Reflecting the creative ferment in the field of evaluation studies, ESRA Volume 11 is both comprehensive and exemplary in its coverage. The editors make a case for two separate approaches to the discipline, based upon a difference in purpose, function and method of inquiry: Programme evaluation, which is a service oriented, professional mode of evaluation, and Programme research, which primarily focuses on the assessment of cause-and-effect relationships, conceptual variables and links between these variables.

Evaluating Development Assistance - L. Berlage - 1992
of Taylor & Francis, an informa company.

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First published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

**Evaluation Studies Review Annual** - Gene V. Glass - 1976-08-01

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**Second Annual Research Conference, March 23-26, 1986, Sheraton International Conference Center, 11810 Sunrise Valley Drive, Reston, Virginia** - 1986

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**Program Evaluation** - Kenneth J. Linfield - 2018-09-03
This text provides a solid foundation in program evaluation, covering the main components of evaluating agencies and their programs, how best to address those components, and the procedures to follow when conducting evaluations. Different models and approaches are paired with practical techniques, such as how to plan an interview to collect qualitative data and how to use statistical analyses to report results. In every chapter, case studies provide real world examples of evaluations broken down into the main elements of program evaluation: the needs that led to the program, the implementation of program plans, the people connected to the program, unexpected side effects, the role of evaluators in improving programs, the results, and the factors behind the results. In addition, the story of one of the evaluators involved in each case study is presented to show the human side of evaluation. This new edition also offers
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**Evaluation for the 21st Century**  - Eleanor Chelimsky - 1997-01-28

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thoughtfully written introductions to each of the main sections that provide a context and synthesis of the various evaluators' chapters. After reading this groundbreaking book, researchers and practitioners will be able to recognize these new developments in evaluation as they encounter them, place them in context, and incorporate them into their own evaluation professions and practices.

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The sixth edition of this annual collection of the year's best work in policy studies. Contributions in this volume reflect the increased emphasis on budget conscious and carefully targeted social programmes. Exemplifying a range of analytic and methodological strategies, this edition features studies from Australia, the United States, West Germany, and Great Britain.

Empiricism provides the backbone of knowledge creation within social science disciplines (e.g., psychology, sociology) and applied domains of study (e.g., education, administration) alike. Yet, relative to such domains of inquiry, comparatively little empirical research on evaluation has occurred, and the research knowledge base been infrequently synthesized and integrated to influence theory and practice. The proposed book aims to fill this void with regard to participatory evaluation, a set of collaborative approaches to evaluation that is receiving considerable attention of late, including a growing body of empirical studies. The authors begin in Part 1 with the delineation of a widely known and familiar conceptual framework for participatory evaluation. They then use the framework in Part 2 as a guide to conducting an extensive review of the extant empirical knowledge base in participatory evaluation,
know about the approach. In Part 3 the authors focus on methodological considerations of doing research on participatory evaluation through a critique of existing studies and an explication of design choices drawn from their own research program. The book concludes in Part 4 with implications for moving the field forward in terms of important research questions, methodological direction and evaluation practice. This book will be of central interest to evaluation theorists and to those who choose to conduct research on evaluation; appeal will be conceptual and methodological. It will provide excellent supplementary reading for graduate students, many of whom seek to develop empirical studies on evaluation as part of their graduate programs. Rife with examples of participatory evaluation in practice, and practical implications, the book will also benefit evaluation practitioners with an interest in evaluation capacity building and participatory and collaborative approaches to

**Participatory Evaluation Up Close** - J. Bradley Cousins - 2012-07-01

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Techniques for Project Evaluation - Guy D. Boston - 1977

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Foundations of Program Evaluation heralds a thorough exploration of the field of program evaluation--looking back on its origins. By summarizing, comparing, and contrasting the work of seven major theorists of program evaluation, this book provides an important perspective on the current state of evaluation theory and provides suggestions for ways of improving its practice. Beginning in Chapter Two, the authors develop a conceptual framework to analyze how successfully each theory meets the specific criteria of its
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**Comprehensive Handbook of Psychological Assessment, Volume 3** - Stephen N. Haynes - 2003-09-18

In one volume, the leading researchers in behavioral assessment interpret the range of issues related to behavioral tests, including test development and psychometrics, clinical applications, ethical and legal concerns, use with diverse populations, computerization, and the latest research. Clinicians and researchers who use these instruments will find this volume invaluable, as it contains the most comprehensive and up-to-date information available on this important aspect of practice.
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**Health Care Financing Review** - - 1983

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**Evaluation Roots** - Marvin C. Alkin - 2012-04-12
Evaluation Roots: A Wider Perspective of Theorists’ Views and Influences, Second Edition provides an updated examination of current evaluation theories and traces their evolution. Marvin C. Alkin shows how theories build upon theories and how the theories are related to each other. The way in which these evaluation "roots" grew to form a tree helps to provide a better understanding of evaluation theory. In addition to the editor's overview, the book contains essays by leading evaluation theorists. In these pieces, the evaluators comment on their own development and give their views of their placement upon the tree. **All royalties from sales of this book are donated to support the AEA Research on Evaluation Student Award.**

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**Implementation Realities and Evaluation Design** - Milbrey Wallin McLaughlin - 1984

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**Annotated Bibliography on Transition from School to Work** - - 1987

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**Program Evaluation in Gifted Education** - Carolyn M. Callahan - 2004-03-11
These readings offer critical guidance in the development of assessment instruments for gifted programs.

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**Annual Review of Nursing Research, Volume 26, 2008** - Elizabeth Merwin - 2008-06-09
Print+CourseSmart

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**Scale-Up in Education** - Barbara Schneider - 2006-12-05
Scale-Up in Education, Volume 1: Ideas in Principle examines the challenges of 'scaling up' from a multidisciplinary perspective. It brings together contributions from disciplines that routinely take promising innovations to scale, including medicine, business, engineering,
Programming - - 1997

contributors explore appropriate methods for estimating the effects of innovations in larger, more diverse settings and provide theories and models to guide the design of innovations most likely to remain viable at large scales.

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Guidelines and Benchmarks for Prevention Programming - - 1997


Research Advances in Alcohol and Drug Problems - H.M. Annis - 2013-11-11

This is the tenth volume in the Research Advances series and the seventh published by Plenum Press. Volume 10 is another omnibus volume, providing specialized and advanced reviews in a number of areas related to the use of alcohol, illicit drugs, and tobacco. We include also a brief history of the Center for Alcohol Studies that gives Mark Keller's unique perspective on this noted institution. Two of the chapters are decidedly longer than the others-
Studies that gives Mark Keller's unique the past, and we think that it is one of the strengths of the series that we are able to accommodate such reviews. Again the editorial board has changed. After several years of service, Reginald G. Smart has stepped down. New to the board are Helen M. Annis, Michael S. Goodstadt, Lynn T. Kozlowski, and Evelyn R. Vingilis. This is likely to be the sole volume for which Goodstadt is on the board, since before completion of this volume he moved from the Addiction Research Foundation to the Center for Alcohol Studies, Rutgers University.

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**Health Promotion Evaluation Practices in the Americas** - Louise Potvin - 2008-10-26
More and more, health promotion is a crucial component of public health, to the extent that public health interventions are called on to prove their effectiveness and appraised for scientific
principles and scientific objectives in sync, self-defeating. Health Promotion Evaluation Practices in the Americas cogently demonstrates that scientific rigor and the goals of health promotion are less in conflict than commonly thought, synthesizing multiple traditions from countries throughout North, Central, and South America (and across the developed-to-developing-world continuum) for a volume that is both diverse in scope and unified in purpose. The book’s examples—representing robust theoretical and practical literatures as well as initiatives from Rio de Janeiro to American Indian communities—explain why health promotion evaluation projects require different guidelines from mainstream evaluative work. The editors identify core humanitarian principles associated with health promotion (participation, empowerment, equity, sustainability, intersectoral action, multistrategy, and contextualism), while chapters highlight challenges that must be mastered to keep these

including: (1) Building health promotion values into evaluation research projects. (2) Expanding the use of evaluation in health promotion. (3) Developing meaningful evaluation questions. (4) Distinguishing between community-based participation research and evaluation-based participation. (5) Evaluating specifically for equity. (6) Designing initiatives to foster lasting social change. The applied knowledge in Health Promotion Evaluation Practices in the Americas: Values and Research can bring the goals of intervention into sharper focus for practitioners, evaluators, and decision-makers and facilitate communication on all sides—necessary steps to progress from study findings to real-world action.

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Report to Congress and the White House on
the stakeholders in an interaction that creates State, and Local Drug Prevention/education Programs - - 1988

Fourth Generation Evaluation - Egon G. Guba - 1989
Publisher's description: Fourth Generation Evaluation represents a monumental shift in evaluation practice. Guba and Lincoln point to the inherent problems faced by previous generations of evaluators--politics, ethical dilemmas, imperfections and gaps, inconclusive deductions--and lay the blame for failure and nonutilization at the feet of the unquestioned reliance on the scientific/positivist paradigm of research. Fourth Generation Evaluation, a more informed and sophisticated approach, moves beyond science to include the myriad human, political, social, cultural, and contextual elements that are involved. Based upon relativism, a unity between knower and known, and a subjective epistemology, the authors show how fourth generation evaluation unites the evaluator and the product of the evaluation. Differing from previously existing generations, this new approach moves evaluation to a new level, whose key dynamic is negotiation. The constructivist paradigm is espoused by the authors and shown to offer multiple advantages, including empowerment and enfranchisement of stakeholders, as well as an action orientation that defines a course to be followed. Not merely a treatise on evaluation theory, Guba and Lincoln also comprehensively describe the differences between the positivist and constructivist paradigms of research, and provide a practical plan of the steps and processes in conducting a fourth generation evaluation.

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Methodological Advances in Evaluation Research - Ross F. Conner - 1981-11
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**Theory-Driven Evaluations** - Huey T. Chen - 1990

A new, comprehensive framework for programme evaluation designed to bridge the gap between the method- and theory-oriented perspectives, is presented in this book, newly available in paper. Chen provides an intensive discussion of the nature and functions of programme theory, approaches to constructing programme theories, and the integration of programme theory with evaluation processes. Specific types of theory-driven evaluations, as well as principles and guidelines for application, are developed for meeting different policy purposes. Application of systematic strategies is illustrated by concrete examples from a variety of evaluation studies in different fields.
of nursing.


**Private Sector Participation in Employment and Training Programs** - Linda C. Sharpe - 1983

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**Annual Review of Nursing Research, Volume 7, 1989** - Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN - 1989-07-15

Now in its second decade of publication, this landmark series draws together and critically reviews all the existing research in specific areas of nursing practice, nursing care delivery, nursing education, and the professional aspects of nursing.

**Journal of Human Services Abstracts** - - 1977

**Journal of Human Services Abstracts** - - 1977

**Mixed Methods and Credibility of Evidence in Evaluation** - Donna M. Mertens - 2013-06-11

Mixed methods in evaluation have the potential to enhance the credibility of evaluation and the outcomes of evaluation. This issue explores advances in understanding mixed methods in philosophical, theoretical, and methodological
evaluation community provide frameworks and application of these concepts in evaluation practice. Leading thinkers in the mixed methods evaluation community provide frameworks and strategies that are associated with improving the probability of reaching the goals of enhanced credibility for evaluations, the evidence they produce, and the actions taken as a result of the evaluation findings. This is the 138th volume of the Jossey-Bass quarterly report series New Directions for Evaluation, an official publication of the American Evaluation Association.

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**Qualitative and Quantitative Methods in Evaluation Research** - Evaluation Research Society - 1979-11

Evaluation researchers, traditionally considered to be users of quantitative methods, are now actively exploring the qualitative aspects of the performance of the programmes they are evaluating. Rather than argue the validity of either the quantitative or the qualitative approach, most of the noted contributors to this volume conclude that both are required for comprehensive evaluation.

**Prevention Resources** - - 1978

**Prevention Resources** - - 1978