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# Development and Validation of the Cultural Competence of Program Evaluators (CCPE) Scale

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**DEVELOPMENT AND VALIDATION OF THE CULTURAL  
COMPETENCE OF PROGRAM EVALUATORS (CCPE) SCALE**

by

Krystall Dunaway, M.S.

A Dissertation Submitted to the Faculty of  
Old Dominion University in Partial Fulfillment of the  
Requirement for the Degree of

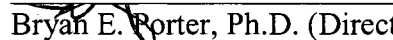
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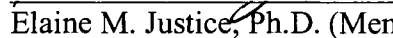
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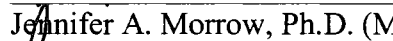
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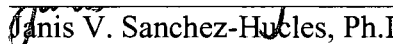
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## ABSTRACT

### DEVELOPMENT AND VALIDATION OF THE CULTURAL COMPETENCE OF PROGRAM EVALUATORS (CCPE) SCALE

Krystall Dunaway, M.S.  
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As part of its *Guiding Principles for Evaluators*, the American Evaluation Association (AEA) requires that evaluators develop cultural competencies, yet no measure of cultural competence currently exists in the field. Using items from cultural competence measures used in fields such as counseling and nursing, in conjunction with the creation of qualitative questions, the researcher developed the Cultural Competence of Program Evaluators (CCPE) scale. The main goal of this study was to validate the CCPE, and a subsidiary goal was to assess differences in level of cultural competence among program evaluators based on various demographic variables such as minority status, age, sex, years of experience, and receipt of cultural competence training. The sample consisted of 174 program evaluators. Principal components analyses revealed five factors of the CCPE: cultural knowledge, cultural skills, cultural awareness, cultural recognition, and cultural responsiveness, which exhibited an alpha of .85, and convergent validity of the CCPE was established via significant positive correlations between the CCPE and Multicultural Counseling Inventory (MCI). Additionally, individuals who had received cultural competence training scored significantly higher on the CCPE, and receipt of cultural competence training was a significant predictor of scores on the CCPE. Implications of these results, limitations of the current study, and suggestions for future research are discussed.

This dissertation is dedicated to my family, especially...

to Mom and Dad for making me believe that I can accomplish any goal I decide upon,  
to Wendy for being my best friend and defender - a listener, co-conspirator,  
counselor, and sharer of private jokes, and  
to Lauren, Haleigh, and Brandon - may you also be motivated and encouraged  
to reach your dreams.

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I would also like to acknowledge Ms. Abby L. Braitman, M.S., for her help with data analyses. You are a great statistician, and a great friend. Thank you for being both.

## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	vii
LIST OF FIGURES .....	ix
 Chapter	
I. INTRODUCTION.....	1
WHAT IS CULTURAL COMPETENCE? .....	3
COMPONENTS OF CULTURAL COMPETENCE.....	4
WHY IS CULTURAL COMPETENCE IMPORTANT IN PROGRAM EVALUATION?.....	5
CULTURAL COMPETENCE WITHIN PROGRAM EVALUATION ..	7
HYPOTHESIS AND RESEARCH QUESTIONS.....	9
 II. METHOD .....	 11
PARTICIPANTS.....	11
MEASURES .....	13
PROCEDURE.....	19
 III. RESULTS.....	 23
FACTOR SOLUTION AND RELIABILITY OF CCPE .....	23
INFLUENCE OF YEARS OF EVALUATION EXPEREINCE ON CULTURAL COMPETENCE .....	32
INFLUENCE OF GENDER AND TRAINING ON CULTURAL COMPETENCE .....	32
INFLUENCE OF MINORITY STATUS AND AGE ON CULTURAL COMPETENCE .....	34
DETERMINING THE BEST PREDICTOR OF CULTURAL COMPETENCE .....	38
QUALITATIVE DATA.....	44
 IV. DISCUSSION .....	 50
IMPLICATIONS.....	54
LIMITATIONS OF CURRENT STUDY .....	54
SUGGESTIONS FOR FUTURE RESEARCH .....	55
CONCLUSIONS.....	56
 REFERENCES .....	 57
 APPENDIXES	
A. CULTURAL COMPETENCE OF PROGRAM EVALUATORS SCALE	

(ORIGINAL) .....	64
B. CULTURAL COMPETENCE OF PROGRAM EVALUATORS SCALE (FINAL).....	74
C. RECRUITING EMAIL.....	81
VITA.....	82

## LIST OF TABLES

Table	Page
1. Demographics of Sample.....	12
2. Function of each Measure in the Current Study .....	15
3. Origin of Cultural Competence of Program Evaluators (CCPE) Questions .....	18
4. Credentials of Expert Reviewers .....	21
5. Factor Loadings of CCPE.....	25
6. Correlations of CCPE Factors and MCI Factors .....	30
7. Correlations Among Dependent Variables and Covariate .....	31
8. MANCOVA Source Table for Years of Experience .....	32
9. Means and Standard Deviations for Years of Experience.....	33
10. MANCOVA Source Table for Gender and Training .....	35
11. Means and Standard Deviations for Gender.....	35
12. Means and Standard Deviations for Receipt of Training .....	36
13. MANCOVA Source Table for Age and Minority Status .....	36
14. Means and Standard Deviations for Age.....	37
15. Means and Standard Deviations for Minority Status.....	38
16. Correlations Among Predictor Variables .....	39
17. The Effect of Demographic Variables on Cultural Knowledge Subscale of CCPE.....	40
18. The Effect of Demographic Variables on Cultural Skills Subscale of CCPE.....	40
19. The Effect of Demographic Variables on Cultural Awareness of CCPE.....	41



20.	The Effect of Demographic Variables on Cultural Recognition Subscale of CCPE.....	42
21.	The Effect of Demographic Variables on Cultural Responsiveness Subscale of CCPE.....	43
22.	The Effect of Demographic Variables on Total Score of CCPE.....	43

**LIST OF FIGURES**

Figure	Page
1. Cultural Competence Paradigm.....	4
2. Scree plot of the unrotated factors.....	24

## CHAPTER 1

### Introduction

As part of its *Guiding Principles for Evaluators*, the American Evaluation Association (AEA) requires that evaluators develop cultural competencies, yet program evaluation is fraught with cultural incompetence. For example, minority groups are often essentialized, in which individuals are seen only as representative of their culture rather than as complex beings possessing varied life experiences, opinions, belief systems, etc. (Seeley, 2004). This is evident in some evaluations concerning the Hispanic population, which comprises different racial and ethnic groups from dozens of different countries located across North America, Central America, South America, and the Caribbean. Use of one broad category obscures the national, ethnic, tribal, linguistic, religious, political, and socioeconomic features of the groups placed within them, and makes it quite difficult to understand how these individuals identify themselves both culturally and ethnically (Alkon, Tschann, Ruane, Wolff, & Hittner, 2001; Seeley, 2004).

This cultural incompetence is especially problematic given the dramatically changing cultural composition of the United States. The U.S. Census Bureau (2007) reports that minorities, comprising approximately 100 million people, account for about one-third of the nation's population. The two fastest growing minority groups are Hispanics and Asians. In fact, from 1989 to 1999, the Hispanic population increased 53% and the Asian population increased 108%, while the White population increased a mere 6% (Sue, Bingham, Porche-Burke, & Vasquez, 1999). It is estimated that by 2025, ethnic

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minorities will comprise 40% of all Americans, and that by 2050, ethnic minorities will become the majority (Barrett & George, 2005; Hansen, Pepitone-Arreola-Rockwell, & Greene, 2000; Stanhope, Solomon, Pernell-Arnold, Sands, & Bourjolly, 2005; Sue et al., 1999).

This growth in minority populations has led to the expectation that researchers work effectively with an increasingly diverse group of people. Our capacity to do this will depend on our acquisition of cultural competence (Hansen et al., 2000; Stanhope et al., 2005). Evaluation has historically been based upon Eurocentric perspectives and assumptions, thus possessing limited applicability to racially and culturally diverse populations (Alkon et al., 2001; Sue et al., 1999). This Eurocentric approach is denoted by the use of an *etic* perspective, which is a broad generic cultural awareness that is often too theoretical and abstract, and relies upon the extrinsic concepts and categories that have meaning only for scientific observers (Benavente, 2004; Dumas, Rollock, Prinz, Hops, & Blechman, 1999).

Evaluators need to use an *emic* perspective, which attempts to understand a phenomenon from the *native's* point of view. This perspective takes into account the values and traditions of different ethnic groups, and focuses on the intrinsic cultural distinctions that are meaningful to the members of a given society (Alkon et al., 2001; Barrett & George, 2005). Program evaluators can avoid the dangers of an *etic* perspective by evaluating programs and assessing impacts through lenses in which culture is considered an important factor, thus rejecting the notion that assessments must be objective and culture free (Frechtling, 2002). Conducting evaluations using an *emic* perspective allows evaluators to make interpersonal connections and appropriate cultural

judgments in the design and implementation of the evaluation, thus increasing interpersonal and methodological validity, respectively (Kirkhart, 1995). The issue, however, is how one learns to do this.

### *What is Cultural Competence?*

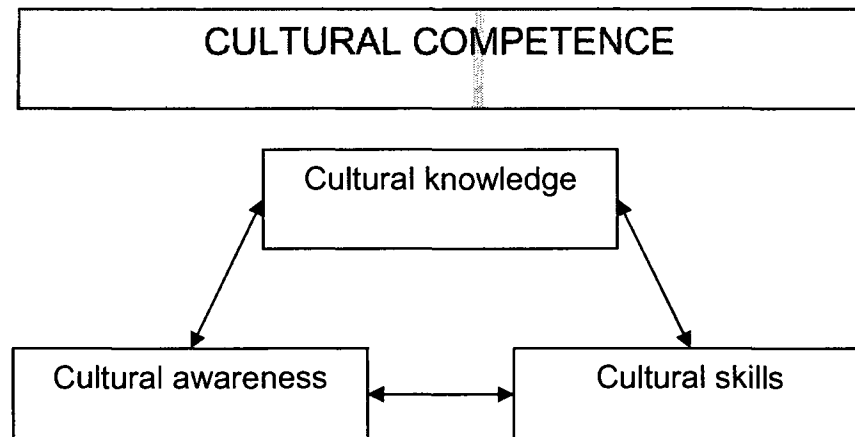
Before one can understand cultural competence, one must first understand culture. Culture is an integrated pattern of learned beliefs and behaviors shared by a group. Culture includes thoughts, styles of communicating, ways of interacting, views of roles and relationships, values, practices, and customs (Betancourt, 2003), and is an essential ingredient of a person's identity and behavior (Dumas et al., 1999). The American Psychological Association (APA, 2003) has identified 10 main cultural identifiers: age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Accordingly, we all are influenced by, and belong to, multiple cultures (Betancourt, 2003).

Generally, cultural competence can be defined as a dynamic process of framing assumptions, knowledge, and meaning from a cultural perspective different than one's own; this allows professionals to work effectively in cross-cultural situations (Abernethy, 2005; Abrums & Leppa, 2001; Alkon et al., 2001; Stanhope et al., 2005). Specific to program evaluation, cultural competence refers to an awareness, understanding, and appreciation for cultural context when framing an evaluation, developing methodology, interacting with stakeholders, and interpreting results (SenGupta, Hopson, & Thompson-Robinson, 2004). It is important to note that this definition does not describe a static process; rather it incorporates the notion of responsiveness to culturally contextual factors (SenGupta, Hopson, & Thompson-Robinson, 2004). There are many models that describe

how cultural competence is attained (Abernethy, 2005; Campinha-Bacote, 2002; McPhatter & Ganaway, 2003; Prochaska & DiClemente, 1982); arguably the most common paradigm of cultural competence (Figure 1) consists of the components of cultural awareness, cultural knowledge, and cultural skills.

### *Components of Cultural Competence*

Cultural awareness includes the process of understanding one's culture, biases, tendencies to stereotype, reference-group membership, and power relations. Cultural



*Figure 1. Cultural Competence Paradigm.*

knowledge includes learning about the attitudes, values, beliefs, and behaviors of cultural groups. Cultural skills focus on communication skills and training learners to be aware of certain cross-cutting cultural issues (Betancourt, 2003; Benavente, 2004; Pope & Reynolds, 1997; Sue, Arredondo, & McDavis, 1992; Wear, 2003).

These three components are seen as being essential to culturally competent behavior, and also as prerequisites to working effectively and ethically with individuals

of all backgrounds (AEA, 2004). Additionally, these three components are seen as independently necessary for attaining cultural competence; for example, cultural awareness is self-reflective and thus does not increase cultural skills. Cultural knowledge can often lead to stereotyping and oversimplification of culture (an etic perspective) if not coupled with cultural awareness. Cultural skills cannot logically be attained without proper cultural knowledge (Betancourt, 2003). Thus, unless all three components have been attended to, an individual cannot demonstrate cultural competence.

Cultural competence is best viewed as something one is *becoming* as opposed to what one *is*, as continuous rather than static; thus, acquiring cultural competence should never be treated as a one-time initiative, as it implies constant seeking of knowledge rather than assumption of expert status (Doutrich & Storey, 2004; McPhatter & Ganaway, 2003; Mendias & Guevara, 2001). Basically, a culturally competent individual can identify with one culture but still understand the behaviors of another cultural group in relation to the cultural rules of *that* culture rather than their own (Guzman, 2003; Howard, 2002; Symonette, 2004).

#### *Why is Cultural Competence Important in Program Evaluation?*

Just as culture is dynamic and ever-changing, so is cultural competence. Cronbach (1975) stated that no matter how good an intervention may be, its applicability is likely to diminish as the parameters of the problem (cultural, social, political) change over time. This is also true of program evaluations; if evaluators do not strive to maintain cultural competence, then the quality and applicability of their evaluations will quickly plummet.

Cultural competence is important to program evaluation because all members of society develop and form a sense of self and others in the context of culture; in other

words, each person's experiences are culturally bound (Carter, 2003). Like all members of society, evaluators are participants in, and products of, their own culture. Accordingly, the presence of cultural competence alters potentially inappropriate culturally-bound perceptions (i.e., racism, sexism, etc.) and prevents evaluators from considering their beliefs, customs, and behaviors as unique benchmarks by which to evaluate others (Beagan, 2003; Dumas et al., 1999; Greene, 1997; Guzman, 2003; Kirkhart, 1995).

Another testament to the importance of cultural competence in program evaluation is the fact that the questions participants are willing to answer, those with whom they are willing to share their perceptions, and the extent to which they are willing to participate throughout an evaluation are profoundly influenced by their perceptions of the evaluator (Hood & Cassaro, 2002). Therefore, it is important for evaluators to ask the question, "How do those with whom I am seeking to communicate perceive me?" The evaluator who considers this question is practicing *multilateral self awareness*. Such awareness is an instrumental component in the development of cultural competence, meaning that the individual is viewing himself as "self in context" rather than simply as who he sees himself to be (Carter, 2003; Symonette, 2004).

A critical caveat concerning the importance of cultural competence in program evaluation is the fact that it is a necessary and important skill for *everyone*, regardless of race, ethnicity, gender, etc. In other words, cultural competence should be a concern for all; not just the majority group. In fact, Ladson, Lin, Flores, and Magrane (2006) found that Blacks are no more likely than non-Blacks to possess the knowledge, skills, and ability to negotiate encounters or situations with people from diverse cultures. In addition, Abernethy (2005) found that cultural competence is a vital skill for individuals



working with people from similar backgrounds, as well. In this situation, overidentification between evaluator and evaluatee can be just as detrimental as lack of understanding. Despite these findings, cultural competence is not commonly used to characterize evaluator competence (SenGupta, Hopson, & Thompson-Robinson, 2004).

### *Cultural Competence within Program Evaluation*

Most program evaluators embrace the idea that program evaluation should be shrouded in cultural competence. It remains unclear, however, how an evaluator can establish a culturally competent perspective and when this perspective would be appropriate in the evaluation process (Guzman, 2003). Some applied methods that increase the cultural competence of program evaluations include: 1) considering the community for whom the evaluation plan is created, 2) pretesting survey instruments with different ethnic groups, 3) obtaining information about other attributes related to ethnicity beyond self-identification of ethnic group (if this is not possible, then assumptions underlying the use of ethnicity should be made explicit), 4) building a process check into the evaluation, which entails constant discourse with the members of the evaluation team for information about their experiences with the participants, 5) utilizing triangulation, in which a range of information sources are utilized using mixed methods, 6) including expert cultural or ethnic consultants on the evaluation team, and 7) creating research reports that contain elaborated, full discussions of the sample and sampling methodology used (Alkon et al., 2001; Guzman, 2003; Okazaki & Sue, 1995; Taket & White, 1997).

While these applied methods facilitate culturally competent evaluations via the cultural skills component of the cultural competence paradigm, they neglect the cultural

awareness and cultural knowledge components. Often times with practice and experience, evaluators will possess the necessary cultural skills, but think they can rely solely on their empathic skills to learn about relevant cultural considerations (e.g., cultural awareness and cultural knowledge). In all likelihood, they are not practicing competently (Hansen et al., 2000) as cultural awareness and cultural knowledge require evaluators to constantly self-examine values, assumptions, and cultural contexts (SenGupta, Hopson, & Thompson-Robinson, 2004). In order to conduct program evaluations that are culturally competent, evaluators must be proficient in all three components of the cultural competency paradigm: cultural skills, cultural knowledge, and cultural awareness.

Program evaluators have an ethical responsibility to be culturally competent (Abernethy, 2005), yet program evaluation has lagged behind in lifting issues of culture and cultural context to the forefront of the field (SenGupta et al., 2004). As a result, there is currently no measure of cultural competence in existence for the field of program evaluation.

Patton (1985) noted that the power of culture makes us relatively oblivious to the limitations of our own perspectives, behaviors, and values, which speaks to the need for the creation of a valid and reliable measure to assess level of cultural competence of program evaluators. This measure could serve as a first step in bringing evaluators out of the oblivion, so to speak; in making evaluators understand the importance of recognizing, appreciating, and incorporating culturally contextual factors into their practice (SenGupta et al., 2004). The importance of this issue is further underscored by the fact that after graduating from an institute of higher education, cultural competence cannot feasibly be regulated by any governing body (i.e., AEA).

Therefore, the main goal of this study was to develop a new measure of cultural competence for use as a training tool for program evaluators. As there are several instruments that measure the cultural competence of counselors, therapists, healthcare providers, and the like, but none that measure that of program evaluators, these cultural competence measures from other fields were used as templates for the creation of the new measure. Moreover, the goal of the new measure was to adequately assess the three components of the cultural competence paradigm: cultural awareness, cultural knowledge, and cultural skills. A subsidiary goal of the study was to assess differences in level of cultural competence among program evaluators based on various demographic variables.

One hypothesis and six research questions were addressed.

#### *Hypothesis*

- 1) The new cultural competence measure would exhibit high ( $> .70$ ) reliability and validity.

#### *Research Questions<sup>1</sup>*

- 1) Would level of cultural competence be higher among individuals with more years of evaluation experience?
- 2) Would there be a gender difference in level of cultural competence?
- 3) Would there be a difference in level of cultural competence based on minority status?
- 4) Would there be a difference in level of cultural competence based on age?

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<sup>1</sup> For parsimony, research questions 2 & 5 and research questions 3 & 4 were analyzed in conjunction.

- 5) Would level of cultural competence be higher among individuals who have received formal cultural competence training?
- 6) What are the best demographic predictors of cultural competence?

## CHAPTER 2

### Method

#### *Participants*

Because the researcher wanted to sample only individuals who were relevant to the topic of cultural competence in program evaluation (e.g., program evaluators), she utilized purposive sampling (Shadish, Cook, & Campbell, 2002) for the validation of the instrument. Specifically, heterogeneity sampling was utilized, in which the most diverse sample possible was attained. Purposive sampling was also appropriate because neither generalizability nor proportionality was a concern of the research. To increase participation, the researcher offered an incentive. Specifically, participants were entered into a raffle to win one of ten \$20 Visa gift cards.

One hundred and seventy-four individuals who identified themselves as program evaluators constituted the sample. The mean age was 45.47 ( $SD = 11.77$ ), with a range of 22 to 80. Of these participants, the majority were female (75.1%), White (81.6%), and originated from the USA (73.6%). Additionally, most held Doctoral degrees (55.2%), and the mean number of years of evaluation experience was 12.85 ( $SD = 9.68$ ), with a range of 1 to 40. As reported in a survey of over 2,500 AEA members (AEA, 2008), the overall demographics of AEA membership are: 53% in their 40s or 50s, 67% female, 73% White, 86% with USA as their primary residence, 52% hold Doctorate degrees, and 33% with less than 5 years of evaluation experience. Demographics of overall AEA membership are very similar to the demographics reported in the current study (refer to Table 1 for complete demographics of the sample).

Table 1

*Demographics of Sample*

Variable	<i>n</i>	%
<b>Gender</b>		
<i>Male</i>	43	24.9
<i>Female</i>	130	75.1
<b>Ethnicity</b>		
<i>Hispanic</i>	10	5.8
<i>American Indian or Alaskan Native</i>	4	2.3
<i>Black or African American</i>	11	6.3
<i>Native Hawaiian/other Pacific Islander</i>	1	0.6
<i>White</i>	142	81.6
<i>Other</i>	17	9.8
<b>Education Level</b>		
<i>Bachelor's Degree</i>	11	6.3
<i>Master's Degree</i>	67	38.5
<i>Doctorate Degree</i>	96	55.2
<b>Years of Experience</b>		
<i>Less than 5 years</i>	36	21.1
<i>5-10 years</i>	55	32.2
<i>11-15 years</i>	29	17.0
<i>16-20 years</i>	18	10.5
<i>21-25 years</i>	18	10.5

Table 1 (continuation)

<i>Over 25 years</i>	15	8.8
<b>Age</b>		
<i>Under 30 years old</i>	21	12.3
<i>31-40 years old</i>	45	26.3
<i>41-50 years old</i>	43	25.1
<i>51-60 years old</i>	47	27.5
<i>Over 60 years old</i>	15	8.8
<b>Type of Institution Worked For</b>		
<i>University/College</i>	77	44.3
<i>K-12 system</i>	28	16.1
<i>Non-profit Organization</i>	77	44.3
<i>For profit Organization</i>	32	18.4
<i>Self-employed</i>	25	14.4
<i>Government Agency</i>	28	16.1
<i>Other Institution</i>	5	3.0
<b>Receipt of Formal CC Training</b>		
<i>Yes</i>	65	37.8
<i>No</i>	107	62.2

*Measures*

After ensuring public use status or obtaining permission from authors, items from four measures were selected and altered to better suit the field of program evaluation.

These items were combined, along with qualitative and demographic questions, to create the Cultural Competence of Program Evaluators (CCPE) instrument (Appendix A). The fifth measure described below is the CCPE. The sixth measure described below, the Marlowe-Crowne Social Desirability scale – short version (MCSD), was embedded into the CCPE. The final measure described below, the Multicultural Counseling Inventory (MCI), was administered to participants in its entirety along with the CCPE in order to establish convergent validity of this new instrument (see Table 2). Source measures for CCPE items are shown in Table 3.

*The Multicultural Counseling Awareness, Knowledge, and Skills Survey*

(MAKSS; D'Andrea, Daniels, & Heck, 1991). This 60-item questionnaire measures the effectiveness of cultural competency training on counselors' cross-cultural awareness, knowledge, and skills. In previous research (D'Andrea, Daniels, & Heck, 1991), this scale has exhibited high reliability of the three subscales of awareness ( $\alpha = .75$ , 20 items), knowledge ( $\alpha = .90$ , 20 items), and skills ( $\alpha = .96$ , 20 items). Some items include, "Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other" and "The human service professions, especially counseling and clinical psychology, have failed to meet the mental needs of ethnic minorities." All items utilize a 4-point Likert response scale (1 = strongly disagree to 4 = strongly agree), and overall higher scores indicate greater cultural competence.

*The Multicultural Counseling and Training Survey – Revised (MCCTS-R;*

Holcomb-McCoy, 1999). This 32-item survey is designed to measure the perceived multicultural competence of professional counselors. The instrument consists of three



subscales: 1) multicultural knowledge, 2) multicultural awareness, and 3) multicultural terminology. Alpha coefficients for the preceding subscales are .95, .85, and .97,

Table 2

*Function of Each Measure in the Current Study*

Measure	Acronym	Use in Current Study	Reference
Multicultural Counseling Awareness, Knowledge, and Skills Survey	MAKSS	Selected items used to create the CCPE	D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling training. <i>Journal of Counseling and Development, 70</i> , 143-150.
The Multicultural Counseling and Training Survey – Revised	MCCTS-R	Selected items used to create the CCPE	Holcomb-McCoy, C. C. (2000). Multicultural counseling competencies: An exploratory factor analysis. <i>Journal of Multicultural Counseling &amp; Development, 28</i> , 83-90.
The Cultural Competence Self-Assessment Questionnaire	CCSAQ	Selected items used to create the CCPE	Mason, J. L. (1995). <i>Cultural competence self-assessment questionnaire: A manual for users</i> . Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.
Cultural Awareness Scale	CAS	Selected items used to create the CCPE	Rew, L., Becker, H., Cookston, J., Khosropour, S., & Martinez, S. (2003). Measuring cultural awareness in nursing students. <i>Journal of Nursing Education, 42</i> , 249-257.

Table 2 (continuation)

Marlowe-Crowne Social Desirability Scale – short version	MCS D	Embedded in the CCPE	Crowne, D.P. & Marlowe, D. (1964). <i>The approval motive</i> . N.Y.: Wiley.
Multicultural Counseling Inventory	MCI	Administered to study participants in tandem with the CCPE	Sodowsky, G. R., Taffe, R. C., Gutkin, T. B., & Wise, S. L. (1994). Development of the Multicultural Counseling Inventory: A self-report measure of multicultural competencies. <i>Journal of Counseling Psychology</i> , 41, 137-148.

respectively. Some items include, “I nonverbally communicate my acceptance of culturally different students” and “I can discuss how culture affects the help-seeking behaviors of students.” All items utilize a 4-point Likert response scale (1 = not competent/not able to perform at this time to 4 = extremely competent/able to perform at a high level), with overall higher scores indicating higher levels of cultural competence.

*The Cultural Competence Self-Assessment Questionnaire (CCSAQ; Mason, 1995).* This 74-item measure is designed to measure the cultural competence of human services professionals. The instrument consists of three subscales: 1) knowledge of communities, which pertains to respondents’ understanding of community dynamics, including racial composition, SES, support systems, and the cultural norms and values of people of color, 2) resources and linkages, which examines the availability of relevant information, materials, and resources for respondents’ access and use, and 3) service delivery and practice, which examines respondents’ understanding of appropriate treatment interventions, cultural strengths, historical accomplishments, family support

systems, and methods of advocacy. Overall alpha for the CCSAQ is .80. Some items include, “Do you know the social protocol within communities of color?” and “Do you feel safe within communities of color?” All items are measured using a 4-point Likert scale (1 = not at all/none/never to 4 = often/very well/many/regularly).

*Cultural Awareness Scale (CAS; Rew, Becker, Cookston, Khosropour, & Martinez, 2003).* This 36-item instrument is designed to measure outcomes of a program to provide multicultural awareness among nursing faculty and students. The instrument consists of five subscales: 1) general educational experience, 2) cognitive awareness, 3) research issues, 4) behaviors/comfort with interactions, and 5) patient care/clinical issues. Alpha coefficients for the preceding subscales are .85, .79, .94, .71, and .77, respectively. Overall alpha for the CAS is .82. Some items include, “When I have an opportunity to help someone, I offer assistance less frequently to individuals of certain cultural backgrounds” and “I respect the decisions of my patients when they are influenced by their culture, even if I disagree.” All items are measured using a 7-point Likert scale (1 = strongly disagree to 7 = strongly agree).

*Marlowe-Crowne Social Desirability Scale – short version (MCSD; Crowne & Marlowe, 1964).* This 8-item instrument is designed to measure the tendency to give socially desirable responses to questions. The MCSD is a self-report questionnaire that is intended to be administered concurrently with other instruments, and captures conscious use of inflated self-descriptions, faking, or lying. The instrument has exhibited acceptable reliability in various samples, with alpha coefficients ranging from .74 to .77. (Ray, 1984). Some items include, “Have you sometimes taken unfair advantage of another person?” and “Are you always courteous, even to people who are disagreeable?” All

items are measured using a 3-point response scale (1 = Yes, 2 = Not sure, 3 = No). For the present study, a variable was created that represented the total number of “no” responses given. This variable was then used as a covariate in all inferential analyses. Complete scale can be found in Appendix A.

Table 3

*Origin of Cultural Competence of Program Evaluators (CCPE) Questions*

CCPE item	Origin	CCPE item	Origin
1	Author	27	CAS #7
2	Author	28	CAS #11*
3	Author	29	MCCTS-R #1
4	Author	30	MCCTS-R #3
5	Author	31	MCCTS-R #4*
6	MAKSS #21	32	MCCTS-R #14
7	MAKSS #22	33	MCCTS-R #15
8	MAKSS #23	34	CAS #8
9	MAKSS #24	35	CAS #9
10	MAKSS #27	36	CAS #10
11	MCCTS-R #11*	37	CAS #12
12	MCCTS-R #12*	38	CAS #23*
13	MAKSS #3	39	CAS #32*
14	MAKSS #4	40	MCCTS-R #20
15	MAKSS #8	41	MCCTS-R #30*
16	MAKSS #34*	42	CCSAQ #10*
17	MAKSS #37	43	CCSAQ #13
18	MAKSS #38*	44	MAKSS #41*
19	MAKSS #39	45	MAKSS #45
20	MAKSS #1	46	MAKSS #48
21	MAKSS #2*	47	MAKSS #51*
22	MAKSS #7*	48	MAKSS #54*
23	MAKSS #10	49	MAKSS #55*
24	MAKSS #20*	50	MAKSS #57/58*
25	CAS #5	51	MAKSS #59*
26	CAS #6	52	MAKSS #60

\* slight wording change (e.g., “counselors” to “evaluators”)

*Multicultural Counseling Inventory* (MCI; Roysircar, 2004). This 40-item instrument measures multicultural counseling competencies. The instrument has four subscales: multicultural counseling skills, multicultural awareness, multicultural counseling relationship, and multicultural counseling knowledge. Alpha coefficients for the preceding subscales were .77, .51, .75, and .72, respectively. Some items include, “I perceive that my race causes the clients to mistrust me” and “I am able to quickly recognize and recover from cultural mistakes or misunderstandings.” All items are measured using a 4-point Likert scale ranging from “very inaccurate” to “very accurate.”

#### *Procedure*

There were four main steps of the study. First, the researcher created items for the proposed survey via brainstorming and altering already-established measures of cultural competence that are currently used in other social science fields. The researcher utilized brainstorming as a means of item creation because it allowed her to gain valuable insight from individuals with varying viewpoints and opinions. The researcher asked her colleagues to write down ideas on the topic of cultural competence, and then all individuals discussed these ideas as a group. In doing so, the researcher identified possible additional ideas to incorporate into the survey. Next, the researcher ensured public use status/obtained permission from authors to utilize measures. Then the researcher altered and combined questions from the four already-established cultural competence measures discussed previously to make them suitable for use with the target population, as there are several instruments that measure cultural competence of counselors, therapists, healthcare providers, and the like, but none that measure that of program evaluators.

Second, after receiving study approval from the Old Dominion University's College of Sciences Human Subjects Committee review board, the researcher pretested the new cultural competence measure by utilizing the Delphi technique of instrument creation (Colton & Covert, 2007). This was a way to obtain the opinion of experts without bringing them together face to face. After generating a list of possible survey items based on the brainstorming session and already-established measures, the researcher sent this list (via email) to four experts in evaluation and cultural competence. The researcher asked these experts to review the measure independently. Screening the measure provides valuable information concerning the utility and trustworthiness of the information provided (Colton & Covert, 2007).

The four expert reviewers were Jennifer Ann Morrow, Ph.D., Shana Pribesh, Ph.D., Janis Sanchez-Hucles, Ph.D., and Gary Skolits, Ed.D. (refer to Table 4 for a list of each reviewer's credentials). The researcher emailed an electronic version of the survey, and asked each reviewer to examine the survey for issues with readability, sentence length, wording, clarity, response categories, cultural appropriateness, bias, and timeframe/tense. The researcher requested that each reviewer provide feedback on the survey via Track Changes in Microsoft Word. A \$20 Visa gift card was offered to each reviewer as compensation for their assistance, but all individuals declined the offer. Upon receiving feedback from the expert reviewers, the researcher revised the instrument.

Third, the researcher collected data via online surveying of program evaluators. Data collection occurred during February and March 2009. The researcher created the survey using Inquisite survey building software and then created a link to the Inquisite survey. An invitation for participation (Appendix C) was posted on the American

Table 4

*Credentials of Expert Reviewers*

Name of Reviewer	Credentials of Reviewer
Jennifer Ann Morrow, Ph.D.	Received doctorate from University of Rhode Island. Assistant professor at University of Tennessee in Knoxville, Tennessee. Interests include program evaluation, research methodology, and statistics.
Shana Pribesh, Ph.D.	Received doctorate from Ohio State University. Assistant professor at Old Dominion University in Norfolk, Virginia. Interests include the structural aspects of educational inequality, and she has worked on studies of student/teacher racial matching.
Janis Sanchez-Hucles, Ph.D.	Received doctorate from University of North Carolina – Chapel Hill. Department chair and professor at Old Dominion University in Norfolk, Virginia. Interests include women, ethnic minorities, families, cultural competency, diversity and violence.
Gary Skolits, Ed.D.	Received doctorate from East Tennessee University. Director of Institute for Assessment and Evaluation at the University of Tennessee in Knoxville, Tennessee. Lead faculty member for Evaluation and Assessment Ph.D. program at UT. Interests include strategic planning, academic administration, institutional research and assessment, and evaluation. Manages assessment and evaluation projects for clients locally, statewide, regionally and nationally.

Evaluation Association (AEA) listserv, known as EVALTALK, and emailed to members of the Southeast Evaluation Association (SEA) and participants in the 2008 AEA

conference. EVALTALK is an online discussion forum that is available to all members of AEA, and consists of approximately 5,000 evaluators who work in either academia or in the industry. SEA, which consists of approximately 150 members, is an organization specifically for evaluators in the southeastern part of the country. Once a participant clicked on the link to the Inquisite survey, he or she was connected to the survey. Clear instructions were provided initially, followed by the survey.

Each participant who completed the survey had the option to complete a separate form with their name and primary email address if they wanted to be entered into a raffle to win one of ten \$20 gift cards. The database for this information was kept separate from the survey database to maintain anonymity of the participants. Of the 174 participants who completed the survey, 95 (54.60%) entered their names and email addresses into the separate form. The researcher randomly chose 10 gift card recipients from this pool of 95 names.

Finally, the usefulness of the measure, along with group differences, were assessed utilizing data obtained from the sample. Differences and relationships were examined based on demographic variables including number of years of evaluation experience, gender, receipt of formal cultural competence training, minority status, and age via multivariate analyses of covariance (MANCOVAs) and standard multiple regressions.



## CHAPTER 3

### Results

The data were cleaned before any inferential analyses were conducted.

Specifically, every item from the MCI had missing data, ranging from 9.7% to 44.6%.

After conferring with colleagues, the researcher decided not to replace the missing values for cases in which more than 15 MCI items were missing. Instead, these items were left missing and were excluded from the subsequent correlational analysis. For cases with fewer than 15 missing MCI items, missing values were replaced with the group mean for years of evaluation experience (which was a continuous variable with values ranging from 1 to 40) for that item. For example, a missing value on MCI item #16 for a participant with 11 years of evaluation experience would be replaced with the mean value on MCI item #16 of other participants with 11 years of evaluation experience.

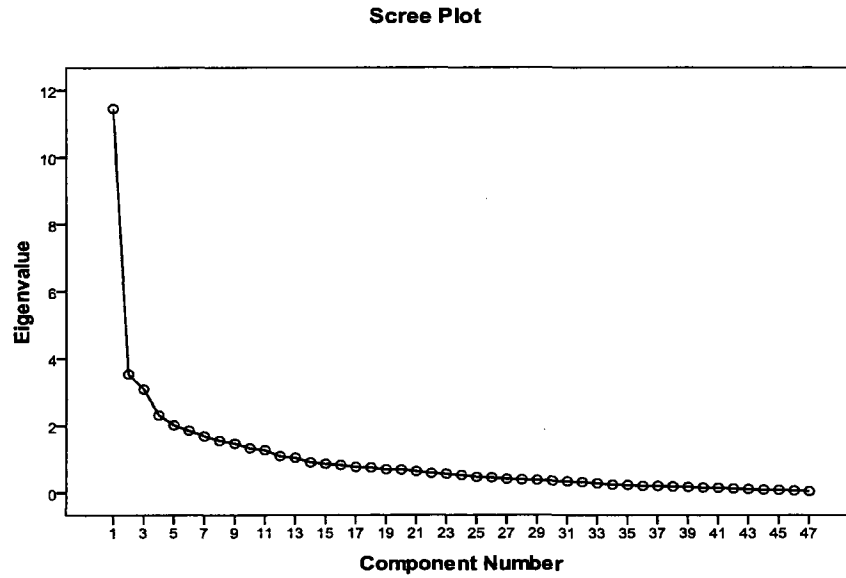
Subsequently, missing data for the 40 MCI items ranged from 8.6% to 17.1%.

#### *Factor Solution and Reliability of CCPE*

To test the hypothesis that the new cultural competence measure would be reliable and valid, numerous principal components analyses (PCA) were conducted on all 49 continuous variables contained in the CCPE, and internal consistency (Cronbach's alpha) and convergent validity were assessed. Measures of sampling adequacy revealed no issues with the factorability of the correlation matrix. Bartlett's test of sphericity was significant,  $\chi^2(378) = 2086.69, p < .001$ , and the Kaiser-Meyer-Olkin measure of sampling adequacy was .78, which is considered excellent (Pett, Lackey, & Sullivan, 2003). In addition, item measures of sampling adequacy ranged between .53 and .88, further confirming the factorability of **R**.

Examination of the Scree plot (Figure 2) suggested a 5-7 component solution.

These three solutions were tested, and the 6 and 7 component solutions contained factors with fewer than three items. Therefore, the researcher selected a five-component solution



*Figure 2.* Scree plot of the unrotated factors.

with varimax rotation. Varimax rotation was chosen because it aids interpretation when the components are to be used as dependent variables (Tabachnick & Fidell, 2001). Items that did not adequately load ( $> |.30|$ ) on any of the components were deleted. The remaining items again underwent PCA, and items with ambiguous loadings (i.e., those that loaded on more than one component with values less than .200 different) were deleted individually. This procedure was repeated until there were 28 items that loaded at least .30 on one of the components, with no ambiguous loadings. Internal reliability was then calculated for each component and revealed that one item on Factor 3 significantly lowered the overall reliability. The item was deleted, leaving 27 items that loaded at least

.44 on one of the components, with no ambiguous loadings. See Table 5 for final scale items and loadings.

Table 5

*Factor Loadings of CCPE*

Item	Factor*				
	1	2	3	4	5
(6) What is your current understanding of the following term: culture?	<b>.708</b>	.368	-.021	.017	.277
(7) What is your current understanding of the following term: ethnicity?	<b>.712</b>	.301	-.017	.042	.240
(8) What is your current understanding of the following term: racism?	<b>.895</b>	.090	-.023	.164	.075
(9) What is your current understanding of the following term: prejudice?	<b>.884</b>	.012	-.012	.153	-.005
(10) What is your current understanding of the following term: ethnocentrism?	<b>.680</b>	.280	.225	.236	.148
(11) What is your current understanding of the following term: discrimination?	<b>.888</b>	.084	.026	.050	-.008
(12) What is your current understanding of the following term: stereotype?	<b>.869</b>	.099	.149	.014	.051
(13) At this time in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?	.205	<b>.671</b>	-.043	.078	.144
(14) At this time in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?	.063	<b>.560</b>	-.061	.107	.353

Table 5 (continuation)

(15) At this time in your life, how would you generally rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?	.117	<b>.629</b>	-.107	.266	.213
(34) When I have an opportunity to help someone, I offer assistance less frequently to individuals of certain cultural backgrounds.	-.117	<b>-.481</b>	.099	.071	-.112
(37) I typically feel somewhat uncomfortable when I am in the company of people from cultural or ethnic backgrounds different from my own.	-.070	<b>-.590</b>	-.121	.098	.158
(42) Are you aware of any conflicts between or within groups of color in the community in which you work?	.206	<b>.548</b>	.342	-.065	-.173
(46) How well would you rate your ability to analyze a culture and its component parts?	.262	<b>.653</b>	-.128	.231	.232
(22) Program evaluation as a whole has failed to meet the needs of racial/ethnic/cultural minorities.	.079	.168	<b>.536</b>	-.206	.056
(23) Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.	.116	-.009	<b>.452</b>	.288	-.230
(25) I think my beliefs and attitudes are influenced by my culture.	.004	-.113	<b>.823</b>	.102	.109
(26) I think my behaviors are influenced by my culture.	-.046	-.184	<b>.836</b>	.055	.152
(28) I believe program evaluators' own cultural beliefs influence their evaluation decisions.	.140	-.076	<b>.717</b>	.139	.149

Table 5 (continuation)

(24) There are some basic evaluation skills that are applicable to conduct successful evaluations regardless of the participant's cultural backgrounds.	.115	-.124	.031	<b>.446</b>	.009
(31) I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to those being evaluated.	.102	.410	.037	<b>.681</b>	.047
(32) I can identify my negative and positive emotional reactions toward persons of other racial and ethnic groups.	.076	.065	.042	<b>.893</b>	.081
(33) I can identify my reactions that are based on stereotypical beliefs about different ethnic groups.	.095	.095	.086	<b>.805</b>	.120
(36) I feel comfortable working with clients of all ethnic groups.	.131	-.041	-.038	-.058	<b>.667</b>
(38) I feel comfortable discussing cultural issues.	.123	.155	.186	.003	<b>.709</b>
(39) I respect the decisions of my clients when they are influenced by their culture, even if I disagree.	-.032	.080	.091	.165	<b>.630</b>
(40) I can discuss within-group differences among ethnic groups (e.g., low SES Puerto Rican vs. high SES Puerto Rican).	.199	.206	.079	.113	<b>.497</b>

\*Note. Factor 1 = Cultural Knowledge, Factor 2 = Cultural Skills, Factor 3 = Cultural Awareness, Factor 4 = Cultural Recognition, Factor 5 = Cultural Responsiveness.

The first component, *cultural knowledge* ( $\alpha = .92$ ), contained seven items and accounted for 17.68% of the variance. Reflected in items like “What is your current understanding of the term racism” and “What is your current understanding of the term ethnocentrism,” this component revealed participants’ knowledge of various culture-related terms.

The second component, *cultural skills* ( $\alpha = .72$ ), contained seven items and accounted for 11.56% of the variance. This component included items that represented participants' feelings and behaviors when interacting with persons from different cultures. Sample items include "When I have an opportunity to help someone, I offer assistance less frequently to individuals of certain cultural backgrounds" and "I typically feel somewhat uncomfortable when I am in the company of people from cultural or ethnic backgrounds different from my own."

The third component, *cultural awareness* ( $\alpha = .72$ ), included five items and accounted for 10.06% of the variance. Items represented participants' personal as well as global awareness of the role of culture. Sample items include "Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other" and "I think my behaviors are influenced by my culture."

The fourth component, *cultural recognition* ( $\alpha = .72$ ), included four items and accounted for 9.22% of the variance. These items included participants' recognition of their negative and positive biases in regards to cultural issues. Representative items are "I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to those being evaluated" and "I can identify my reactions that are based on stereotypical beliefs about different ethnic groups."

The fifth component, *cultural responsiveness* ( $\alpha = .59$ ), contained four items and accounted for 7.91% of the variance. Sample items are "I can discuss within-group differences among ethnic groups (e.g., low SES Puerto Rican vs. high SES Puerto Rican)" and "I respect the decisions of my clients when they are influenced by their

culture, even if I disagree.” This component revealed participants’ overall ability to appropriately handle the many nuances of cultural issues.

Overall, the rotated five-component solution of the CCPE accounted for 56.42% of the variance. Values greater than 50% are considered good (Tabachnick & Fidell, 2001). Also, the entire scale of 27 items had an internal consistency of .85. Next, convergent validity of the CCPE was established by comparing the five components and total score of the CCPE to the four components and total score of the MCI via Pearson  $r$  correlations. The cultural knowledge, cultural skills, cultural recognition, and cultural responsiveness subscales were significantly positively correlated (at least  $p < .05$ ) with all four MCI subscales (skills, awareness, counseling relationship, and counseling knowledge), as well as the total score of the MCI. The cultural awareness subscale was significantly positively correlated with the MCI skills and counseling knowledge subscales. Additionally, the total CCPE score was significantly positively correlated ( $p < .01$ ) with all four MCI components, as well as the total score of the MCI. Please refer to Table 6 for correlations.

The PCA, along with additional qualitative questions, resulted in the final version of the *Cultural Competence of Program Evaluators scale* (CCPE; Dunaway, 2009). This instrument is designed to measure the cultural competence of program evaluators. The instrument consists of five qualitative questions that probe participants’ perceptions of qualities possessed by a culturally competent program evaluator and 27 questions that constitute the five subscales: Cultural Knowledge (7 items), Cultural Skills (7 items), Cultural Awareness (5 items), Cultural Recognition (4 items), and Cultural

Table 6

*Correlations of CCPE Factors and MCI Factors (n = 147)*

	MCI 1	MCI 2	MCI 3	MCI 4	Total MCI
CCPE 1	.41**	.41**	.36**	.42**	.51**
CCPE 2	.40**	.52**	.40**	.48**	.57**
CCPE 3	.17*	.14	-.10	.18*	.15
CCPE 4	.33**	.25**	.21*	.35**	.38**
CCPE 5	.32**	.34**	.37**	.38**	.44**
Total CCPE	.47**	.45**	.41**	.57**	.59**

*Note.* CCPE 1 = Cultural Knowledge, CCPE 2 = Cultural Skills, CCPE 3 = Cultural Awareness, CCPE 4 = Cultural Recognition, CCPE 5 = Cultural Responsiveness, MCI 1 = Multicultural Counseling Skills, MCI 2 = Multicultural Awareness, MCI 3 = Multicultural Counseling Relationship, MCI 4 = Multicultural Counseling Knowledge

\* $p < .05$ . \*\*  $p < .01$ .

Responsiveness (4 items). Alpha coefficients for the preceding subscales were .92, .72, .72, .72, and .59, respectively. The overall alpha of the quantitative CCPE items was .85. Some items include, “I can identify my reactions that are based on stereotypical beliefs about different ethnic groups” and “I believe program evaluators' own cultural beliefs influence their evaluation decisions.” All items are measured using a 5-point response scale (1 = Very limited/Strongly disagree/Not at all/Not competent to 5 = Very good/Strongly agree/Very well/Extremely competent). The instrument also includes nine demographic questions (e.g., age, race, sex, highest level of education, years of experience in program evaluation, etc.). Please refer to Appendix A for the original survey, and Appendix B for the final survey (after conducting PCA).



Table 7

*Correlations Among Dependent Variables and Covariate (n = 174)*

Variable	1	2	3	4	5	6	7
1. CCPE 1	-						
2. CCPE 2	.44***	-					
3. CCPE 3	.16*	.06	-				
4. CCPE 4	.30***	.27**	.20**	-			
5. CCPE 5	.29***	.30***	.18*	.23*	-		
6. Total CCPE	.79***	.54***	.48***	.56***	.62***	-	
7. Score on MCSD (CV)	.06	.20**	-.23**	.09	-.01	.04	-

*Note.* CCPE 1 = Cultural Knowledge, CCPE 2 = Cultural Skills, CCPE 3 = Cultural Awareness, CCPE 4 = Cultural Recognition, CCPE 5 = Cultural Responsiveness, MCSD = Marlowe-Crowne Social Desirability scale

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Next, group differences based on demographic variables were assessed. First, the assumptions of homoscedascity, homogeneity of regression<sup>2</sup>, normality, linearity, and independence were checked for the MANCOVA and regression models. One violation was found; homogeneity of regression was violated between training (IV) and score on the social desirability measure (CV) on the cultural awareness subscale of the CCPE. Since there are unequal sample sizes between groups, MANCOVA is not robust to the violation of this assumption. Therefore, the CV was removed for analyses concerning this

<sup>2</sup> This assumption was tested only for CCPE subscale 2 and CCPE subscale 3, as the CV was not related to the other three subscales or the total CCPE.

subscale. Correlations among the dependent variables and covariate can be found in Table 7.

For the following analyses, the dependent variables were the five factors of the CCPE (cultural knowledge, cultural skills, cultural awareness, cultural recognition, and cultural responsiveness) and the total score on the CCPE, and the covariate was the score on the social desirability measure.

*Influence of Years of Evaluation Experience on Cultural Competence (RQ 1)*

To ascertain whether individuals with more years of evaluation experience would have higher levels of cultural competence, a MANCOVA was conducted. The independent variable was years of evaluation experience (less than 5 years, 5-10 years, 11-15 years, 16-20 years, 21-25 years, over 25 years). As shown in Tables 8 and 9, the overall MANCOVA was non-significant,  $F(6, 139) = 1.51, ns$ .

*Influence of Gender and Training on Cultural Competence (RQs 2 & 5)*

To assess the impact of gender and receipt of cultural competence training on level of cultural competence, a 2x2 factorial MANCOVA was conducted. Gender (male or female) and receipt of cultural competence training as defined by “yes” or “no” response concerning completion of course(s) for credit during the graduate program

Table 8

*MANCOVA Source Table for Years of Experience*

Source	Multivariate		Univariate F					
	$\lambda$	F	CCPE 1	CCPE 2	CCPE 3	CCPE 4	CCPE 5	Total CCPE
Yrs of Exper.	.94	1.51	.02	3.52	1.72	.65	.87	.04

Note: Multivariate df = 6, 139. Univariate df = 1, 144.

Table 9

*Means and Standard Deviations for Years of Experience*

Variable	Less than 5 years (n = 31)		5-10 years (n = 45)		11-15 years (n = 25)		16-20 years (n = 17)		21-25 years (n = 16)		Over 25 years (n = 13)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
CCPE 1	29.84	4.45	31.36	3.96	26.64	5.24	31.29	4.57	32.25	3.62	29.08	6.20
CCPE 2	27.58	4.05	27.62	4.11	28.60	3.74	29.41	3.91	29.75	3.57	28.38	3.78
CCPE 3	20.00	3.03	20.44	2.73	20.08	3.09	21.00	2.92	18.94	4.33	18.85	2.82
CCPE 4	16.23	2.09	16.67	1.98	16.92	2.90	16.82	.81	16.19	3.56	15.54	1.45
CCPE 5	15.42	2.85	15.98	2.33	15.96	2.96	17.59	2.21	15.63	4.03	15.92	1.89
Total CCPE	104.68	9.42	108.38	9.08	105.80	10.80	111.53	8.94	107.63	11.66	103.46	8.67

were the independent variables. The interaction MANCOVA for gender and training was non-significant,  $F(6, 135) = .51, ns$ . Additionally, the overall MANCOVA for the training main effect was non-significant,  $F(6, 135) = 1.59, ns$ , as was the overall MANCOVA for the gender main effect,  $F(6, 135) = 1.56, ns$ . However, the univariate ANOVA for the cultural skills subscale revealed that individuals who had received cultural competence training ( $M = 29.37, SD = 3.68$ ) scored significantly higher on this subscale than individuals who had not received cultural competence training ( $M = 27.17, SD = 3.95$ ),  $F(1, 140) = 6.60, p < .05, \text{partial } \eta^2 = .05$ .

Additionally, individuals who had received cultural competence training ( $M = 109.40, SD = 9.33$ ) scored significantly higher on the total score of the CCPE than individuals who had not received cultural competence training ( $M = 105.07, SD = 9.86$ ),  $F(1, 140) = 5.96, p < .05, \text{partial } \eta^2 = .04$  (refer to Tables 10, 11, and 12).

#### *Influence of Minority Status and Age on Cultural Competence (RQs 3 & 4)*

To assess differences in levels of cultural competence based on age and minority status, a 5x2 factorial MANCOVA was conducted. The independent variables were age (30 years old or younger, 31-40 years old, 41-50 years old, 51-60 years old, over 60 years old) and minority status (minority, non-minority)<sup>3</sup>. The MANCOVA for the interaction of age and minority status was non-significant,  $F(24, 536) = .81, ns$ . Additionally, the overall MANCOVA for age was non-significant,  $F(24, 536) = .69, ns$ , as was the overall MANCOVA for minority status,  $F(6, 131) = .31, ns$  (refer to Tables 13, 14, and 15).

Table 10

*MANCOVA Source Table for Gender and Training*

Source	Multivariate		Univariate F					Total CCPE
	$\lambda$	F	CCPE 1	CCPE 2	CCPE 3	CCPE 4	CCPE 5	
Gender* Training	.98	.43	.00	.00	.54	.11	1.09	.17
Gender	.95	1.31	.11	1.54	.36	3.14	.00	.12
Training	.95	1.55	3.56	6.60*	1.06	.87	1.15	5.96*

Note: Multivariate df = 5, 136. Univariate df = 1, 140.

\* $p < .05$

Table 11

*Means and Standard Deviations for Gender*

Variable	Males ( $n = 40$ )		Females ( $n = 124$ )	
	Mean	SD	Mean	SD
CCPE 1	30.31	4.48	30.42	4.67
CCPE 2	28.35	3.72	27.98	4.09
CCPE 3	19.90	3.55	20.02	2.89
CCPE 4	15.83	2.59	16.66	2.08
CCPE 5	15.88	2.58	16.11	2.73
Total CCPE	106.18	9.89	107.12	9.86

<sup>3</sup> Due to unequal sample size across ethnic groups, the ethnicity variable was collapsed into two categories.

Table 12

*Means and Standard Deviations for Receipt of Training*

Variable	No ( <i>n</i> = 104)		Yes ( <i>n</i> = 64)	
	Mean	SD	Mean	SD
CCPE 1	29.64	4.77	31.52	4.15
CCPE 2	27.17	3.95	29.37	3.68
CCPE 3	19.64	3.36	20.62	2.36
CCPE 4	16.33	2.39	16.70	1.99
CCPE 5	15.96	2.40	16.16	3.11
Total CCPE	105.07	9.86	109.40	9.33

Table 13

*MANCOVA Source Table for Age and Minority Status*

Source	Multivariate		Univariate					
	$\lambda$	F	CCPE 1	CCPE 2	CCPE 3	CCPE 4	CCPE 5	Total CCPE
Age*Minority Status	.87	.81	.50	.58	.56	.50	.85	.24
Age	.88	.69	.14	.55	.13	.92	.50	.07
Minority Status	.99	.31	.03	.58	.19	.09	.11	.06

Note: Multivariate *df* = 6, 131. Univariate *df* = 1 (or 4), 136.

Table 14

*Means and Standard Deviations for Age*

Variable	Under 30 years old (n = 21)		31 – 40 years old (n = 36)		41 – 50 years old (n = 36)		51 – 60 years old (n = 42)		Over 60 years old (n = 12)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
CCPE 1	31.43	4.38	30.08	4.41	29.72	4.74	31.14	4.99	29.75	4.41
CCPE 2	27.38	4.14	27.72	3.94	28.31	4.00	28.60	4.02	30.42	2.57
CCPE 3	20.71	2.69	20.17	2.97	20.47	2.28	19.33	3.75	19.75	3.79
CCPE 4	16.33	2.03	17.00	2.16	16.22	2.31	16.33	2.67	16.50	1.17
CCPE 5	16.24	2.17	15.44	3.07	16.03	2.42	16.02	3.23	17.08	1.68
Total CCPE	108.00	9.69	106.47	9.13	106.14	9.72	107.14	11.31	109.00	7.83

Table 15

*Means and Standard Deviations for Minority Status*

Variable	Non-minority ( <i>n</i> = 113)		Minority ( <i>n</i> = 35)	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
CCPE 1	30.54	4.55	30.14	4.95
CCPE 2	28.02	3.85	29.09	4.16
CCPE 3	19.95	3.25	20.37	2.53
CCPE 4	16.37	2.19	16.80	2.51
CCPE 5	15.96	2.77	16.09	2.75
Total CCPE	106.73	9.41	107.69	11.16

*Determining the Best Predictor of Cultural Competence (RQ 6)*

To assess which demographic variable would best predict cultural competence, six standard multiple regressions were conducted. The predictor variables<sup>4</sup> included years of experience (less than 5 years as reference group), gender (males as reference group), age (30 years old or younger as reference group), minority status (non-minority as reference group), and receipt of formal cultural competence training (“no” as reference group), and the criterion variables were each subscale of the CCPE (cultural knowledge, cultural skills, cultural awareness, cultural recognition, and cultural responsiveness), as well as the total score on the CCPE. Initially, to test for the absence of multicollinearity among the independent variables, Pearson’s *r* correlations were conducted. As shown in



Table 16, the correlation of age and years of evaluation experience exhibited a correlation coefficient above  $|.6|$ , but this is to be expected based on the nature of these variables.

However, multicollinearity was not present for any of the other variables.

Table 16

*Correlations Among Predictor Variables (n = 174)*

Variable	1	2	3	4	5	6
1. Years of Experience	-					
2. Gender	-.20**	-				
3. Age	.74***	-.19*	-			
4. Minority Status	.07	-.07	-.03	-		
5. Training	-.08	.08	-.14	.05	-	
6. Score on MCSD	.01	.10	.03	.03	.03	-

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

As shown in Table 17, the overall multiple regression<sup>5</sup> for the cultural knowledge subscale was non-significant,  $F(5, 155) = 1.36$ , *ns*,  $R = .21$ ,  $ADJ. R^2 = .01$ . However, receipt of cultural competence training ( $\beta = .20$ ,  $sr_i^2 = .04$ ) was a significant predictor of this subscale, with individuals who had received cultural competence training obtaining higher scores on the cultural knowledge subscale.

<sup>4</sup> Multiple regressions with interactions were performed on all variables for each model, as well. None of the interactions were significant predictors.

A multiple regression analysis was performed for the cultural skills subscale. As shown in Table 18, the multiple regression was statistically significant,  $F(6, 150) = 4.47$ ,  $p < .001$ ,  $R = .39$ ,  $ADJ. R^2 = .12$ . Receipt of cultural competence training ( $\beta = .27$ ,  $sr_1^2 = .07$ ) and score on the social desirability scale ( $\beta = .17$ ,  $sr_1^2 = .03$ ) were related to the score on this subscale. Individuals who had received cultural competence training obtained higher scores on the cultural skills subscale, as did individuals with higher scores on the social desirability scale.

Table 17

*The Effect of Demographic Variables on Cultural Knowledge Subscale of CCPE*

Variable	B	$\beta$	$sr_1^2$
Years of Experience	.02	.03	.00
Gender	-.05	-.01	.00
Age	-.02	-.04	.00
Minority Status	-.54	-.05	.00
Training	1.88	.20*	.04

Note:  $R = .21$  and  $Adj. R^2 = .01$  ( $N = 160$ ,  $*p < .05$ ).

Table 18

*The Effect of Demographic Variables on Cultural Skills Subscale of CCPE*

Variable	B	$\beta$	$sr_1^2$
Years of Experience	.02	.04	.00

<sup>5</sup> The covariate was not included in this MR as it was not related to the cultural knowledge subscale.

Table 18 (continuation)

Gender	-.55	-.06	.00
Age	.04	.12	.01
Minority Status	1.33	.14	.02
Training	2.21	.27***	.07
Score on MCSD	.32	.17*	.03

Note:  $R = .39$  and  $\text{Adj. } R^2 = .12$  ( $N = 156$ ,  $*p < .05$ ,  $***p < .001$ ).

Table 19

*The Effect of Demographic Variables on Cultural Awareness Subscale of CCPE*

Variable	B	$\beta$	$\text{sr}_i^2$
Years of Experience	-.04	-.13	.00
Gender	-.00	.00	.00
Age	-.01	-.03	.00
Minority Status	.50	.07	.00
Training	.90	.14*	.02

Note:  $R = .33$  and  $\text{Adj. } R^2 = .08$  ( $N = 162$ ,  $*p < .05$ ,  $**p < .01$ ).

A multiple regression analysis was performed for the cultural awareness subscale. As shown in Table 19, the multiple regression was statistically significant,  $F(6, 156) = 3.27$ ,  $p < .01$ ,  $R = .33$ ,  $\text{ADJ. } R^2 = .08$ . Receipt of cultural competence training ( $\beta = .14$ ,  $\text{sr}_i^2 = .02$ ) was related to the score on this subscale. Individuals who had received cultural competence training obtained higher scores on the cultural awareness subscale.

A multiple regression<sup>6</sup> analysis was performed for the cultural recognition subscale. As shown in Table 20, the multiple regression was non-significant,  $F(5, 153) = 1.53, ns, R = .22, ADJ. R^2 = .02$ . None of the variables significantly predicted the score on this subscale.

Table 20

*The Effect of Demographic Variables on Cultural Recognition Subscale of CCPE*

Variable	B	$\beta$	$sr_1^2$
Years of Experience	-.02	-.09	.00
Gender	.84	.16	.02
Age	.02	.08	.00
Minority Status	.72	.13	.02
Training	.29	.06	.00

Note:  $R = .22$  and  $Adj. R^2 = .02$  ( $N = 158$ ).

A multiple regression<sup>7</sup> analysis was performed for the score on the cultural responsiveness subscale. As shown in Table 21, the multiple regression was non-significant,  $F(5, 154) = .23, ns, R = .09, ADJ. R^2 = -.03$ . None of the variables significantly predicted the score on this subscale.

A final multiple regression analysis was performed for total score on the CCPE. As shown in Table 22, the multiple regression was non-significant,  $F(6, 137) = 1.27, ns, R = .23, ADJ. R^2 = .01$ . However, receipt of cultural competence training ( $\beta = .22, sr_1^2 =$

<sup>6</sup> The covariate was not included in this MR as it was not related to the cultural recognition subscale.

.05) was related to the score on this subscale. Individuals who had received cultural competence training obtained higher scores on the CCPE.

Table 21

*The Effect of Demographic Variables on Cultural Responsiveness Subscale of CCPE*

Variable	B	$\beta$	$sr_i^2$
Years of Experience	.01	.02	.00
Gender	.27	.04	.00
Age	.01	.05	.00
Minority Status	.31	.05	.00
Training	.18	.03	.00

Note:  $R = .09$  and  $Adj. R^2 = -.03$  ( $N = 159$ ).

Table 22

*The Effect of Demographic Variables on Total Score of CCPE*

Variable	B	$\beta$	$sr_i^2$
Years of Experience	.06	.06	.00
Gender	1.06	.05	.00
Age	.00	.00	.00
Minority Status	.47	.02	.00
Training	4.38	.22**	.05
Score on MCSD	.09	.02	.00

Note:  $R = .23$  and  $Adj. R^2 = .01$  ( $N = 143$ , \*\* $p < .01$ ).

<sup>7</sup> The covariate was not included in this MR as it was not related to the cultural responsiveness subscale.

### *Qualitative Data*

Qualitative data were collected to enrich the statistical data. For the qualitative data, grounded theory was utilized, in which the researcher generated a theory concerning the role of cultural competence in evaluation that is grounded in data from participants' perceptions. Initially, the researcher and a colleague separately coded 20 randomly selected transcripts from each qualitative question using open coding. Open coding identifies themes and their properties (Strauss & Corbin, 1998). The researcher and colleague then discussed the coded transcripts and agreed upon emergent themes for each qualitative question. Using the identified themes as guides, the remaining transcripts were coded, and this process continued until saturation was achieved.

#### *When You Hear the Term "Cultural Competence," What Comes to Mind?"*

From the 168 transcripts garnered from this question, nine themes emerged. The most commonly referenced theme was *understanding/being knowledgeable about aspects of different cultures*, which 45% of respondents discussed. Two transcripts from this theme are below:

“...being able to understand the culture you are part of, the broader one you live in and the possibilities of diversity in numerous areas of culture. Being open to understanding others.”

“Understanding of the concept of culture, appreciation for cultural differences, willingness to learn about the ways in which cultural factors influence individuals, organizations and communities.”

Thirty-five percent of participants discussed another theme, *engaging effectively*, which encompasses a variety of topics that address conducting evaluations with culture in mind. Three transcripts from this theme are below:

“...being sensitive to different cultures; taking cultural context into account when designing evaluations – both individual questions and approaches to be used; who to include in what ways and how; analyzing and understanding data with cultural context in mind; sharing data with cultural context in mind.”

“Having the skills to work with cultures other than one’s own in a way that respects their values, customs and way of life. It includes being able to design interventions that are appropriate for the culture, and evaluating programs with outcomes that have taken cultural aspects into account.”

“Culture is not just some exotic aspect of somebody else’s world. You and all your partners ‘have it’ and it affects everything you do. We are all in culture like a fish is in water.”

The remaining themes were mentioned by far fewer participants: *respecting other cultures* (13%), *learning from other cultures* (11%), and *awareness of one’s own culture* (7%). Interestingly, only 1% of participants mentioned that cultural competence is an *ongoing process*. Additionally, about 11% of participants mentioned that cultural

competence is a term of *political correctness* or carries with it *negativity*. Examples of these themes are below:

“A buzz word for well-meaning educators who don’t know how to study or become fluent in another culture.”

“That someone is intentionally creating a term with a unique definition. It could be created to establish a sense of accomplishment in their field; to impress others; to convince themselves of their own capabilities; or for some other purpose unknown right now.”

“A meaningless jargon phrase.”

“Ivory tower disconnectedness, humanism, and political correctness.”

“an improperly worded phrase that deters people from pursuing the subject more than it improves the quality of evaluators.”

“Bunk. As an African American evaluator, I argue that the AEA definition and approach is weak and disappointing.”

Finally, three percent of participants had *never heard of* cultural competence.

#### *What Do You Believe Makes an Evaluator Culturally Competent?*

This question resulted in 167 transcripts, from which 10 themes emerged. The three most commonly referenced themes were *active engagement in the evaluation* from beginning to end, including ability to adapt methods in relation to context (26%), *awareness of self and others* (24%), and *understanding others* (24%).



“I believe that in order to be culturally sensitive, the evaluator must be actively engaged in an ongoing process of self-awareness: awareness of one’s own privilege and oppression. This is in addition to the ongoing process of understanding the privileges and oppressions of others. In addition, the evaluator must understand and account for the value judgments that can cloud evaluation findings.”

“First and foremost, a disposition to seek deep understanding of others. Ironically, requires constant reflection on self.”

“An evaluator must understand the cultural realm in which a program – and simultaneously or consecutively, an evaluation study – is carried out.”

“Understanding the unique challenges that different racial, ethnic, religious, and sexual orientation groups face.”

“I believe a culturally competent evaluator is one who considers multiple cultural perspectives when conducting evaluation work. The evaluator has the ability to contextualize data collection, interpretation of findings, and generation of recommendations in multiple ways due to a heightened awareness of the need to do so.”

Many transcripts also mentioned the themes of *sensitivity to/respect for others* (22%), *experience* (20%), *tolerance/openness/non-judgment* (15%), and *training* (13%).

Interestingly, 6% of transcripts exhibited a complete *misconception* of what cultural competence is. For example, participants noted cultural competence as something that is intuitive:

“Evaluators come largely from social science research backgrounds. I think those backgrounds are fertile sources for cultural sensitivities.”

One participant simply wrote that “intelligence” makes an evaluator culturally competent. About 2% of transcripts discussed how cultural competence *cannot be attained*, and some transcripts mentioned *not knowing* what makes an evaluator culturally competent (4%).

### *Cultural Competence Training*

Of the 64 participants who responded “yes” to receiving formal cultural competence training, 63 elaborated by providing specifics about the type of training they have received. Type of training was broken into three categories: *relevant degree*, such as anthropology (17%), *formal training*, including coursework or workshops (73%), and *informal training*, such as personal and professional experience (9%).

Participants were then asked if the university or company where they work offers cultural competence training, and if so, to provide specifics of the training. Of the 168 transcripts, 43% indicated that their employer offers such training. While the specific structure of these trainings varied greatly, the majority of trainings described were *voluntary*, conducted by *outside trainers*, lasted at most *one day*, and were attended by *any interested employees*. Participants were also asked if they were aware of *any* cultural competence trainings at the university level, and if so, to provide specifics of the training.

Of the 147 transcripts, 15% indicated an awareness of such training. These transcripts described individual coursework at varying universities and colleges across the nation.

## CHAPTER 4

### Discussion

The focus of this study was to develop a measure of cultural competence for use with program evaluators, as well as to examine possible differences in level of cultural competence based on various demographic factors. It was hypothesized that the cultural competence measure, the Cultural Competence of Program Evaluators (CCPE) scale, would be reliable and valid. Several research questions were also posed concerning group differences based on demographics such as gender, minority status, age, years of experience, and receipt of cultural competence training.

Hypothesis one, which proposed that the new cultural competence measure would exhibit high ( $> .70$ ) reliability and validity, was supported. Reliability was assessed via principal components analyses (PCA) and internal consistency analyses, which reduced the original 49 Likert-scale items down to 27 Likert-scale items that accounted for approximately 56% of the variance. The final measure consists of five subscales: cultural knowledge (7 items), cultural skills (7 items), cultural awareness (5 items), cultural recognition (4 items), and cultural responsiveness (4 items). Each subscale had an internal consistency of at least .70, as hypothesized, except for the cultural responsiveness subscale, with an alpha of .59. However, the overall measure had an internal consistency of .85, which is excellent.

Validity was assessed via correlations between scores on the CCPE and Multicultural Counseling Inventory (MCI). Four of the five CCPE subscales were significantly positively correlated with all subscales of the MCI, as well as with the overall MCI score. Although the cultural awareness subscale was not significantly

positively correlated with all subscales of the MCI, it was significantly positively correlated with two of them. Also, the total score of the CCPE was significantly positively correlated with the total score of the MCI, indicating convergent validity of the new measure.

The first research question examined whether individuals with more years of evaluation experience would have higher levels of cultural competence. Data revealed no significant difference in level of cultural competence for any of the CCPE subscales or the total CCPE score based on years of experience. This result is expected as work experience is not a valid source of attaining cultural competence (Hansen et al., 2000). Despite many evaluators thinking otherwise, experience without constant self-examination of values, assumptions, and cultural contexts does not make a culturally competent evaluator (SenGupta, Hopson, & Thompson-Robinson, 2004).

Research questions two, three, and four examined if there was a difference in level of cultural competence based on gender, minority status, and age, respectively. Data revealed that none of these demographic variables were viable in terms of determining differences in level of cultural competence. These results are promising, as it suggests that males and females, minorities and non-minorities, and people of all ages have similar levels of cultural competence. These results are desirable as research shows that striving for cultural competence should be a goal for *every* evaluator, regardless of race, ethnicity, gender, age, etc., and not just a goal for the majority group (Abernethy, 2005; Ladson et al., 2006). Furthermore, the fact that external demographic characteristics (i.e., gender, race, age) did not attribute to different scores on the CCPE is another indicator of its validity.

Research question five examined whether individuals who had received formal cultural competence training would have higher levels of cultural competence. Data showed that individuals who had received cultural competence training scored significantly higher on the cultural skills subscale and the total CCPE score. Although there are no current standards or consensus on the core objectives and competencies that should be achieved through cultural competence training, there seems to be general agreement among experts that learners should demonstrate certain awareness, knowledge, and skills in order to deliver high-quality care to diverse populations (Betancourt, 2003; Hansen et al., 2000; Ladson et al., 2006; Roberson, Kulik, & Pepper, 2002). In a previous manuscript (Dunaway, Morrow, & Porter, 2008), researchers opined that cultural competence be a requirement of obtaining a degree in program evaluation via means of successful completion of a cultural competence curriculum, and described a prototype cultural competence training. The supposed need for such training has been strengthened by the results of this study.

The duration of this prototype training would be one academic year (e.g., two semesters); however, it was recommended that the course eventually be extended for inclusion in the entire graduate curriculum. Sources of cultural differences to be covered in the training would include race/ethnicity, social class, racism, disability status, and sexual orientation. This prototype training would be a 3-credit course, and would consist of 1.5 hour sessions held twice per week consisting of 20-30 students. One session each week would be dedicated to a small group (4-5 students) experience, in which students would examine the development and meaning of their reference-group memberships (Carter, 2003) and also engage in role play activities and applied scenario solving with

other group members. Thus, the small group experience would satisfy the cultural awareness and cultural skills components of the cultural competence paradigm. The small group experience would be facilitated by responses to structured questions, and would be co-led by a trained advanced student. The other weekly session would be dedicated to lecture and readings, and would provide information about different reference groups, focusing on roles, stereotypes, between-group perceptions, and sociohistorical and sociopolitical relationships between groups (Carter, 2003). Thus, lecture and readings would satisfy the cultural knowledge component of the cultural competence paradigm.

The final research question assessed the best demographic predictor(s) of cultural competence. Demographic characteristics such as years of experience, gender, age, minority status, and receipt of cultural competence training were included as predictors. Data revealed that training was a significant predictor for the cultural knowledge, cultural skills, and cultural awareness subscales, as well as for the total CCPE score. Again, the fact that training was the only significant predictor amongst the demographic variables is promising and indicates a tangible need within the field to provide cultural competence training to all program evaluators.

It is important to note, also, that training was a significant predictor for each CCPE subscale that constitutes the Cultural Competence Paradigm: knowledge, skills, and awareness, further indicating the validity of the measure. The finding that training, nor any other predictor, significantly predicted scores on the cultural recognition or cultural responsiveness subscales indicates that they are perhaps less essential, or even subsidiaries of the three main subscales.

### *Implications*

The fact that score on the CCPE, and thus level of cultural competence, was predicted by training has practical significance for the field of program evaluation. As previously mentioned, the CCPE is intended for use primarily as a training tool for program evaluators, to be administered to participants of cultural competence trainings. If future studies generate results similar to this one (e.g., the CCPE is a valid measure, training is a significant predictor of scores), then evaluators, as a whole, should work towards the development and implementation of a mandatory training for all evaluators. Perhaps the training prototype outlined by Dunaway, Morrow, and Porter (2008) could be utilized. Additionally, efforts should be made to determine if cultural competence training actually improves the quality of program evaluations. Specifically, do students *learn* what is taught? Do students *use* what is taught? Does what is taught have an *impact* on the quality of evaluations? These three key questions must be asked and assessed to determine the role of cultural competence trainings in program evaluation outcomes (Betancourt, 2003).

### *Limitations of the Current Study*

One limitation of this research was sample size. The researcher was hoping to attain approximately 350 participants, but only 174 (50% of what was proposed) completed the online survey. Program evaluators are not a convenience sample by any means, so several methods of recruitment were utilized that probably reached about 3,000 individuals. Therefore, it is fairly safe to estimate a 5% response rate, which is somewhat disappointing. Perhaps a cause of the small sample size was the limitation of no guaranteed incentive. The researcher attempted to gain participation by offering the



chance of compensation via a raffle, but it seems this was not enough motivation to participate. One individual even publicly wrote in an online forum that “the chance of winning \$20 is not enough incentive to spend 30 minutes filling out a survey.”

A limitation of the survey is the low internal consistency of the cultural responsiveness subscale. This subscale consists of four items, which may contribute to its alpha of .59, but does not fully explain the problem since the cultural recognition subscale also consists of four items yet exhibits an alpha of .72. The researcher explored the possibility of dropping an item from the subscale that could have been lowering the alpha level, but data analysis revealed that there was no “bad” item to be deleted that would significantly raise the internal consistency of the subscale. Further, deletion of the entire subscale resulted in an unsatisfactory percentage of overall variance accounted for (e.g., less than 50%), so the researcher decided to keep the subscale as it is.

#### *Suggestions for Future Research*

Of course, the researcher realizes that this study is a first step in establishing concrete validity of the CCPE. Several additional studies exhibiting the worthiness of the measure will need to be undertaken before its validity should be accepted by professionals. These future studies should attempt to attain a larger and more diverse sample of program evaluators. One method would be to recruit members of various AEA-affiliated evaluation groups that are regionally-based (whereas the current study only contacted one regionally-based evaluation group, SEA). Inclusion of regionally-based evaluation groups would not only increase sample size, but would shed light on the utility of the CCPE with diverse populations. Since program evaluators are a relatively difficult sample to reach, future studies should definitely offer incentives for participation, as well.

Methodologically, future studies could utilize a longitudinal research design to examine changes over time. For instance, the CCPE could be administered to participants before and after participating in a cultural competence training, then again 6- and 12-months after the training was completed. Also, this design could be strengthened by including a control group (e.g., participants that do not complete a cultural competence training). Qualitative interviewing and/or focus groups could be conducted with participants, as well, to enrich the survey data. This type of research design would more accurately assess the role of training in discerning scores on the CCPE.

### *Conclusions*

In the present study, the CCPE demonstrated appropriate psychometric properties, exhibiting both reliability and convergent validity. The measure also differentiated participants who had received cultural competence training and those who had not. The CCPE also fills a gap in the research in that no such measure currently exists in the field of program evaluation. The importance of cultural competence in program evaluation is undeniable, so evaluators' level of cultural competence, as measured by the CCPE, may have important implications in terms of the relevance and accuracy of evaluation findings.

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## Appendix A

**CULTURAL COMPETENCE of PROGRAM EVALUATORS SCALE**

*Please read the questions below and answer as honestly as possible. Please keep in mind that there are no right or wrong answers.*

1. When you hear the term “cultural competence,” what comes to mind?

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2. What do you believe makes an evaluator culturally competent?

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3. What would you like to see in terms of actual effects of ethnic/cultural initiatives on the field of program evaluation?

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4. Does your university or company offer cultural competence training (i.e., classes, workshops)? If yes, please explain how this training is structured: who conducts the training, who attends, voluntary or mandatory, how long is the training, what are the topics for discussion?

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5. Other than the one you may have mentioned above, are you aware of *any* formal cultural competence training at the university level? If yes, please elaborate:

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***Please select the number that most accurately reflects your current understanding of the following terms.***

6. Culture

Very limited					Very good
1	2	3	4	5	

7. Ethnicity

Very limited					Very good
1	2	3	4	5	

8. Racism

Very limited					Very good
1	2	3	4	5	

9. Prejudice

Very limited					Very good
1	2	3	4	5	

10. Ethnocentrism

Very limited					Very good
1	2	3	4	5	

11. Discrimination

Very limited					Very good
1	2	3	4	5	





27. I often reflect on how culture affects beliefs, attitudes, and behaviors.

Strongly disagree					Strongly agree
1	2	3	4	5	

28. I believe program evaluators' own cultural beliefs influence their evaluation decisions.

Strongly disagree					Strongly agree
1	2	3	4	5	

29. I can discuss my own ethnic/cultural heritage.

Strongly disagree					Strongly agree
1	2	3	4	5	

30. I am able to discuss how my culture has influenced the way I think.

Strongly disagree					Strongly agree
1	2	3	4	5	

31. I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to those being evaluated.

Strongly disagree					Strongly agree
1	2	3	4	5	

32. I can identify my negative and positive emotional reactions toward persons of other racial and ethnic groups.

Strongly disagree					Strongly agree
1	2	3	4	5	

33. I can identify my reactions that are based on stereotypical beliefs about different ethnic groups.

Strongly disagree					Strongly agree
1	2	3	4	5	

***Please read the statements below and choose the number that most accurately reflects your perceived level of proficiency in performing the following tasks.***

34. When I have an opportunity to help someone, I offer assistance less frequently to individuals of certain cultural backgrounds.

Strongly disagree					Strongly agree
1	2	3	4	5	



43. Do you understand the conceptual distinction between the terms “immigrant” and “refugee”?

Not at all 1 2 3 4 5 Very well

44. How would you rate your ability to *conduct an effective evaluation* involving persons from a cultural background significantly different from your own?

Very limited 1 2 3 4 5 Very good

45. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?

Very limited 1 2 3 4 5 Very good

46. How well would you rate your ability to analyze a culture and its component parts?

Very limited 1 2 3 4 5 Very good

47. In general, how would you rate your skill level in terms of being able to provide appropriate evaluation services to culturally different individuals?

Very limited 1 2 3 4 5 Very good

48. How would you rate your ability to accurately assess the needs of women?

Very limited 1 2 3 4 5 Very good

49. How would you rate your ability to accurately assess the needs of men?

Very limited 1 2 3 4 5 Very good

50. How would you rate your ability to accurately assess the needs of gay/lesbian/bisexual/transgendered individuals?

Very limited 1 2 3 4 5 Very good



51. How would you rate your ability to accurately assess the needs of handicapped persons?

Very limited					Very good
1	2	3	4	5	

52. How would you rate your ability to accurately assess the needs of persons who come from very poor socioeconomic backgrounds?

Very limited					Very good
1	2	3	4	5	

***Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement pertains to you personally.***

53. Have there been occasions when you took advantage of someone?

Yes	Not sure	No
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54. Have you sometimes taken unfair advantage of another person?

Yes	Not sure	No
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55. Are you always willing to admit when you make a mistake?

Yes	Not sure	No
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56. Are you quick to admit making a mistake?

Yes	Not sure	No
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57. Do you sometimes try to get even rather than forgive and forget?

Yes	Not sure	No
-----	----------	----

58. Do you sometimes feel resentful when you don't get your own way?

Yes	Not sure	No
-----	----------	----

59. Are you always courteous, even to people who are disagreeable?

Yes	Not sure	No
-----	----------	----

Are you always a good listener, no matter whom you are talking to?

Yes	Not sure	No
-----	----------	----

**Demographics**

60. What is your age? \_\_\_\_\_

61. Are you of Hispanic origin?                      Yes                      No

62. What is your race? (check all that apply)

American Indian or Alaskan Native

Black or African American

Native Hawaiian or other Pacific Islander

White

Other (please specify: \_\_\_\_\_)

63. What is your nation of origin? \_\_\_\_\_

64. What is your sex?                                      Male                                      Female

65. What is the highest level of education you have completed?

High school diploma or equivalent (i.e., GED)

Some college

Associate's degree

Bachelor's degree

Master's degree

Doctorate degree

66. Years of experience conducting program evaluations (leading or part of evaluation team):

\_\_\_\_\_

67. For what type of institution/organization do you conduct program evaluations? (check all that apply)

University/college

K-12 system

Non-profit organization

For profit organization

Self-employed

Other (please specify): \_\_\_\_\_

68. Have you received any formal cultural competence training (e.g., have you completed graduate level course(s) concerning cultural competence for credit towards your degree)?

Yes

No

If so, please describe (and include # of trainings/hours completed):

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Appendix B

**CULTURAL COMPETENCE of PROGRAM EVALUATORS SCALE**

*Please read the questions below and answer as honestly as possible. Please keep in mind that there are no right or wrong answers.*

1. When you hear the term “cultural competence,” what comes to mind?

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2. What do you believe makes an evaluator culturally competent?

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3. What would you like to see in terms of actual effects of ethnic/cultural initiatives on the field of program evaluation?

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4. Does your university or company offer cultural competence training (i.e., classes, workshops)? If yes, please explain how this training is structured: who conducts the training, who attends, voluntary or mandatory, how long is the training, what are the topics for discussion?

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5. Other than the one you may have mentioned above, are you aware of *any* formal cultural competence training at the university level? If yes, please elaborate:

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*Please select the number that most accurately reflects your current understanding of the following terms.*

6. Culture

Very limited					Very good
1	2	3	4	5	

7. Ethnicity

Very limited					Very good
1	2	3	4	5	

8. Racism

Very limited					Very good
1	2	3	4	5	

9. Prejudice

Very limited					Very good
1	2	3	4	5	

10. Ethnocentrism

Very limited					Very good
1	2	3	4	5	

11. Discrimination

Very limited					Very good
1	2	3	4	5	

12. Stereotype

Very limited					Very good
1	2	3	4	5	

***Please read the statements below and select the number that most accurately reflects your perceptions or behavior. Answer to the best of your ability. Please keep in mind that there is no way to perform poorly.***

13. At this time in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?

Very limited					Very aware
1	2	3	4	5	

14. At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?

Very limited					Very aware
1	2	3	4	5	

15. At the present time, how would you generally rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?

Very limited					Very aware
1	2	3	4	5	

16. Program evaluation as a whole has failed to meet the needs of racial/ethnic/cultural minorities.

Strongly disagree					Strongly agree
1	2	3	4	5	

17. Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.

Strongly disagree					Strongly agree
1	2	3	4	5	

18. There are some basic evaluation skills that are applicable to conduct successful evaluations regardless of the participants' cultural backgrounds.

Strongly disagree					Strongly agree
1	2	3	4	5	







Native Hawaiian or other Pacific Islander

White

Other (please specify: \_\_\_\_\_)

36. What is your nation of origin? \_\_\_\_\_

37. What is your sex?                      Male                      Female

38. What is the highest level of education you have completed?

High school diploma or equivalent (i.e., GED)

Some college

Associate's degree

Bachelor's degree

Master's degree

Doctorate degree

39. Years of experience conducting program evaluations (leading or part of evaluation team):

\_\_\_\_\_

40. For what type of institution/organization do you conduct program evaluations? (check all that apply)

University/college

K-12 system

Non-profit organization

For profit organization

Self-employed

Other (please specify): \_\_\_\_\_

41. Have you received any formal cultural competence training (e.g., have you completed graduate level course(s) concerning cultural competence for credit towards your degree)?

Yes

No

If so, please describe (and include # of trainings/hours completed):

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## Appendix C

### Recruiting Email

Dear Sir or Madam:

Researchers at Old Dominion University and the University of Tennessee are conducting a survey to assess program evaluators' opinions and behaviors regarding diverse individuals. We ask that you to take a few minutes to complete this anonymous survey. Also, please feel free to pass this link on to your evaluation colleagues as the researchers would like to attain a diverse sample.

This survey is completely anonymous, neither your name nor other identifying information (e.g., social security number) will be asked on this survey. The survey should take you no longer than 30 minutes to complete. You may complete this survey over the internet by going to the website listed below. Upon completion of the survey, you will be entered into a raffle to win one of ten \$20 Visa gift cards.

Thank you in advance for your feedback. Only those responses received by March 31, 2009 will be used in the data summaries. If you have any questions regarding this survey or the research study please contact Ms. Krystall Dunaway, Dr. Bryan Porter, or Dr. Jennifer Morrow.

#### **Survey Website:**

<https://periwinkle.ts.odu.edu/surveys/PRM87U>

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### EDUCATION:

- |      |  |
|------|--|
| 2002 | B.A., Psychology, August 2002<br>Christopher Newport University<br>Newport News, Virginia  |
| 2006 | M.S., Psychology, August 2006<br>Old Dominion University<br>Norfolk, Virginia  |
| 2009 | Ph.D., Applied Experimental Psychology, August 2009<br>Minor: Program Evaluation<br>Old Dominion University<br>Norfolk, Virginia |

### RELEVANT GRADUATE COURSEWORK:

Statistics/Research Methods (two semesters)  
Teaching Statistics & Research Practicum (four semesters)  
Research in Higher Education  
Quantitative III  
Program Evaluation  
Program Evaluation in Community Settings  
Quasi-experimental Design  
Teaching of Psychology  
Qualitative Research Design  
Community Psychology  
Survey Development