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The ABCs of Evaluation shows how to select participants for the evaluation and how to deal with multiple goals and objectives—including those of the organization, the staff, and the client. The authors illustrate the circumstances under which each evaluation model can be used, and offer tips on identifying data sources and collecting the data.

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The ABCs of Evaluation Timeless Techniques for Program and Project Managers by John Boulmetis, Phyllis Dutwin The ABCs of Evaluation · CLICK HERE Release date: August 1, 2005; Author: John Boulmetis, Phyllis Dutwin; Format: paperback, 239 pages; ISBN: 9780787979027 (0787979023) Language: english; Publisher: Jossey-Bass; About The Book

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The ABCs of evaluation : timeless techniques for program and project managers. [John Boulmetis; Phyllis Dutwin] -- "Thoroughly revised and updated, this third edition of the bestselling book offers an introduction to program evaluation including information on stakeholder relationships, program design, data ...

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Thoroughly revised and updated, the third edition of bestselling The ABCs of Evaluation offers an introduction to program evaluation. This comprehensive textbook covers topics such as stakeholder relationships, program design, data collection and analysis, reporting results, and other important steps in the evaluation process. The ABCs of Evaluation shows how to select participants for the evaluation and how to deal with multiple goals and objectives—including those of the organization, the staff, and the client. The authors illustrate the circumstances under which each evaluation model can be used, and offer tips on identifying data sources and collecting the data. This revision includes substantially increased coverage of theory, methodological approaches, the business of evaluation, the evaluator's role and responsibilities, RFPs and the grants process, logic models, data analysis, and writing the evaluation report. Also included are new cases and scenarios from various evaluation realms in social sciences, education, health, and human services. Throughout the book, charts, graphs, models, and lists help organize, extend, and facilitate the understanding of each evaluation concept. Praise for the Previous Edition of The ABCs of Evaluation "A useful general overview of the evaluation process. I

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would recommend it to program or project managers wanting to know more about the process of evaluation." –American Journal of Evaluation "All students (and practitioners) should have this in their library; they will use it frequently." –Patricia McGee, PhD, associate professor, University of Texas, San Antonio
Companion Web site: www.josseybass.com/go/Boulmetis

"I've been looking for this book for years.... Anyone who needs to understand the philosophy, steps, and processes of evaluation will find this the perfect book." --Carroll A. Londoner, professor and core-coordinator, The Adult Education and HRD Program, School of Education, Virginia Commonwealth University
"Written in a clear and engaging style that will connect with every audience, The ABCs of Evaluation will surely become each reader's foremost resource for instruction, guidance, and assurance during any foray into the intriguing and vital process of evaluation." --Beverly McMurtry Grissom, president, North Florida Community College, and past president, American Association for Adult and Continuing Education
"Anyone who needs to understand the component parts of an evaluation design will benefit from this book. The ABCs of Evaluation provided me with my own personal evaluation professor, illustrating how to design, conduct, demystify, and understand the evaluation process." --Marc Potish, senior coordinator for professional development, CREC Division of Staff Development, Technical Assistance and Brokering Services
Too often, managers who face downsizing or reorganization must conduct program evaluations without having any background or formal training. This comprehensive resource is a straightforward guide to the concepts and methods of evaluation. It explains each component of the evaluation design--first detailing principles and theories and then showing how to apply them in real-life situations. Written for any program type or setting, The ABCs of Evaluation shows how to select the evaluation team and how to deal with multiple goals and objectives--including those of the organization, the staff, and the client. Authors John Boulmetis and Phyllis Dutwin describe different evaluation models, illustrate the circumstances under which each model can be used, and offer tips on identifying data sources and collecting the data itself. They also provide a sample report that focuses on the needs of program stakeholders. Throughout the book, there are charts, graphs, models, and lists to help organize, extend, and facilitate the understanding of each evaluation concept.

The ABCs of Evaluation, second Edition The second edition of the bestselling The ABCs of Evaluation offers a thoroughly revised and updated version of that classic book. Written for any program type or setting, The ABCs of Evaluation shows how to select participants for the evaluation and how to deal with multiple goals and objectives--including those of the organization, the staff, and the client. The authors describe different evaluation models, illustrate the circumstances under which each model can be used, and offer tips on identifying data sources and collecting the data itself. This new edition is

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filled with illustrative new cases and scenarios from various evaluation realms in the social sciences, education, and human services. The book also contains information on how to negotiate the evaluation contract. Throughout the book there are charts, graphs, models, and lists to help organize, extend, and facilitate the understanding of each evaluation concept. Praise for the First Edition "I've been looking for this book for years! It is the definitive book on evaluation for adult education and human resource development practitioners." --Carroll A. Londoner, professor and core-coordinator, The Adult Education and HRD Program, School of Education, Virginia Commonwealth University "Will surely become each reader's foremost resource for instruction, guidance, and assurance during any foray into the intriguing and vital process of evaluation." --Beverly McMurtry Grissom, president, North Florida Community College, and past president, American Association for Adult and Continuing Education "The ABCs of Evaluation provided me with my own personal evaluation professor, illustrating how to design, conduct, demystify, and understand the evaluation process." --Marc Potish, senior coordinator for professional development, CREC Division of Staff Development, Technical Assistance, and Brokering Services

This book introduces a new branch of evaluation theory, where evaluation and score calculation is embedded into general measure theory, as is typical in geometry, probability theory and reliability theory. The author describes the theoretical background of new evaluation model for complex processes, where interests of involved groups are considered as multi-players of evaluation process. Readers will learn how the logical structure of a process/system can be included into an evaluation. The author applies these techniques not only to the visualization of evaluation goals, but also the designed logical structure becomes the basis for calculation of evaluation scores. Various examples are provided to demonstrate the implementation of the methods.

This much-needed book offers trainers, consultants, evaluation professionals, and human resource executives and practitioners a hands-on resource for understanding and applying the proven principles of confirmative evaluation. Confirmative evaluation is a marriage of evaluation and continuous improvement. Unlike other types of evaluation—which are used during the design of a learning program or applied immediately after conducting a program—confirmative evaluation follows several months after the program is implemented. It tests the endurance of outcomes, the return on investment, and establishes the effectiveness, efficiency, impact, and value of the training over time.

This Handbook is designed to help cooperative education and internship professionals and employers design, carry out, and disseminate quality research and evaluation studies of work-based education. It

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offers examples of current, leading-edge studies about work-based education, but with a practical twist: The chapter authors frame their studies within a specific key research design issue, including finding a starting point and a theoretical framework; fitting research into one's busy practitioner workload; deciding on particular data-gathering methods and an overall methodological approach; integrating qualitative and quantitative methodologies; and disseminating results. Also addressed are questions and concerns that are relevant throughout the course of a research project: the use of theory in research; the role and relationship of program assessment to research; and ethical considerations in research. By combining descriptions of exemplary research and evaluation studies with practical advice from top researchers in the field, this volume is a useful tool for educators and employers who are designing and carrying out their own studies, as well as a resource for what current research is discovering and affirming about the field itself. Educators from other fields, such as study abroad and service-learning will also find this book an indispensable reference in conducting research on experiential learning and teaching.

Technological advances and rapid changes in workforce demographics pose extensive challenges to human resources program evaluators. But little has been done to document successful human resources program assessment and implementation strategies. The Human Resources Program-Evaluation Handbook is the first book to present state-of-the-art procedures for evaluating and improving human resources programs. Editors Jack E. Edwards, John C. Scott, and Nambury S. Raju provide a user-friendly yet scientifically rigorous "how to" guide to organizational program-evaluation. Integrating perspectives from a variety of human resources and organizational behavior programs, a wide array of contributing professors, consultants, and governmental personnel successfully link scientific information to practical application. Offering authoritative guidance to both novice and experienced program evaluators, this unique guidebook includes New perspectives on organizational program-evaluation Methods to assess the efficiency of human resources programs Identification of potential pitfalls Real-life examples Additional references for program-evaluation best practices The Human Resources Program-Evaluation Handbook provide program-evaluation teams with content-specific guidance. Supplying useful and accurate evaluation techniques, the editors present a manual for enhancing the effectiveness and efficiency of most major types of human resources programs. Designed for academics and graduate students in industrial-organizational psychology, human resources management, and business, the handbook is also an essential resource for human resources professionals, consultants, and policy makers.

Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications, programs, events, and funding mechanisms. The oft-cited point of

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departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures. Educators and organizations implementing peace education activities and programming, however, often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management. Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources, notwithstanding violence or conflict; the lack of skills and time to indulge in a thorough evaluative strategy; and the absence of institutional incentives and support. Evaluation is often demand-driven by donors who emphasize accounting given the current context of international development assistance and budget cuts. Program evaluation is considered an added burden to already over-tasked programmers who are unaware of the incentives and of assessment techniques. Peace education practitioners are typically faced with forcing evaluation frameworks, techniques, and norms standardized for traditional education programs and venues. Together, these conditions create an unfavorable environment in which evaluation becomes under-valued, de-prioritized, and mythologized for its laboriousness. This volume serves three inter-related objectives. First, it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming. The overarching questions of the nature of peace and the principles guiding peace education, as well as governing theories and assumptions of change, transformation, and complexity are explored. Second, the volume investigates existing quantitative, qualitative, and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners. Promising practices are presented from peace education programming in different settings (formal and non-formal education), within various groups (e.g. children, youth, police, journalists) and among diverse cultural contexts. Finally, the volume proposes ideas of evaluation, novel techniques for experimentation, and creative adaptation of tools from related fields, in order to offer pragmatic and philosophical substance to peace educators' "next moves" and inspire the agenda for continued exploration and innovation. The authors come from variety of fields including education, peace and conflict studies, educational evaluation, development studies, comparative education, economics, and psychology.

Overall we come away from this project with a renewed sense of the complexity of evaluating the implementation and impact of technology in teacher education. In the post-PT3 period the federal government turned to large-scale experimental and quasi-experimental evaluations of educational technology but these have produced little in the way of understanding what types of technology work in various content areas under various conditions. PT3 and its approach to evaluation can be viewed as the

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pioneering period of educational technology evaluation in teacher education. It was a time when evaluators were just beginning to develop appropriate standards that could be used as evaluation criteria. It was a time when the accumulated wisdom of the evaluation field with regards to the primacy of mixed methods and multiple indicators of outcomes was just beginning to take hold. PT3 evaluators understood the importance of treading the line between summative and formative evaluation, and the relationship of evaluation to the improvement of educational practice. In a world where the policymakers now clamor for simple quantitative evaluations linking teacher preparation to pupil achievement scores, we are reminded that the causal chain from teacher preparation to in-service performance and student achievement is fraught with externalities, complexities and a less than equal playing field. Collectively we still have not figured out how technology may be adding value to education beyond any potential impact on superficial standardized test scores. We have as a nation, ignored the call of cognitive psychologists who in 2000 called for a new frame of reference for learner-centered, community-centered, assessment-centered and content-centered educational processes. They understood that the high stakes accountability systems hinder educational innovation and the release of technology's potential to unlock new ways of knowing and learning. Looking back now on the accomplishments of the PT3 program within our current political context, we see a need for more nuanced evaluation models that examine the relationship between pedagogy and technology integration, with a realization that teacher preparation programs will vary in their approaches to both. Some will focus on skills-based approaches, others on the relationship between pedagogical content knowledge and technology integration. The PT3 program served as an important incubator and test-bed of appropriate evaluation practice; we are already looking back at the program for lessons on how to move forward. We hope this volume may serve as a reminder of lessons for the future.

Planning and Evaluation for Public Safety Leaders presents field-tested techniques and tips to help public safety leaders effectively manage their organizations and overcome challenges. Organizations and agencies operating within the public safety sector are unique in many respects. These unique elements provide a different context in which planning, and performance measurement occur. Without recognizing this particular context, most public planning texts ignore crucial pieces of the puzzle when it comes to effectively achieving and measuring public safety outcomes. This book's practical approach equips students with approachable explanations specific to the public safety context, and practical tools for public safety leaders that can apply to their organizations. Key Features • Each chapter begins with a real-world case from the public safety sector that highlights the importance or possible application of the information covered. • Cases are written in close coordination with the public safety practitioners to illustrate how the concepts covered in the chapter work in a real-world public safety context. •

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"Put it into Practice" Reflections at the end of each chapter allow new or future public safety leaders to apply the material directly to their current organization. • Boxes describe how to use and apply specific methods in a concise and easy to find tools addressing planning and evaluation challenges as they arise • Key terms and application questions written specifically for students, focus in on the most important concepts and terms from the text. • Overviews of relevant theoretical and scholarly work on the concepts offer connections with course material.

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