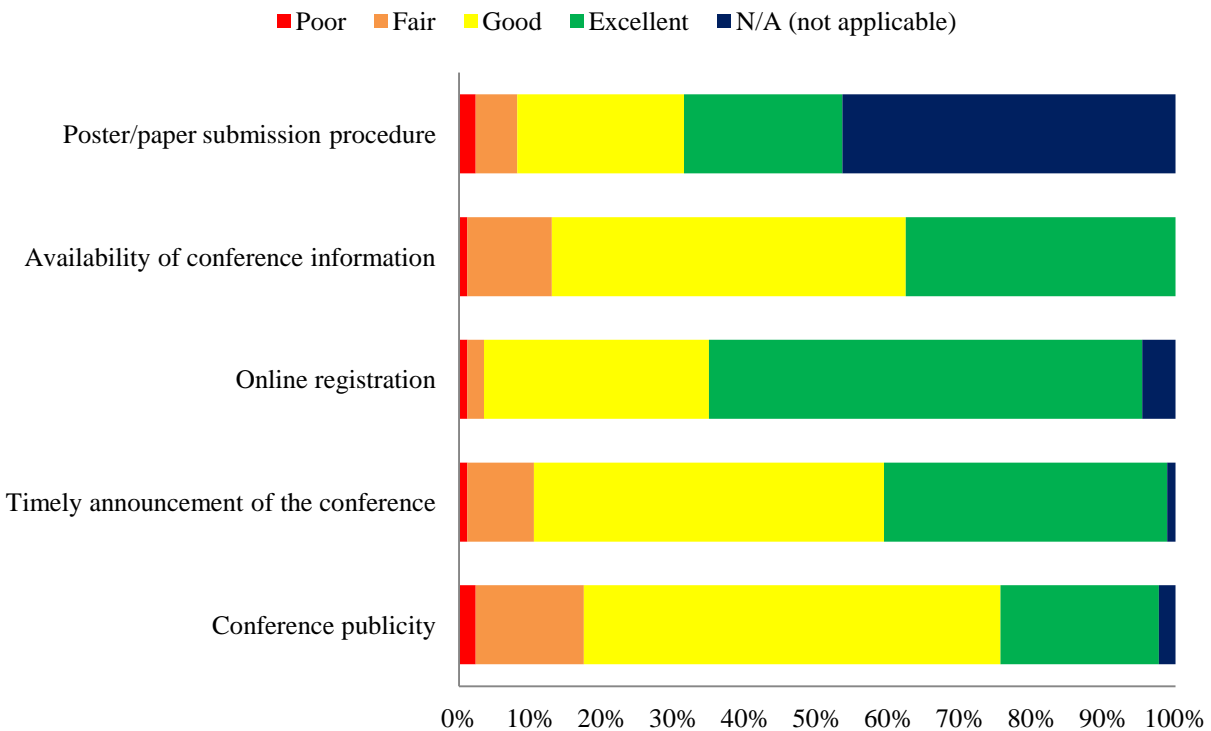
Note. Percent of prior H-PEA member endorsement and percent of new H-PEA member endorsement was calculated for each response item. Percent of prior H-PEA member endorsement was then subtracted by new H-PEA member endorsement for each response item. Therefore, positive values displayed represent higher endorsement by prior H-PEA members.

### Section III: Pre-Conference Organization

#### Ratings of Conference Organization

Attendees of the 2011 H-PEA conference were asked to provide their satisfaction on a four-point scale ranging from “poor” to “excellent” on various features of the conference pre-organization (refer to question 1.5 of the conference evaluation survey in Appendix B). Participant’s endorsement of these response categories for each of the conference pre-organization features are presented in Figure 5. All of the conference features received more than 80% of an endorsement of either “good” or “excellent” with the “online registration” process receiving the highest endorsement (96.3%) while “conference publicity” received the lowest (82.1%).

Figure 5. Percent of response categories by 2011 H-PEA Conference attendees in response to question 1.5 "Please rate the following features of the conference organization."



The response scale was then numerically recoded into a scale of 1 to 4 in order to calculate mean satisfaction ratings. All pre-conference organization features received a mean satisfaction rating higher than 3, again with “online registration” receiving the highest mean satisfaction ( $M = 3.59$ ;  $SD = 0.61$ ) while “conference publicity” received the lowest ( $M = 3.02$ ;  $SD = 0.69$ ). Analysis of additional comments for this year’s conference is provided in Table 5.

Table 4

*Mean Ratings by 2011 H-PEA Conference Attendees of Conference Features in Question 1.5  
"Please rate the following features of the conference organization."*

Conference Feature	<i>M (SD)</i>
Conference publicity	3.02 (0.69)
Timely announcement of the conference	3.28 (0.68)
Online registration	3.59 (0.61)
Availability of conference information	3.24 (0.70)
Poster/paper submission procedure	3.22 (0.81)

*Note.* Scale of items were recoded for analysis as "Poor" = 1, "Fair" = 2, "Good" = 3, "Excellent" = 4, "N/A (not applicable)" = null.

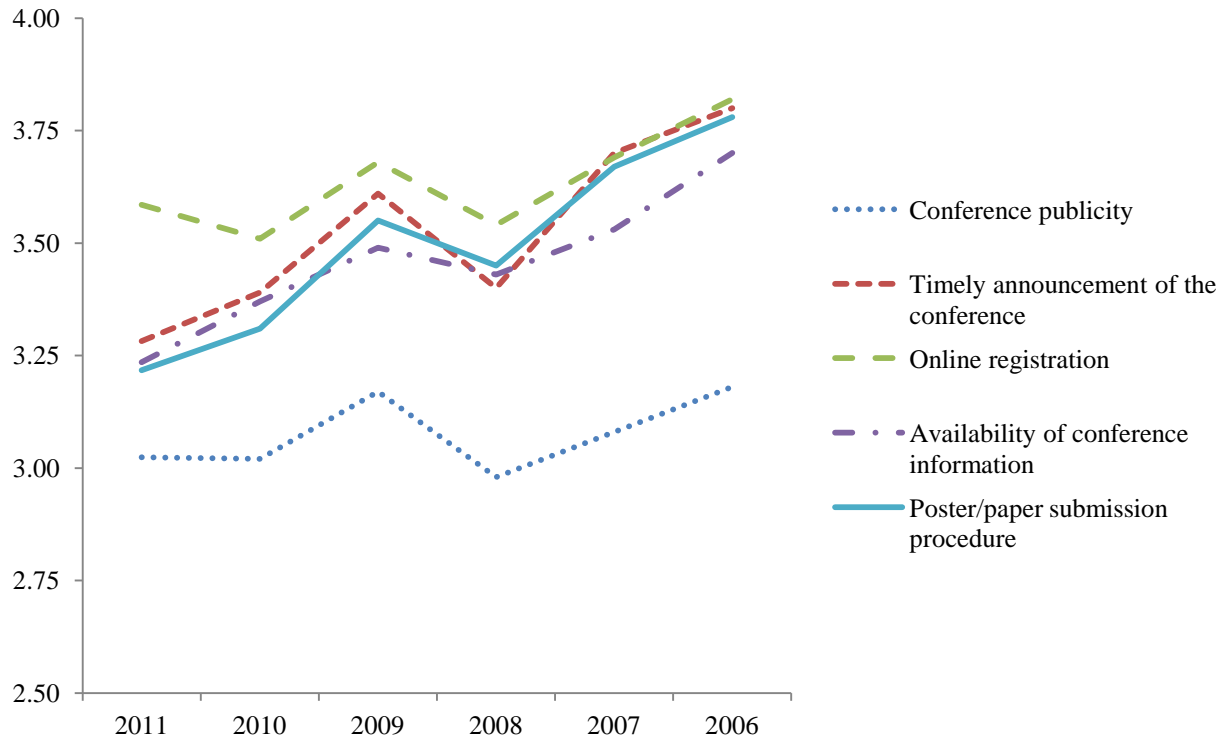
Table 5

*Conference Organization comments (N=9)*

Comment	Count
Earlier announcement/registration	2
Advanced notice for abstract/poster submission with more reminders	1
Need a printable flier available on the website prior to the conference	1
Give former name of hotel in conference announcements	1
Sign in woman was very friendly	1
N/A	1

Mean ratings of satisfaction of features of the H-PEA Conference organization were obtained from previous Conference Evaluation Reports and then examined by year. The mean ratings of satisfaction of H-PEA Conference organization features by year are reported in Figure 6. Overall, the satisfaction ratings remain quite high. There appears to be a downward trend for all of the items, but this may be because of the overall higher ratings from the 2006 conference. Even with discounting the 2006, there still appears to be a downward trend regarding some aspects of the H-PEA Conference organization including, "timely announcement of the conference", "poster/paper submission procedure", and "availability of conference information".

Figure 6. Mean ratings of satisfaction with H-PEA Conference organization features by year.



Note. Scale of items were recoded for analysis as "Poor" = 1, "Fair" = 2, "Good" = 3, "Excellent" = 4, "N/A (not applicable)" = null. Beginning in 2009, the item "Conference Pre-registration" was re-worded as "Online registration".

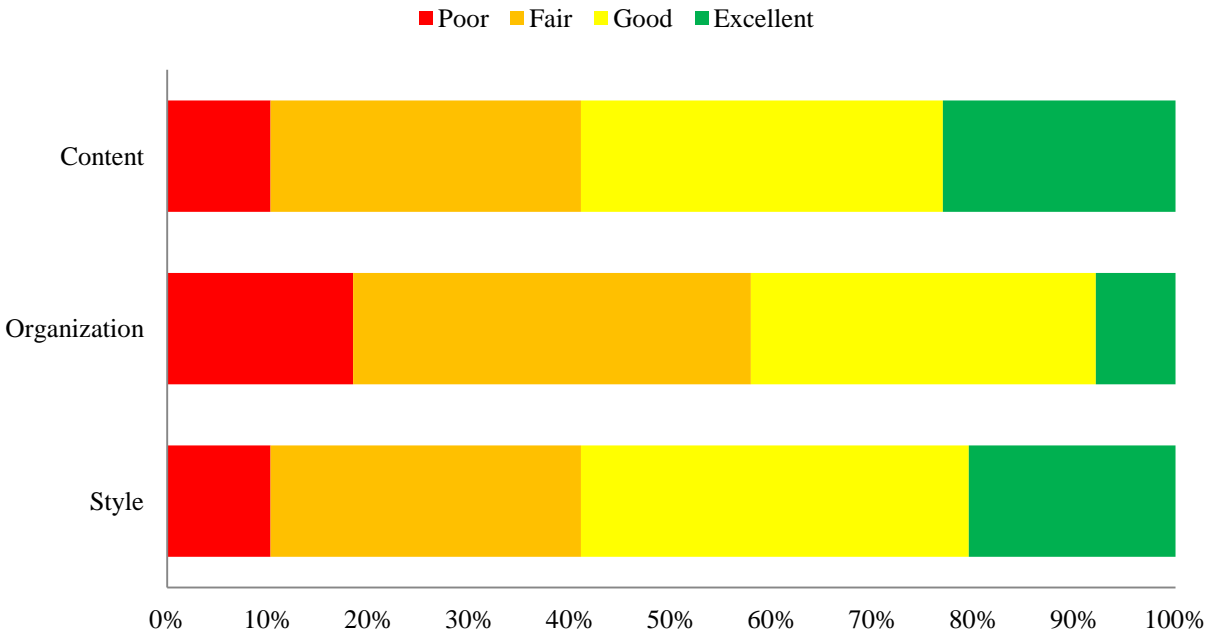
## Section IV: Pre-Conference Workshops

### "The Role of Culture and Cultural Context in Evaluation: A Workshop on Culturally Responsive Evaluation"

Of the 89 survey respondents, 39 (43.8%) attended "The Role of Culture and Cultural Context in Evaluation: A Workshop on Culturally Responsive Evaluation".

**Workshop features.** Those who attended this workshop were asked to provide their satisfaction on a four-point scale ranging from "poor" to "excellent" on various features of the workshop (refer to question 4.1 of the conference evaluation survey in Appendix B). Participants' endorsement of these response categories for each of the workshop features are presented in Figure 7. For "style" and "content" features, the workshop received a "good" or "excellent" endorsement by only 59.0% of the attendees while "organization" was rated lower, receiving only 42.1% "good" or "excellent" endorsements.

Figure 7. Percent of response category endorsement by 2011 H-PEA Conference attendees of workshop features in response to Question 4.1 "Please rate the following features of the Culturally Responsive Evaluation workshop."



The response scale for the question set regarding features of the Culturally Responsive Evaluation workshop was then numerically recoded into a scale of 1 to 4 in order to calculate mean ratings, which are presented in Table 6. The workshop features all received a mean rating lower than 3, with "content" receiving the highest mean rating ( $M = 2.72$ ;  $SD = 0.94$ ) while "organization" received the lowest ( $M = 2.32$ ;  $SD = 0.87$ ).



Table 6

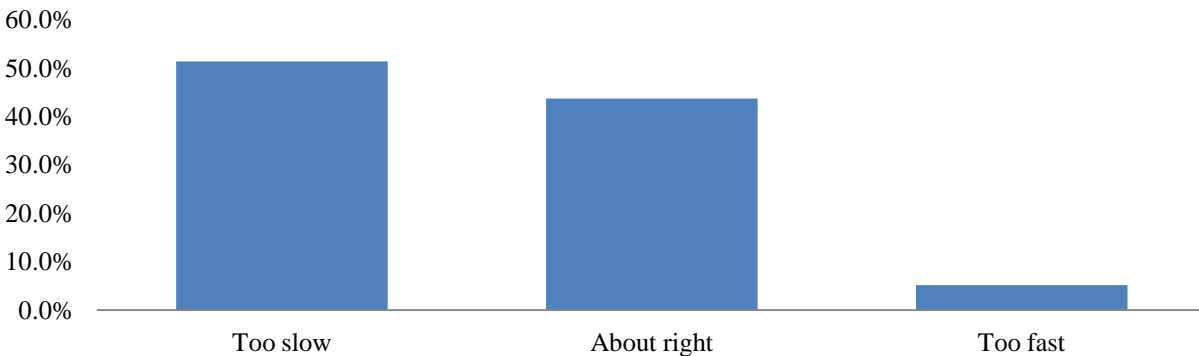
*Mean Ratings by 2011 H-PEA Conference Attendees of Workshop Features in Response to Question 4.1 "Please rate the following features of the Culturally Responsive Evaluation workshop."*

Workshop Feature	<i>M (SD)</i>
Style	2.69 (0.92)
Organization	2.32 (0.87)
Content	2.72 (0.94)

*Note.* Scale of items were recoded for analysis as "Poor" = 1, "Fair" = 2, "Good" = 3, "Excellent" = 4.

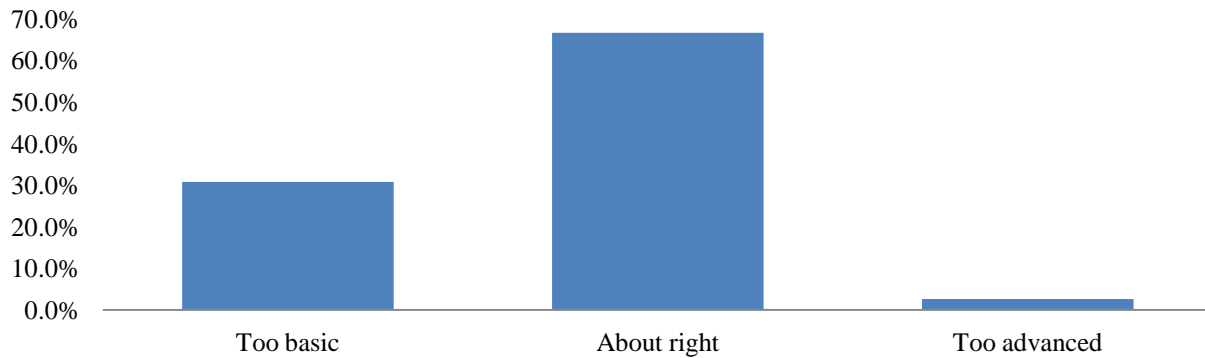
**Workshop pacing.** Next, survey respondents were asked to "Please rate the pace of the workshop" (refer to question 4.2 of the conference evaluation survey in Appendix B). Participant's endorsements of the response categories to the pacing of the workshop are reported in Figure 8. Over half (51.3%) of the respondents rated the workshop as "too slow". When the scale of the response items were recoded as "too slow" = 1, "about right" = 2, and "too fast" = 3 for analysis, the average pacing of the workshop was  $M = 1.54$  ( $SD = 0.60$ ).

*Figure 8.* Percent distribution of 2011 H-PEA Conference attendees response to question 4.2 "Please rate the pace of the workshop."



**Workshop information.** Survey respondents were then asked to "Please rate the level of the information presented in the workshop" (refer to question 4.3 of the conference evaluation survey in Appendix B). Participant's endorsements of the response categories to the level of information presented in the workshop are reported in Figure 9. Two-thirds (66.7%) of the respondents rated the information presented in the workshop as "about right". When the scale of the response items were recoded as "too basic" = 1, "about right" = 2, and "too advanced" = 3 for analysis, the average rating of the information presented in the workshop was  $M = 1.72$  ( $SD = 0.51$ ).

Figure 9. Percent distribution of 2011 H-PEA Conference attendees response to question 4.3 "Please rate the level of the information presented in the workshop."



**Comments regarding workshop features, pacing and information.** Open-ended comments accompanying the rating scale questions on content, style, organization, pace, and information are presented in Table 7. Some of the open-ended comments have been edited for length or to present only those comments relevant to the Thursday workshop on Culturally responsive evaluation. More comments were recorded on Pace ( $N=13$ ) than any other category.

Table 7  
Comments on 'Style', 'Organization', 'Content'; 'Pace', and 'Information presented' ( $N=31$ )

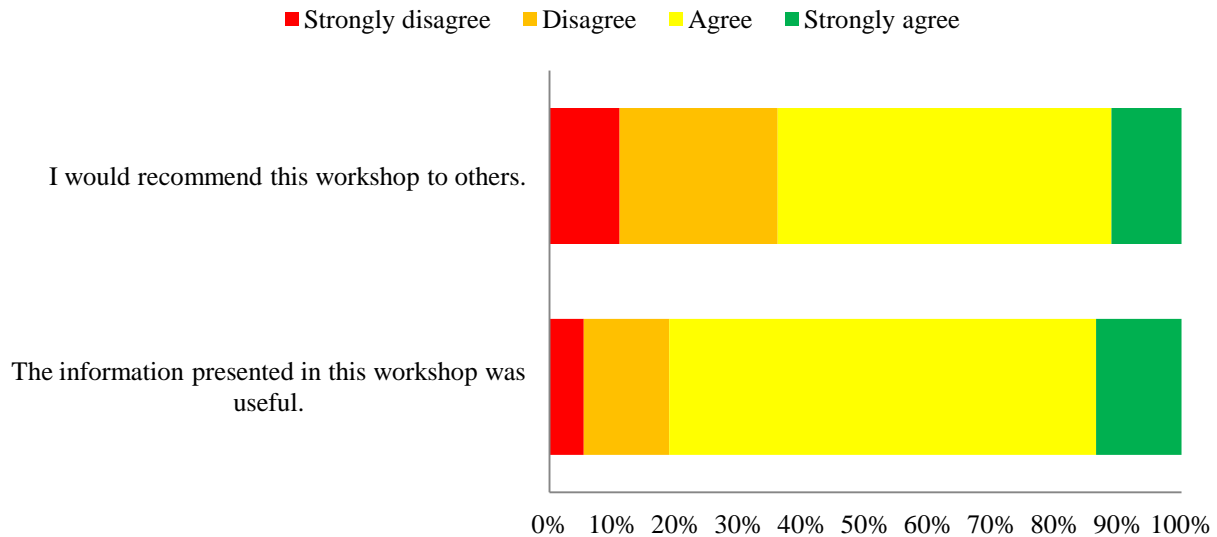
Content ( $N=6$ )	Style ( $N=6$ )	Organization ( $N=5$ )	Pace ( $N=9$ )	Information Presented ( $N=5$ )
I did like the videos he showed.	Great speaker... hope he returns someday	Way too long spent on introductions.	Went too long; too much wasted time	I did not even feel it could be labeled "information". It was more "chit chat" with the audience providing most of the talking.
We should have hired his wife. He did not address the topic of the influence of culture in evaluations - rather, he talked about the racial inequality between blacks and whites years ago.	Interesting but not compelling.	While I appreciated the thought and exercise, having to introduce each person was very long and took away from the meat of the presentation.	Presentation lacked definition	Preaching to the choir. I already know about culturally responsive evaluation and wanted examples of how he has carried it out.
The first three hours were not that useful. What I am really interested is that he's talking about in the last	I am a novice evaluator, so this more difficult to understand for me.	Considering the amount of content originally planned and not covered, a full	Too much time spent on introducing himself	Would have preferred more information on examples and applications.

Content (N=6)	Style (N=6)	Organization (N=5)	Pace (N=9)	Information Presented (N=5)
half-hour, which I wish that he had spent more time on.		day would have been better instead of a half day.		
Bringing experts on culturally relevant evaluation to Hawaii does not seem useful, as we have some of the most knowledgeable culturally responsive evaluators and researchers here on the islands.	He also jumps around and his coherence needs improvement.	Too much focus on introductions	Mostly lecture; never got to the "workshop" portion.	Maybe the HPEA could rate workshops as "novice, intermediate, advanced" to target the audience.
His material and insights were excellent! Bring him back again!	The presentation was more of a keynote, then a workshop, didn't feel skills were developed.	Would have liked this to be a true workshop.	Too much time spent on introductions and general remarks instead of examples and applications.	
There was a lot of overlap b/w the workshop and the keynote	Sometimes it was difficult to follow his train of thought as he jumped around.		National speakers like this one should have the full day; he had a lot to offer but he was rushed.  Liked the introductions around the room but it took too much time.  Good pacing and content; but it wasn't a workshop.  Started off too slow then went a little too fast.	

**Workshop usefulness and endorsement.** The workshop attendants were then asked to indicate their level of endorsement of the workshop (refer to question 4.4 of the conference

evaluation survey in Appendix B). They were asked to indicate on a four-point scale ranging from “strongly disagree” to “strongly agree” on whether the workshop was useful and if they would recommend the workshop to others. Participant’s ratings of the workshop are presented in Figure 10. The majority of the workshop attendants “agreed” or “strongly agreed” that the information presented in the workshop was useful (81.1%) and would recommend the workshop to others (63.9%).

Figure 10. Percent distributions of 2011 H-PEA Conference attendees’ response to question 4.4 “Please indicate your level of agreement with each of the following statements for the workshop.”



The response scale for the question set regarding attendants endorsement of the Culturally Responsive Evaluation workshop was then numerically recoded into a scale of 1 to 4 in order to calculate mean ratings, which are presented in Table 8. The workshop features all received a mean rating lower than 3. The usefulness of the information presented received the higher mean rating ( $M = 2.89$ ;  $SD = 0.70$ ).

Table 8  
Mean Ratings by 2011 H-PEA Conference Attendees of Workshop Endorsement in Response to Question 4.4 "Please indicate your level of agreement with each of the following statements for the workshop."

Endorsement	$M (SD)$
The information presented in this workshop was useful.	2.89 (0.70)
I would recommend this workshop to others.	2.64 (0.83)

Note. Scale of items were recoded for analysis as "Strongly disagree" = 1, "Disagree" = 2, "Agree" = 3, "Strongly agree" = 4.

The most valuable and least valuable aspects of the Culturally Responsive Evaluation workshop are summarized below in Table 9. Slightly more responses were recorded from the ‘least valuable’ question ( $N=24$ ) than ‘most valuable’ ( $N=21$ ). The quality of the stories told by the speaker and the material presented on the history of African American evaluators was a

general theme emerging from answers to the ‘most valuable’ aspects question. Many of the ‘least valuable’ comments mentioned that too much time was spent on introductions.

Table 9

*‘Most valuable’ and ‘Least valuable’ aspects of the Culturally Responsive Evaluation Workshop*

Most Valuable (N=21)	Least Valuable (N=24)
The experiences and stories shared by the guest speaker.	Would have preferred a stronger discussion on how our own "cultural lens" affects our conclusions and responses to information received.
Interviews of people in the field and information presented.	Introductions
Interesting narrative that incorporated the concepts of cultural understanding in an entertaining way.	Would have preferred a full day to receive entire presentation content.
When I left.	The speaker went off track and some of the exercises seemed to time consuming.
Clear example of a "not effective" presentation.	When I stayed.
Learning how culturally appropriate evaluation evolved.	Self-introduction and the history.
A perspective in evaluation that one doesn't normally hear about. Good variation.	Did not have visuals, so the presentation was monotonous and hard to follow.
Made me think about other ethnic groups who might do histories of their tribes in a discipline	The historical background.
Answers to real questions about practice	The part after the keynote speaker with his opinions about religion. I think his religious beliefs should not be introduced into the discussion.
Learning/hearing from the others in the room.	Too long. A 20 minute, to the point talk would have been more compelling.
Enjoyed hearing about the speaker's background and personal experiences.	Hearing where the 40+ people were from and what they did. That took like a 30% of the workshop!
Understanding his work on African American evaluators during the Jim Crow era and their ability to sustain their practice was enlightening, not an area of work you hear much about but has many similarities to our past here in HI and how Native Hawaiian academics, practitioners, and advocates maintained during the transition periods in our own history. Fantastic.	An hour spent on introductions
The information on communicating the message - publishing, design.	Time spent getting to know speaker rather than hearing his presentation. Would have preferred a more organized and structured presentation so I could tell where he was headed.
The speaker's lifetime efforts and presentation could only be topped by an opportunity for much more discussion around the tables and with him.	Would have wanted to hear more information on his research/evaluation of specific groups (i.e., Hopi tribes, Irish immigrants in Dublin, etc.).

Most Valuable (N=21)	Least Valuable (N=24)
Being exposed to important resources used in evaluation. Also being aware of performing culturally responsive evaluations.	Timing of the workshop
When he validated and helped to articulate some of my own opinions about evaluation and the need for cultural responsiveness which were framed by extensive personal experience	Everything was valuable, but I had more problems with following the speaker's presentation related to the history of evaluation and culture. I am a novice, so I did not get the maximum value from him.
Awareness of CRE and the statement by AEA on cultural competence. This will change my approach to my work.	Introductions of over 50 people was somewhat useful, but time could have been better spent on practices of culture-based methodology and issues.
Understanding the timeframe of African American evaluators' contributions to the field and their invisibility to the mainstream	The after lunch keynote, because previously mentioned reasons. It could have been valuable to others, I assume. However, the study of Intercultural Communication does not seem to be of much interest in Hawaii from my experience in teaching the subject for years here and in other places.
The Powerpoint slides.	The introductions ran a little long
His stories and examples	
The honest and succinct answers the speaker gave to people's questions	I would have liked to spend more time on the guide to conducting culturally responsive evaluation, and a little less time on establishing its importance (only because I think many in the room already believe CRE is important).
	NA
	The format
	Speaker spent too much time on back-story which I feel most of us understood.
	I found it a waste of my time.

### **"It's Showtime: Effective Reporting for Multiple Audiences" workshop**

Of the 89 survey respondents, 28 (31.5%) attended the workshop titled "It's Showtime: Effective Reporting for Multiple Audiences".

**Workshop features.** Those attending the workshop were asked to provide their satisfaction on a four-point scale ranging from "poor" to "excellent" on various features of the workshop (refer to question 6.1 of the conference evaluation survey in Appendix B). Participant's endorsement of these response categories for each of the workshop features are presented in Figure 11. All of the workshop features received a "good" or "excellent" endorsement by over 80% of the attendees with "style" endorsed by the most (88.9%) and "content" rated by the fewest (84.6%). Furthermore, none (0.0%) of the participants rated any of the workshop features as "poor".

Figure 11. Percent of response category endorsement by 2011 H-PEA Conference attendees of workshop features in response to question 6.1 "Please rate the following features of the Effective Reporting for Multiple Audiences workshop."



The response scale for the question set regarding features of the Effective Reporting for Multiple Audiences workshop was then numerically recoded into a scale of 1 to 4 in order to calculate mean ratings, which are presented in Table 10. The workshop features all received a mean rating higher than a 3, with “organization” receiving the highest mean rating ( $M = 3.23$ ;  $SD = 0.65$ ) while “content” received the lowest ( $M = 3.19$ ;  $SD = 0.69$ ).

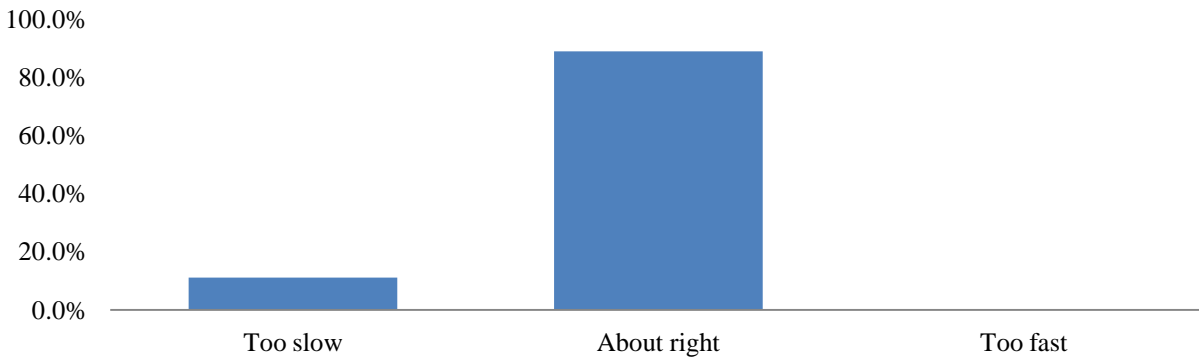
Table 10  
*Mean Ratings by 2011 H-PEA Conference Attendees of Workshop Features in Response to Question 6.1 "Please rate the following features of The Effective Reporting for Multiple Audiences workshop."*

Workshop Feature	$M (SD)$
Style	3.22 (0.64)
Organization	3.23 (0.65)
Content	3.19 (0.69)

Note. Scale of items were recoded for analysis as "Poor" = 1, "Fair" = 2, "Good" = 3, "Excellent" = 4.

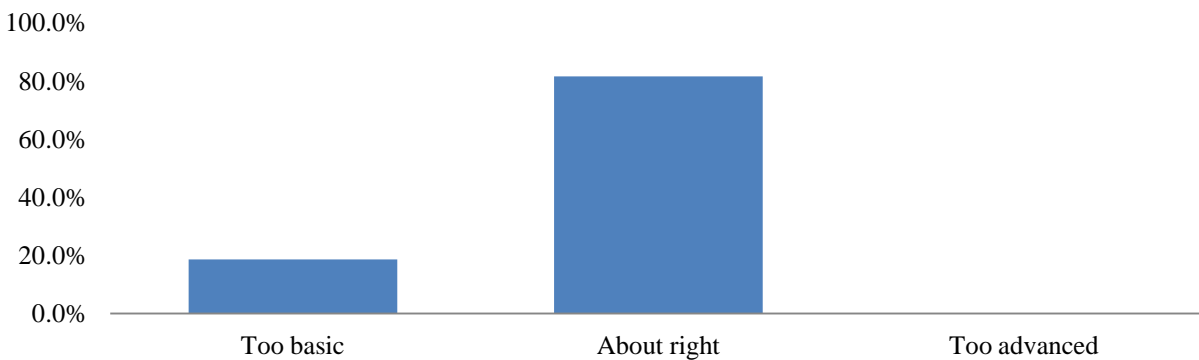
**Workshop pacing.** Next, survey respondents were asked to "Please rate the pace of the workshop" (refer to question 6.2 of the conference evaluation survey in Appendix B). Participant’s endorsements of the response categories to the pacing of the workshop are reported in Figure 12. The majority (88.9%) of the respondents rated the workshop as “about right” while none (0.0%) rated the workshop pacing as “too fast”. When the scale of the response items were recoded as "too slow" = 1, "about right" = 2, and "too fast" = 3 for analysis, the average pacing of the workshop was  $M = 1.89$  ( $SD = 0.32$ ).

Figure 12. Percent distribution of 2011 H-PEA Conference attendees response to question 6.2 "Please rate the pace of the workshop."



**Workshop information.** Survey respondents were then asked to "Please rate the level of the information presented in the workshop" (refer to question 6.3 of the conference evaluation survey in Appendix B). Participant's endorsements of the response categories to the level of information presented in the workshop are reported in Figure 13. The majority (81.5%) of the respondents rated the information presented in the workshop as "about right" while none (0.0%) rated the information as "too advanced". When the scale of the response items were recoded as "too basic" = 1, "about right" = 2, and "too advanced" = 3 for analysis, the average rating of the information presented in the workshop was  $M = 1.81$  ( $SD = 0.40$ ).

Figure 13. Percent distribution of 2011 H-PEA Conference attendees response to question 6.3 "Please rate the level of the information presented in the workshop."



**Comments regarding workshop features, pacing and information.** Open-ended comments on the organization, content, and pace of the "It's Showtime: Effective Reporting for Multiple Audiences" are presented in Table 11. Many workshop attendees praised the utility and value of the presentations given by the speakers.



Table 11

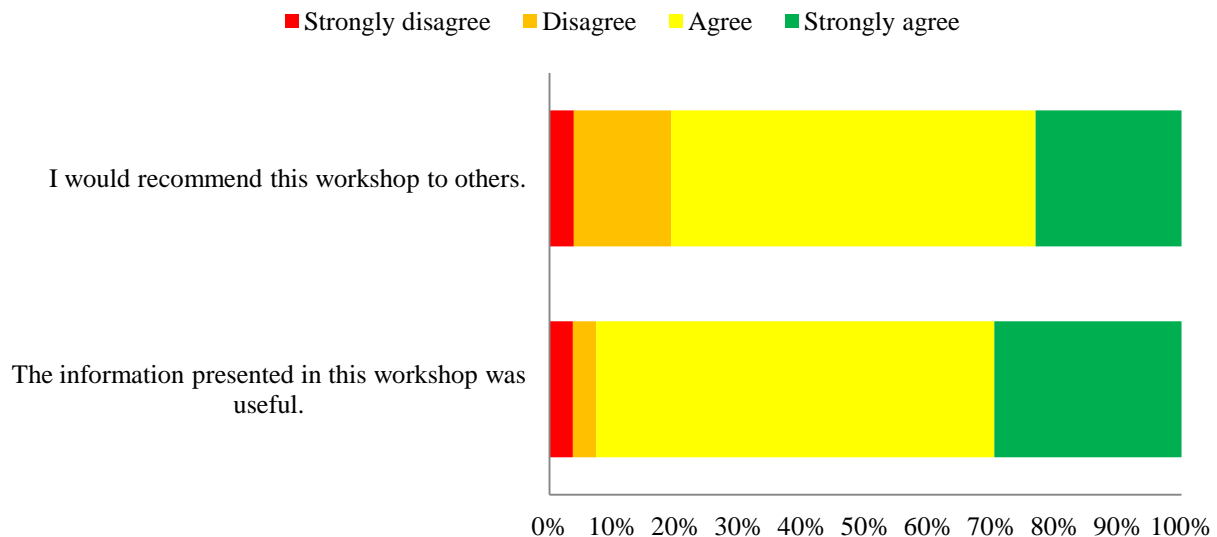
*Comments on Organization, Content, and Pace of the Effective Reporting for Multiple Audiences workshop*

Organization & Content (N=12)	Pace (N=8)	Level of Information (N=3)
Only wish there was more time to cover such awesome information!	The third speaker was a bit long	I would recommend that the second speaker conduct a workshop to expand on the importance of graphic design for evaluations of national/international interest.
All presentations were useful and applicable.	The third presenter did not make good use of his time and should not have spent that much time on his life story.	Excellent information, tips, etc. shared by the first two speakers.
Two were very good, one was not.	We were rushed from the morning, the 3 hours (1 hr each)	Not bad, but could have been more advanced.
I thought Tao of Reporting was terrific. Useful activities and so much covered in 30 minutes! The graphic design examples were good too. I liked the third speaker's talk story, but am not sure how to put into practice	The third presentation ran out of time and unfortunately, I needed to leave. I had hoped he would do a quick review of his primary points early in the presentation and gone forward with more details.	
The first two speakers were amazing and by far the most value added to the workshop/conference. Would like to see more from them.	It was a shame we went so long in the afternoon	
Include handouts or access to handouts online, was difficult to see in the back	Although it did go long and toward the end I was fading a little.	
The first two presentations were excellent. I was able to follow the information. The third presentation was more difficult to understand and felt that it did not meet the description of the workshop.	The first and second presenters could have used more time, but did well. The third presenter was very slow.	
It wasn't fair to presenters and attendees that the workshop started so late. I had made plans and had to leave before the third presentation ended.	The first and third speakers were too slow, the second was just right.	

Organization & Content (N=12)	Pace (N=8)	Level of Information (N=3)
<p>Feel like I missed the meat of his presentation since his introduction was so long.</p>		
<p>The first and second speakers' portions were particularly helpful and practical</p>		
<p>I thought the presentation on report design was very interesting. I learned a lot from that presentation regarding the do's and don'ts of creating a professional report. Also, enjoyed the first presentation, the tips are helpful for reporting.</p>		
<p>The first two speakers did an excellent job. The third speaker did not seem focused.</p>		
<p>I especially liked the graphic design workshop....style, organization and content all excellent. The third workshop was insightful but a little long. I didn't find the Tao of Reporting content that helpful, but it was organized well.</p>		

**Workshop usefulness and endorsement.** The Effective Reporting for Multiple Audiences workshop attendants were then asked to indicate their level of endorsement of the workshop (refer to question 6.4 of the conference evaluation survey in Appendix B). They were asked to indicate on a four-point scale ranging from “strongly disagree” to “strongly agree” on whether the workshop was useful and if they would recommend the workshop to others. Participant’s ratings of the workshop are presented in Figure 14. The majority of the workshop attendants “agreed” or “strongly agreed” that the information presented in the workshop was useful (92.6%) and would recommend the workshop to others (80.8%).

Figure 14. Percent distributions of 2011 H-PEA Conference attendees' response to question 6.4 "Please indicate your level of agreement with each of the following statements for the workshop."



The response scale for the question set regarding attendants endorsement of the Effective Reporting for Multiple Audiences workshop was then numerically recoded into a scale of 1 to 4 in order to calculate mean ratings, which are presented in Table 12. The workshop features all received a mean rating higher than 3. The usefulness of the information presented received the higher mean rating ( $M = 3.19$ ;  $SD = 0.68$ ).

Table 12

Mean Ratings by 2011 H-PEA Conference Attendees of Workshop Endorsement in Response to Question 6.4 "Please indicate your level of agreement with each of the following statements for the workshop."

Level	$M (SD)$
The information presented in this workshop was useful.	3.19 (0.68)
I would recommend this workshop to others.	3.00 (0.75)

Note. Scale of items were recoded for analysis as "Strongly disagree" = 1, "Disagree" = 2, "Agree" = 3, "Strongly agree" = 4.

Workshop attendees were also given the opportunity to provide comments on the most and least valuable aspects of Effective Reporting for Multiple Audiences workshops. Their answers are summarized below in Table 13. Ten out of 17 of comment in the 'most valuable' category mentioned the second speaker's graphic design tips (five total) and the first speaker's Tao of reporting (five total). Six out of the nine comments in the 'least valuable' section felt that the third speaker's presentation was either too long, lacked a central theme, or didn't address the topic of presenting evaluation findings.

Table 13

*'Most valuable' and 'Least valuable' aspects of the Effective Reporting for Multiple Audiences workshop*

Most valuable (N=17)	Least valuable (N=9)
The second speaker's graphic design tips (5)	The third speaker's presentation; introduction was too long, lost central theme, didn't address topic of presenting evaluation findings (6)
The first speaker's presentation on the TAO of reporting/improving reporting (5)	The TAO of reporting seemed very basic
The third speaker's talk was amazing & touching	Started late and went over time
Subject matter	None
Explanations and examples	
Usable recommendations	
Publishing and design was useful as a panel discussion	
Knowledgeable presenters	
Report and Design presentation	

## Section V: Conference on Friday

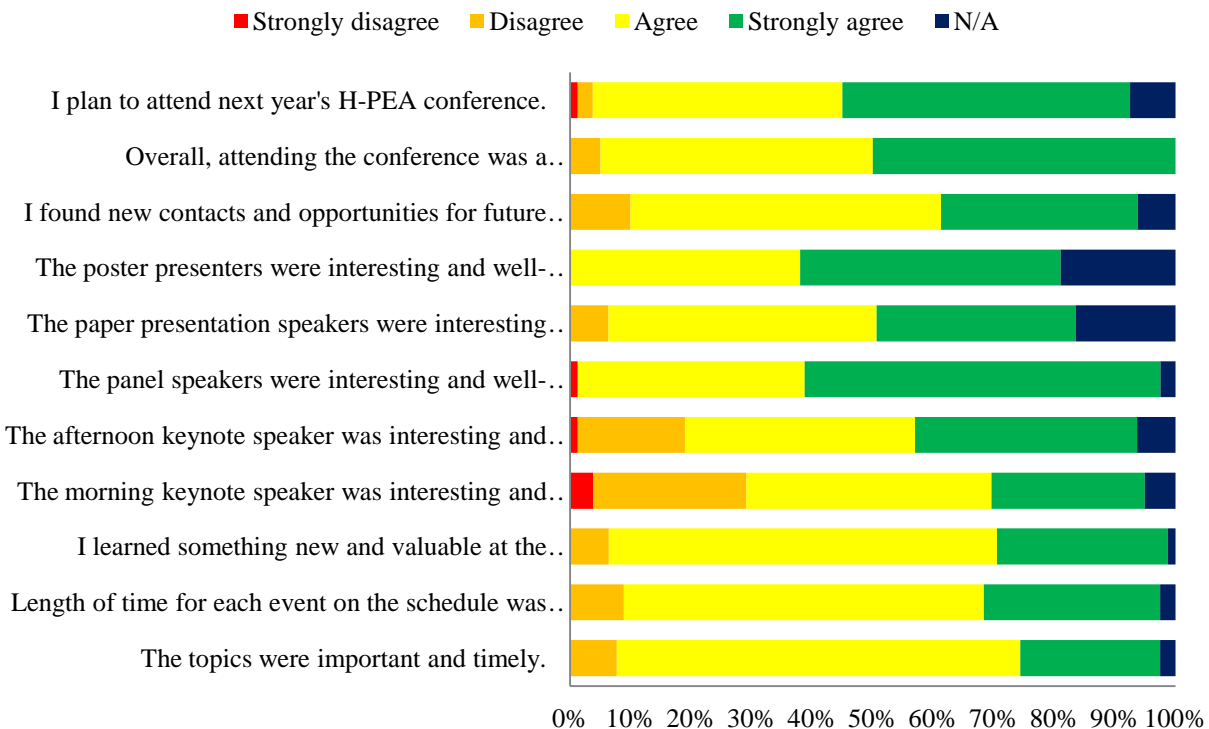
Of the 89 survey respondents, 82 (92.1%) indicated that they attended the 2011 H-PEA Conference on Friday, September 9<sup>th</sup>.

### Satisfaction with Conference

Those who attended the 2011 H-PEA Conference on Friday were asked to indicate their satisfaction on various components of the conference using a four-point scale ranging from “strongly disagree” to “strongly agree” (refer to question 2.1 of the conference evaluation survey in Appendix B). The percentage of participant’s agreement regarding their satisfaction with the various conference components are presented in Figure 15.

Most of the various conference components received more than 90% endorsement of either “agree” or “strongly agree”, indicating a high level of satisfaction. The highest conference components were “the poster presenters were interesting and well-prepared” (100.0%), “the panel speakers were interesting and well-prepared” (98.7%), “I plan to attend next year’s H-PEA conference” (95.9%), and “overall, attending the conference was a worthwhile experience” (95.0%). The conference components that attendees indicated the least satisfaction (percent of respondents indicating “strongly disagree” or “disagree”) were “The morning keynote speaker was interesting and well-prepared” (30.7%) and “The afternoon keynote speaker was interesting and well-prepared” (20.3%).

*Figure 15.* Percent of response categories by 2011 H-PEA Conference attendees of conference features in Question 2.1 "Please rate your level of agreement with each of the following statements."



The response scale was then numerically recoded into a scale of 1 to 4 in order to calculate mean satisfaction ratings. The mean satisfaction ratings for the conference components are reported in Table 14. All conference components received a mean satisfaction rating of higher than 3, except for “the morning keynote speaker was interesting and well-prepared” ( $M = 2.92$ ;  $SD = 0.83$ ). The conference components that received the highest mean satisfaction rating were “the panel speakers were interesting and well-prepared” ( $M = 3.58$ ;  $SD = 0.57$ ), “the poster presenters were interesting and well-prepared” ( $M = 3.53$ ;  $SD = 0.50$ ), “I plan to attend next year's H-PEA conference” ( $M = 3.46$ ;  $SD = 0.62$ ), and “overall, attending the conference was a worthwhile experience” ( $M = 3.45$ ;  $SD = 0.59$ ).

Overall, attendees of the 2011 H-PEA Conference on Friday indicated the highest levels of satisfaction with components related to the poster and paper presenters, followed by the value of the conference (i.e., planning to attend next year, attending was a worthwhile experience, finding new contacts and opportunities), then content (i.e., topics were important and timely, learning something new and valuable, length of time was adequate), and then lastly the speakers (i.e., panel, morning and afternoon keynote speakers).

Table 14

*Mean Ratings by 2011 H-PEA Conference Attendees of Conference Features in Question 2.1*  
*"Please rate your level of agreement with each of the following statements."*

Conference Feature	<i>M (SD)</i>
The topics were important and timely.	3.16 (0.54)
Length of time for each event on the schedule was adequate.	3.21 (0.59)
I learned something new and valuable at the conference.	3.22 (0.55)
The morning keynote speaker was interesting and well-prepared.	2.92 (0.83)
The afternoon keynote speaker was interesting and well-prepared.	3.18 (0.78)
The panel speakers were interesting and well-prepared.	3.58 (0.57)
The paper presentation speakers were interesting and well-prepared.	3.32 (0.61)
The poster presenters were interesting and well-prepared.	3.53 (0.50)
I found new contacts and opportunities for future collaboration.	3.24 (0.63)
Overall, attending the conference was a worthwhile experience.	3.45 (0.59)
I plan to attend next year's H-PEA conference.	3.46 (0.62)

*Note.* Scale of items were recoded for analysis as "Strongly disagree" = 1, "Disagree" = 2, "Agree" = 3, "Strongly agree" = 4, "N/A" = null.

The following comments on the level of agreement scale questions were coded and separated by theme. Counts are listed after coding for the number of comments per theme. These data are presented in Table 15.

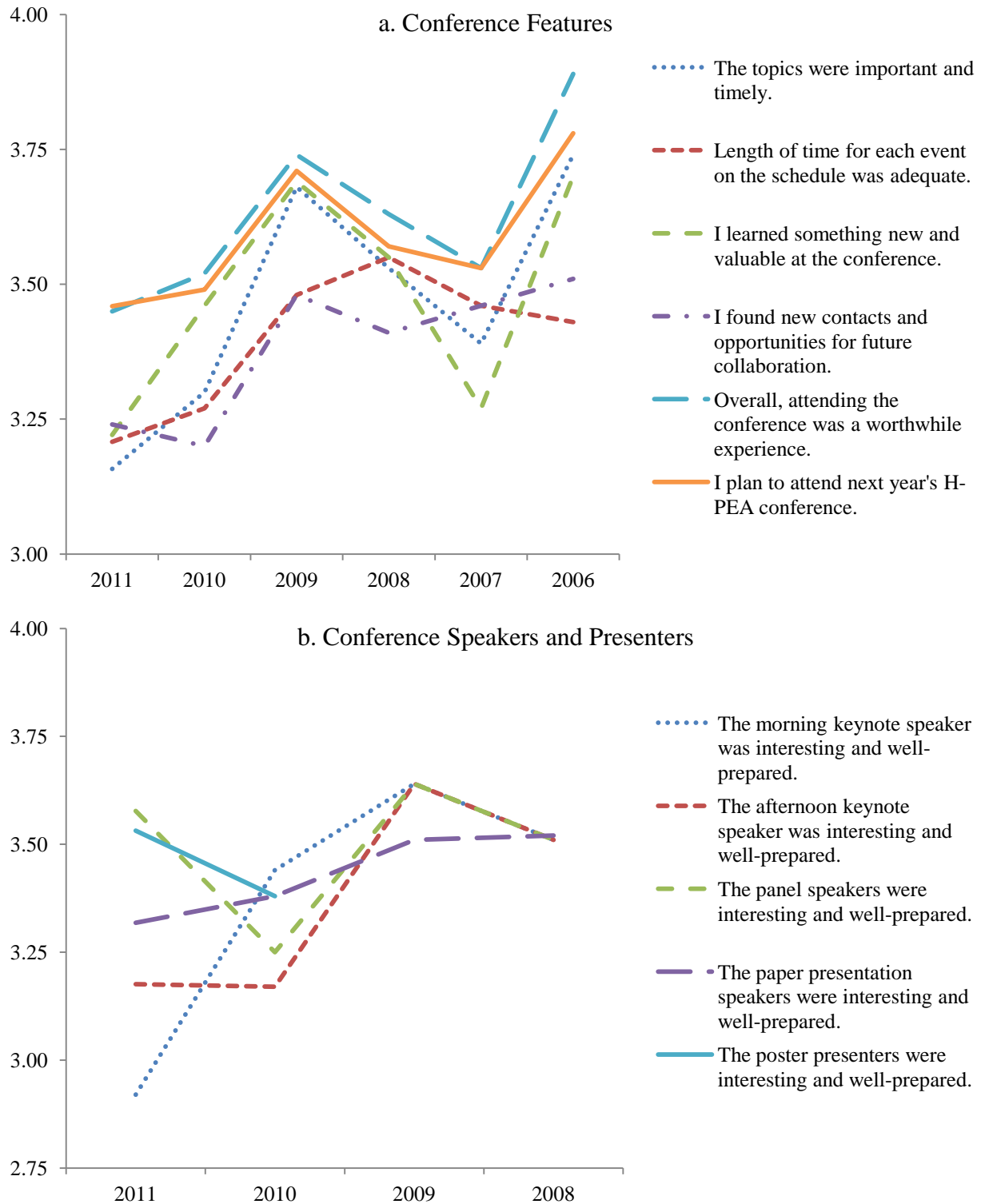
Table 15

*Thematic Content of Comments on Level of Agreement Scale Questions (N=16)*

Morning Keynote Speaker (N=10)	Other speakers, panel discussion (N=4)	Other comments (N=2)
Not relevant to Hawai'i evaluation theory or context, and a little hard to follow.	The afternoon keynote speaker's presentation was too elementary	Couldn't get the wireless internet at the hotel to work
Learned nothing from him, boring	The afternoon keynote speaker's presentation was had a message, was interesting, and employed a great delivery	Don't combine the ice cream social and the Poster presentation together; the ice cream detracts from the poster session discussion.
Good message, but too academic	The keynote discussant was excellent, knowledgeable, and entertaining.	
The Culturally Responsive Evaluation workshop should have been an entire day	Discussions/scenarios were good; having summaries	
Microphone made the morning keynote's presentation difficult to hear		
The morning keynote speaker was great! Bring him back!		
Well-prepared & knowledgeable, but difficult to follow.		
The morning keynote speaker was not an effective communicator; topic did not warrant the allotted time		
Keynote could have had better structure; hard to pull out key points		
Keynote was interesting, but too long		

Mean ratings of satisfaction of features of the H-PEA Conference were obtained from previous Conference Evaluation Reports and then examined by year. The mean ratings of satisfaction of H-PEA Conference features by year are reported in Figure 16. Overall, the satisfaction ratings remain quite high.

Figure 16. Mean satisfaction ratings of H-PEA Conference features by year.



Note. Scale of items were recoded for analysis as "Strongly disagree" = 1, "Disagree" = 2, "Agree" = 3, "Strongly agree" = 4, "N/A" = null. From 2006 to 2009, items regarding the keynote and panel speakers were combined in a single item. Beginning in 2010, the item "the conference was a valuable professional development experience" was re-worded as "I learned something new and valuable at the conference".



## Section VI: Future Planning

### Participants' Conference Expectations

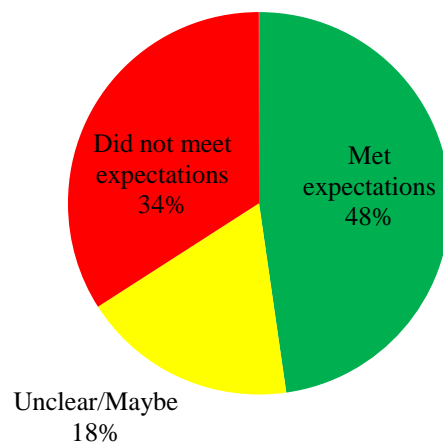
**Conference expectations.** Conference attendees were asked “What were your conference expectations?” A total of 45 respondents answered this question. Their answers were coded by theme and summarized in the bulleted points below.

- Network and learn from other evaluators (13)
- Learn about contemporary evaluation topics (10)
- Learn successful techniques and best practices from experienced evaluators (8)
- Learn and share culturally appropriate evaluation methods and approaches (3)
- None (2)
- Breakout session opportunities
- Learn about the state of evaluation in Hawai‘i
- Learn more about the role of the evaluator

The most frequently mentioned expectation was ‘Network and learn from other evaluators’. This theme was mentioned 13 times. Other expectations respondents had for the conference included ‘learn about contemporary evaluation topics’ (10 mentions) and ‘learn successful techniques and best practices from experienced evaluators’ (8 mentions).

**Meeting expectations.** Participants were asked the open-ended question “In what ways did the conference meet or fail to meet your expectations? The answers were coded into three categories: ‘yes’, ‘unclear/maybe’, and ‘no’. The results are provided below in Figure 17 and the unedited answers are listed in the Appendix C.

Figure 17. Were your conference expectations met? (N=45).



## Suggestions for Next Year's Conference

Respondents were given the opportunity to list which aspects they would change, if any, for next year's H-PEA conference. A total of 46 responses were tallied for this question and their responses are summarized in the bulleted list below.

- None (4)
- More relevant speakers/options for paper presentations (4)
- More breakout sessions (4)
- Too much cultural stuff (2)
- Keep bringing in national & locally-recognized speakers (2)
- More dynamic/practical/usable keynote speakers/topics (2)
- Better speaker presentation (2)
- More time for discussions/discussions similar to post-paper presentations (2)
- Bigger room for paper presentations (2)
- More menu choices/disclosure
- More cutting edge topics
- Spend less time on speaker introductions
- Prefer community-based/university settings for conference
- More issues & methods-based workshops/presentations
- List affiliation on name badges
- Allow attendees to see both breakout sessions
- More individual sessions
- Have only one keynote in the morning
- Have microphones available on the floor
- More about research & evaluation being conducted in HI
- Post presentations, handouts online following a conference
- Perhaps no Thursday session?
- Better targeting audience for keynotes
- More national/local focus
- Ask if anyone has special needs
- Have a roundtable/Skype with other evaluators across the Pacific
- More table topics & breakouts instead of two keynotes
- More information on the practical side of evaluation
- More time for discussion
- Attract a broader range of evaluators

The most frequent responses listed by respondents were 'none', 'more relevant speakers/options for paper presentations' and 'more breakout sessions' (4 mentions each). No other suggestion was mentioned more than twice.

## **Suggestions for Improving the Value of H-PEA**

Conferences attendees were also asked how the value of the H-PEA membership can be increased or better meet your evaluation needs. A total of 35 respondents answered this question. The most often cited answer was ‘More skill-building workshops/activities offered during the year’ (five mentions). The following suggestions were mentioned three times apiece: ‘Mentoring program for young/new evaluators/offer classes taught by experienced evaluators’, and ‘Nothing’. No other suggestion is listed more than twice. A bulleted list of all suggestions and their frequencies are provided below.

- More skill-building workshops/activities offered during the year (5)
- Mentoring program for young/new evaluators/offer classes by experienced evaluators (3)
- Nothing (3)
- Continue job listserv (2)
- Offer recommendations of good books/evaluation resources/literature (2)
- More opportunities for sharing methods and results (2)
- H-PEA offers real value. Keep it simple/No need to increase value (2)
- More opportunities for networking/talk story during the year (2)
- More balance between western and culturally appropriate evaluation
- See if Australasian Eval. Society will allow H-PEA members to participate with discounted prices
- More evaluation practice activities during the conference
- Keep having speakers come during the year
- Continue to provide opportunities to share and learn about applying evaluation practice
- Post handouts/presentations/papers on the conference website
- Send out results of evaluation survey
- New/can't say
- Appreciate the hard work that goes into the conference
- Bring discussion in more context
- Break up evaluation interest areas
- More resources on website
- More linkages to local and national resources
- Advertise to get more PhD students into the conference
- More events on Hawai'i Island/more outreach/vary topics other than just culturally responsive evaluation

## **Future Assistance with Organizing H-PEA Conference**

Since the H-PEA Conference is organized by participating members of the evaluation community, 2011 Conference attendees were asked if they would be available to help with various aspects of next year's conference organization and planning (refer to question 7.2 of the conference evaluation survey in Appendix B). Counts and percentages of conference attendants who are available to help with the 2012 H-PEA Conference are reported in Table 16. In addition, the count of people who said that they would be available to help for each aspect of the conference organization and planning is reported in Figure 18. People indicated that they could

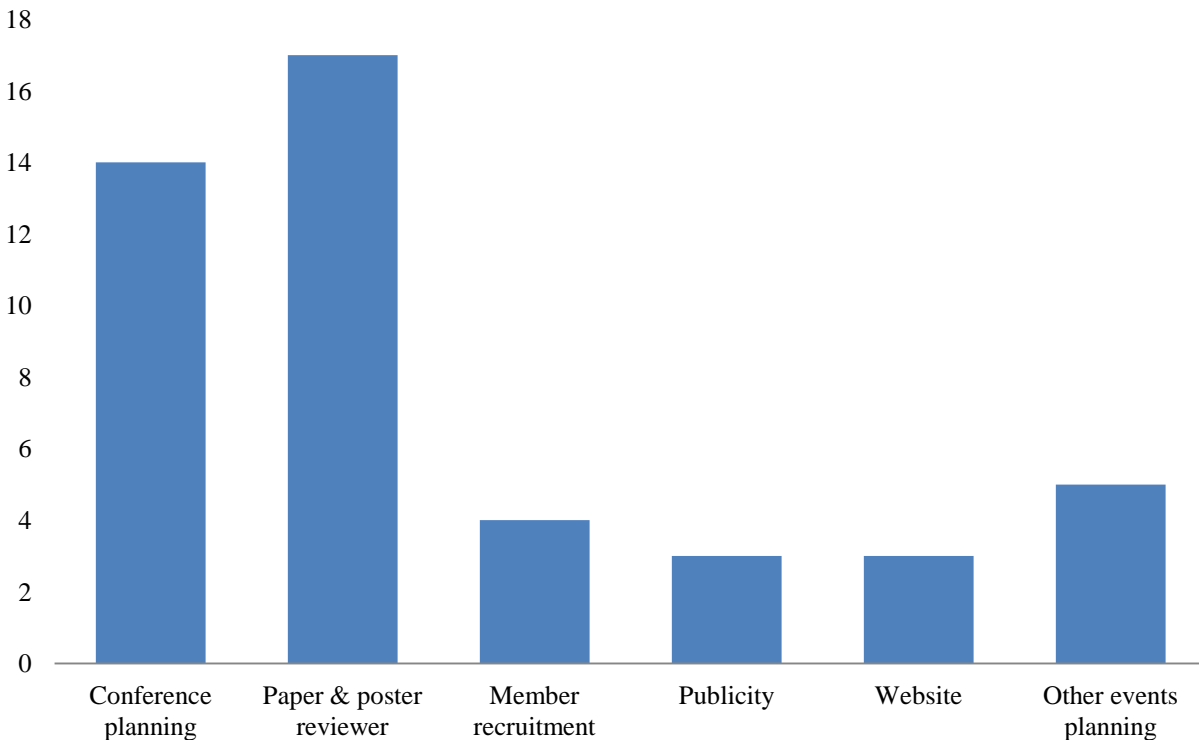
help most with “paper & poster review” ( $n = 17$ ) and “conference planning” ( $n = 14$ ). Fewer people indicated that they could help with “other” ( $n = 6$ ) “other events planning” ( $n = 5$ ), “member recruitment ( $n = 4$ ), “publicity” ( $n = 3$ ), and “website” ( $n = 3$ ).

Table 16

*Count of 2011 H-PEA Conference Attendees Response to Question 7.2 "H-PEA conferences and events are organized by members like you. Would you be available to help H-PEA next year?"*

Conference assistance	Yes $n$ (%)	No $n$ (%)	Missing $n$ (%)
Conference planning	14 (15.7%)	44 (49.4%)	31 (34.8%)
Paper & poster reviewer	17 (19.1%)	42 (47.2%)	30 (33.7%)
Member recruitment	4 (4.5%)	47 (52.8%)	38 (42.7%)
Publicity	3 (3.4%)	49 (55.1%)	37 (41.6%)
Website	3 (3.4%)	48 (53.9%)	38 (42.7%)
Other events planning	5 (5.6%)	44 (49.4%)	40 (44.9%)
Other (please specify)	6 (6.7%)	0 (0.0%)	83 (93.3%)
Total	29 (32.6%)	35 (39.3%)	25 (28.1%)

*Figure 18.* Frequency of responses of 2011 H-PEA Conference attendees’ response to question 7.2 "H-PEA conferences and events are organized by members like you. Would you be available to help H-PEA next year?"



## Section VII: Conclusions and Recommendations

The 2011 H-PEA conference received mixed reviews from conference participants. On the surface, the mean ratings for the Friday conference were good. Mean ratings were generally favorable for most aspects, with the panel discussion receiving very high ratings. However, when asked whether the conference met or failed to meet their expectations, only 48% of those surveyed stated that the conference met their expectations. Some historical context may help explain this.

In examining the data from the past six conferences, the 2011 conference received the lowest ratings in many categories, with the one exception being the panel discussion. The morning keynote speaker received particularly low ratings, significantly lower than ratings of conference keynote speakers from 2009 and 2010. Despite the lower ratings given to the morning keynote speaker, many participants commented that the speaker was very knowledgeable and gave an interesting presentation. Those critical of morning keynote noted that the presentation was too long, not organized well, and thus difficult to follow.

Less than half of all conference attendees (48%) felt that the conference met their expectations, while just over one-third (34%) stated that the conference failed to meet their expectations. Since this question was open-ended, it was unclear whether the conference met or failed to meet the expectations in 18% of the responses. In another open-ended question, a total of 13 participants declared that they expected to network and learn from other evaluators, and from their responses, many felt that this expectation was met. Ten others expected to learn about contemporary evaluation topics and eight others anticipated learning successful techniques and best practices from experienced evaluators. Comments made by participants on two previous topics may be clarified by some of the suggestions that were made to improve future H-PEA conferences.

The suggestions for future H-PEA conferences included more relevant speakers for paper presentations (four mentions), more breakout sessions (four mentions), and none (four mentions). Although 46 responses were tallied for this open-ended question, no other response was mentioned more than twice. Other comments stated elsewhere regarding improving the H-PEA survey referenced better conference publicity or earlier announcements. An earlier registration and additional conference marketing could potentially increase the number and quality of paper/poster presentations. Advertising the conference earlier within the university system could get more students involved earlier in evaluation, provide students with a chance to hone their presentation skills, and allow professional evaluators to learn about evaluation-related work being completed by university students.

Participants offered miscellaneous suggestions in order to improve the value of the H-PEA. Five attendees would like more skill-building workshops/activities offered during the year; three suggested a mentoring/learning opportunities for young/new evaluators to learn from experienced evaluators, and three others responded “nothing”. Although 35 participants answered this question, no other response was listed more than twice.

Similar to the Friday morning keynote, pre-conference workshop on Culturally-Responsive Evaluation received mixed reviews. Many participants commented that too much time was spent on introductions – 30% of the allotted time by one estimate. Although some had negative comments regarding the presentation, many were positive, and most still ‘agreed’ that they would recommend the workshop to others.

The afternoon workshop on reporting evaluation findings received ‘good’ to ‘excellent’ ratings, perhaps attending to participants’ desires to learn practical evaluation tools. The Tao of Reporting and the graphic design presentation received high praise from workshop participants. The third and final presentation was criticized for running too long, lacking a general theme, and not addressing the theme of the workshop.

The findings of the 2011 H-PEA conference evaluation survey suggest that some easy adjustments can improve the value of future conferences. For one, it is important for presentations to start on time and avoid too much time on introductions. Unless integral to the message of the presentation or workshop, spending excess time on introductions or personal narratives can detract from a presentation’s message or eliminate discussion time at the end.

Secondly, as one participant commented: “Bringing experts on culturally relevant evaluation to Hawaii does not seem useful, as we have some of the most knowledgeable culturally responsive evaluators and researchers here on the islands.” Perhaps future keynote speakers could address cutting-edge topics in evaluation and a panel discussion and/or paper/poster session could feature culturally-responsive evaluation as a theme. Many participants affirmed that they would like to learn about new and valuable evaluation topics as well as practical evaluation tools that can be applied.

Lastly, the panel discussion received outstanding ratings from conference participants. The panel discussion gives panelists an opportunity to reflect on their practice and share their lessons and experience with attendees. Since the panel discussion appeared to be one of this year’s strongest components, continuing to invite and secure diverse, interesting panelists should be a priority.

## **Section VIII: Reflections on the Evaluation**

The evaluation team utilized the same survey questions, wording, and format as the previous year's H-PEA Conference evaluation survey. The primary reasons for this was that refinements have been made to the evaluation survey over time, have proven useful to the conference organizers in the past, and there were no major issues with survey addressed by the conference organizers. In addition, utilizing the same question wording and format allows for comparison across years and analysis of trends. Conference organizers may want to monitor trends in the profiles of conference attendees and evaluators can address concerns displayed in the satisfaction ratings.

Aspects of the conference evaluation survey, methodology, and analysis are addressed below to aid future evaluators as well as assist the H-PEA Conference organizing committee in future conference planning.

### **1. Online Survey Distribution, Timing of Survey Administration, and Response Rates**

- The online survey distribution seems to remain a good way to administer the conference evaluation survey.
- Sending out the conference evaluation survey the following Monday after the conference with two timely reminders seemed to elicit a fairly high response rate.
- Response rates for the current conference evaluation were 86%, up from 75% in the previous year.

### **2. Recruiting New Members**

- Steps were taken to visually present the different backgrounds and interests of new and prior H-PEA members for use by the H-PEA conference organizing committee.
- There were fewer new H-PEA members that attended this year's conference than the previous year.
- A separate survey section for new H-PEA members may be worthwhile to learn how they learn about the H-PEA conference, why they decided to attend, and who else they believe might be interested in attending.
- Learning how many new H-PEA members are one-time attendees and how many come back to the conference next year would also be interesting. This data is not currently available from the survey but could be obtained from H-PEA conference organizers.

### **3. Analyze Conference Evaluation by different participant profiles, i.e., occupations, work settings, etc.**

- While this evaluation report, along with the previous year's, focused on comparing conference participant profiles between new and prior H-PEA members, it may also be useful to compare profiles between participants from different occupations and work settings.
- In addition, participant profiles could be used in future evaluations to examine the overall satisfaction ratings of the conference. For example, perhaps the former H-PEA members are growing tired of the same old conference format while new

members rate the conference higher. Student attendants may hold different evaluation interests and expectations of the conference than professional members.

#### **4. Comparison and Analysis of Trends of Satisfaction Ratings Over Time**

- The evaluators used the same question wording and format as the previous year's evaluation survey, which allowed for comparison and analysis of trends by year.
- While satisfaction ratings regarding the conference remain quite high overall, trends of satisfaction ratings over time should be monitored to prevent slippage in quality of the conference planning, organization, and content.

#### **5. Questions that address the cultural aspects and the methodological applications for evaluators.**

- Given the cultural emphasis and theme of this year's conference, one major theme that emerged was the difference of cultural versus methodological emphasis within the community of evaluators who attend the H-PEA Conference. While fields of interest are asked of participants, their philosophical or theoretical emphasis is not.
- Including a question set that addresses the participant's emphasis towards culture or methodology would be a useful addition to the conference organizers for understanding the conference participant profiles. In addition, this inclusion would allow for additional analysis to further understand the overall conference satisfaction ratings.



**Appendix A: Open-ended responses to question 4: “What aspects, if any, of this year’s event should be changed for next year’s H-PEA conference?” (N=46)**

Met expectations	Unclear/Maybe	Did not meet expectations
The conference was excellent. The major talks were good, as well as the panel.	N/A.	Topic seemed to cover dated material.
I thought the communication speech was OK, it seemed pretty basic. The panelist presentations were very good and useful.	Some sessions were rushed just to be able to follow the schedule and some presenters were uncomfortable with rushing through their presentations.	The morning speaker’s presentation ran long and seemed to go off track.
It met my expectations - especially for networking. I felt the paper presentations could have been better.	Some speakers well addressed the process of their evaluations. Others did not specify the details of methodologies that they employed in evaluation.	Some people are not dynamic speakers although they have important things to say. Did not achieve #2 above.
The conference met expectations for addressing timely topics and offered opportunities for collaborative, interactive audience participation. The keynote speakers (particularly the first) did not meet my expectations; the speech could have been better balanced with a discussion on contemporary issues and ways forward for culturally valid evaluations.	Not as instructional as I might expect. The posters provided the more in-depth knowledge of what is happening with evaluation in Hawaii today. It's good to see new people getting into the field while the long time folks seem to be hanging in there too.	Not high energy enough
Met new people, learned new things, and saw people I haven't seen in a while	NA. Since I wasn't there for the paper presentations, I did not walk away with too much.	I was disappointed in the morning keynote speaker. He was difficult to follow. I also thought he might bring in more about evaluation practice and how culturally responsive evaluation has played out in evaluations taking place in African American communities. etc. I guess I expected more on evaluation and less on individual evaluators.
I suppose low (or at least non-specific) expectations help in this regard, but I would say they were exceeded; had a good time and met some new folks!	I expected more breakout sessions opportunities. I appreciated the opportunities to network.	Although my conference expectations were not met, I found that the morning keynote speaker’s discourse on unrecognized African American evaluators in the pre-Brown v. BOE era significant for further research on local minority professional groups during the pre-WWII era. Would have

Met expectations	Unclear/Maybe	Did not meet expectations
<p>It met my expectations by pointing out a number of useful procedures and helped to validate certain culturally sensitive methodologies. I also refreshed old ties and made new contacts.</p>	<p>I didn't care for the afternoon keynote. The graphic design presentation was the best of the conference.</p>	<p>wanted the discussant to comment on how the morning keynote speaker's findings might be relevant for Hawaii. The interactive problem-resolving exercise by panel members was thought-provoking and entertaining. The afternoon keynote speaker's presentation conveyed basic (i.e., Eval.101) information and could have been more "cutting-edge" or challenging in line with her keynote theme.</p>
<p>The morning keynote speaker was an excellent guest, mahalo for hosting him here. His work and expertise correlate and generalize well with our minority populations here in HI. National evaluators such as him should be encouraged to participate in the event in the future.</p>	<p>The panel discussion was great, although we didn't need as much time at our table to discuss the topic. I was hoping to learn something new from the keynote speakers, but the information was more of an overview. Lunch time could be reduced by 30 minutes.</p>	<p>Morning keynote was disappointing. Relevance to local audience was unclear, although The discussant provided some context.</p>
<p>I found that the panel discussion, the afternoon keynote speaker's speech, with real life situations very helpful, and the break-out sessions I attended also met my expectations. The Thursday session was less helpful and not easy to understand for me. Interesting, eclectic group</p>		<p>need more posters/presentations need more break-out sessions, perhaps by shortening key speakers' time allotment</p>
<p>Discussions bring me some new information</p>		<p>I've said enough on each question above to answer this.</p>
		<p>I did not expect the morning keynote speaker to say almost the same thing in both workshop and as keynote, kind of disappointing. Having the 2nd Keynote speaker read her power point was unacceptable especially being a UH-Manoa faculty.</p>

Met expectations	Unclear/Maybe	Did not meet expectations
<p>Conference met my expectations especially in the panel and table discussions. They were very relevant and I took away a lot of tips just from that.</p>		<p>This conference seemed very university dominated. There weren't very many private evaluators.</p>
<p>I felt that the number of individual presentations was small. There are several other local evaluators about whose work I would have liked to have heard. Other than that, it went fine.</p>		<p>I thought the morning plenary speaker's talk on African American researchers was important but he spoke too broadly leaving me with a lack of appreciation for what exactly did these researchers bring to the table and how it affected/advocated for any social change. There was a lack of connection here.</p>
<p>I believe my expectations were met. I really enjoyed the workshop and morning keynote presentation.</p>		<p>The morning workshop was less of a workshop and more of a lecture. The presenter did not manage his time well, nor was there enough time spent on the topic of the presentation. I found it a waste of my time.</p>
<p>most sessions and talks were great! i loved the panel!!!!!! the after lunch speaker was ill prepared and somewhat superficial. especially seemed to lack an understanding of indigenous views and how homogenizing and colonial her remarks were.</p>		<p>The keynote speakers were disappointing. The morning keynote was difficult to understand and it seemed more like he was reading rather than talking about his experiences. It could have been more interesting were he more animated and used some visual aids to reinforce his message. The afternoon keynote speaker was energetic but the information she shared was too simplistic. It was if I was listening to a Communications 101 course.</p>
<p>I was able to network with other evaluators and find out about what other organizations are doing with respect to evaluation</p>		
<p>It was great to network. I thought the topics were too narrowly focused and did not help me with my practice.</p>		
<p>The Thurs workshop topics were great. Also appreciated the group processing and sharing for the panel session.</p>		

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Met expectations	Unclear/Maybe	Did not meet expectations
<p>It reinforced my belief that all human exchanges are about clarity in communication</p>		
<p>I accomplished all of those things.</p>		
<p>The graphic design pre-conference workshop was excellent for tips on effective reporting. The morning keynote was very interesting, afternoon keynote was okay. I expected to walk away with more tips and ideas, but still met my expectations.</p>		

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