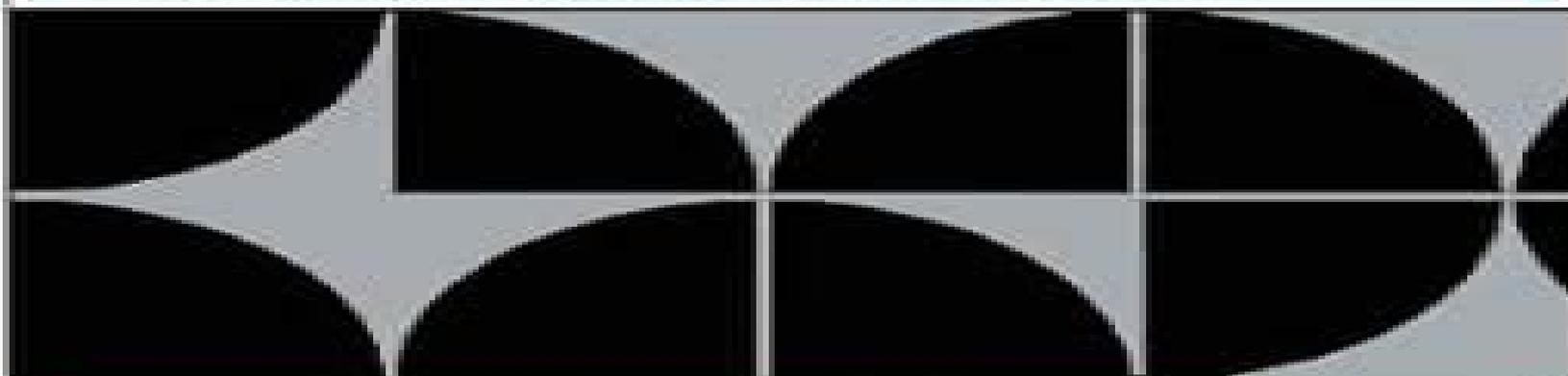


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# Hard-Won Lessons in Program Evaluation

Michael Scriven

AUTHOR

NUMBER 58, SUMMER 1993  
JOSSEY-BASS PUBLISHERS

# Hardwon Lessons In Program Evaluation

**Michael Scriven**



## **Hardwon Lessons In Program Evaluation:**

Hard-Won Lessons in Program Evaluation Michael Scriven, 1993-08-06 Offering new perspectives on academic advising in community colleges this book defines developmental academic advising describes the organization and delivery of advising services and discusses key components of effective programs The following 10 chapters are included 1 Developmental Academic Advising by Thaddeus M Raushi defining developmental academic advising as a process which views students in the context of their whole life setting 2 Academic Advising Retention and Transfer by Margaret C King highlighting the role of advising in student integration into college life 3 The Organization and Effectiveness of Academic Advising in Community Colleges by Wesley R Habley describing findings of a national survey of advising program characteristics 4 Advising Models and Delivery Systems by Margaret C King reviewing seven organizational models and five delivery systems 5 Adviser Training in the Community College by Portia K Weston arguing that training activities improve student success and provide team building staff development 6 Evaluation Recognition and Reward of Academic Advising by Buddy Ramos 7 Advising the Two Year Student Considerations and Strategies by Judith L Sanford Harris 8 Advising Multicultural Populations for Achievement and Success by Thomas Brown and Mario Rivas discussing challenges and strategies for advising students of different backgrounds 9 Intrusive Academic Advising by Martha T Garing suggesting intervention strategies at specified times from admission to graduation and 10 Sources and Additional Information Academic Advising in the Community College by Karin Petersen Hsiao

**Hard-won Lessons in Program Evaluation** Michael Scriven, 1993 **Hard-Won Lessons in Program Evaluation** Michael Scriven, 1993-08-06 Offering new perspectives on academic advising in community colleges this book defines developmental academic advising describes the organization and delivery of advising services and discusses key components of effective programs The following 10 chapters are included 1 Developmental Academic Advising by Thaddeus M Raushi defining developmental academic advising as a process which views students in the context of their whole life setting 2 Academic Advising Retention and Transfer by Margaret C King highlighting the role of advising in student integration into college life 3 The Organization and Effectiveness of Academic Advising in Community Colleges by Wesley R Habley describing findings of a national survey of advising program characteristics 4 Advising Models and Delivery Systems by Margaret C King reviewing seven organizational models and five delivery systems 5 Adviser Training in the Community College by Portia K Weston arguing that training activities improve student success and provide team building staff development 6 Evaluation Recognition and Reward of Academic Advising by Buddy Ramos 7 Advising the Two Year Student Considerations and Strategies by Judith L Sanford Harris 8 Advising Multicultural Populations for Achievement and Success by Thomas Brown and Mario Rivas discussing challenges and strategies for advising students of different backgrounds 9 Intrusive Academic Advising by Martha T Garing suggesting intervention strategies at specified times from admission to graduation and 10 Sources and Additional Information Academic Advising in the Community College by Karin

Petersen Hsiao \* **Review Of: Scriven, Michael (1993) *Hard-won Lessons in Program Evaluation: New Directions for Program Evaluation*** ,1995 In SOAD9037 Management of Change and Evaluation in Human Services Readings on Evaluation **Rethinking the Development Experience** Donald A. Schon,Lloyd Rodwin,2011-07-01 This book written by a group of distinguished scholars and practitioners critically reappraises ideas about learning and development advanced by Albert O Hirschman in the 1950s and 1960s The essays prepared for an MIT faculty seminar show how these innovative ideas bear on the theory policy and practice of development in the 1990s Hirschman one of the great pioneers in the field of economic development is now professor emeritus at Princeton Paul Krugman Lance Taylor and Donald Schon address the different approaches and assumptions of economic theorists in relation to modelling learning and development policy Emma Rothschild Lisa Peattie and Bishwapriya Sanyal examine some of the changing attitudes toward economic progress Elliot Marseille Judith Tandler Sara Friedheim Robert Picciotto and Charles Sabel draw lessons from efforts to innovate or modify institutions policies programs and projects Lloyd Rodwin examines the underlying themes that emerge particularly those that touch on the ideas of development as a process of social learning and on ways of strengthening theory policy and practice in economics when it is seen as both discipline and profession In a postscript Albert O Hirschman reflects on the evolution of his ideas his cognitive style and his propensity for self subversion Two appendixes detail the candid seminar discussions and Hirschman s musings in response to particular chapters and questions raised by the participants *High Impact Internal Evaluation* Richard C. Sonnichsen,2000 Today rapidly changing organizations need the best tools for driving high performance meeting customer needs measuring outcomes and improving service delivery This book shows students and professional evaluators how to effectively use the tools of internal evaluation to determine a business or program s effectiveness efficiency economy and performance The author combines his extensive experience and theory into an indispensable resource for students novice internal evaluators experienced evaluation professionals and for managers responsible for evaluating their own programs *New Directions for Program Evaluation* ,1978 *Evaluation in Today's World* Veronica G. Thomas,Patricia B. Campbell,2020-08-27 Recipient of a 2021 Most Promising New Textbook Award from the Textbook Academic Authors Association TAA *Evaluation in Today s World* Respecting Diversity Improving Quality and Promoting Usability is a timely and comprehensive textbook that guides students practitioners and users of evaluations in understanding evaluation purposes theories methodologies and challenges within today s sociocultural and political context Veronica G Thomas and Patricia B Campbell include discussions of evaluation history frameworks models types planning and methods through a social justice diversity and inclusive lens The authors focus on ethics in diverse cultural contexts help readers understand how social problems and programs get politicized and sometimes framed through a racialized lens show how to engage stakeholders in the evaluation process and communicate results in culturally appropriate ways Included with this title The password protected Instructor Resource Site formally known as SAGE Edge offers access to all text specific

resources including a test bank and editable chapter specific PowerPoint slides

**The Program Evaluation Standards** Joint Committee on Standards for Educational Evaluation, James R. Sanders, 1994-05-17 The Program Evaluation Standards is a must have book for anyone responsible for reviewing evaluation proposals planning and conducting evaluations managing evaluation projects or judging the merit and worth of evaluations once completed For experienced practitioners it provides a set of values and principles by which to guide successful practice that is a set of criteria that determines whether educational evaluations are trustworthy and fair The Standards sets expectations of the design and implementation of educational evaluation for all practitioners in all types of educational arenas even those involved in social programming endeavors For newcomers and those less experienced who may be responsible for commissioning and using evaluations the Standards supplies a useful framework of generating a list of questions to raise about any evaluation plan or final report in an effort to assess its pros and cons The book is an invaluable how to resource for graduate students venturing out into the field and it instills a sense of what it means to be a responsible evaluator For clients or consumers the book offers advice on what they should expect of an evaluation Publisher description

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reviewing evaluation issues that cases can be used to surface and provides guidance for using the case method Three in depth cases are then presented for quite different evaluation situations Each has been taught field tested and refined in line with participant feedback Each case ends with teaching questions and key evaluation points those questions are aimed at elucidating Following the case chapters a professional evaluator reflects on his experiences with the cases and offers lessons learned about evaluation teaching and training including exercises for extrapolating lessons illuminating ethical dilemmas understanding and applying alternative evaluation models and conducting metaevaluations among other uses This is the 105th issue of the quarterly report series New Directions for Evaluation

**Program Evaluation** Emil J. Posavac, Raymond G. Carey, 1997 Posavac and Carey provide a comprehensive but accessible introduction to the field of program evaluation By adopting a flexible philosophy of evaluation the authors demonstrate how program evaluation can be applied to answer a wide variety of questions in many different settings Enjoying widespread acceptance Program Evaluation includes case studies of completed program evaluations and sketches of the careers of program evaluators to help readers develop an appreciation of the applicability of evaluation methods By viewing program evaluation as a formalization of something that people do all the time and indeed find essential the implicit threat of evaluation is reduced by the authors approach Posavac and Carey stress the importance of working with representatives of all groups affected by the program whether they be program staff or managers recipients or people providing financial or moral support The Improvement Focused Model of Evaluation can be used to include many people in the evaluation process The authors show that the application of program evaluation serves to contribute to making society more effective just and healthy

Moving Upward Together Francis M. Duffy, 2004-04-02 If school districts want to sustain improvements that have been achieved during this period of district transformation district leaders need to align their district both vertically and horizontally Alignment assures that the work of individuals supports their team goals the work of teams supports their school s goals the work of schools supports their clusters and the work of clusters supports the district s strategic direction This groundbreaking work presents qualitative information about the nature of strategic alignment in school systems and how to create and sustain it

**Evaluation Practice Reconsidered** Thomas A. Schwandt, 2002 Taken collectively the ideas explored here suggest a way of reasoning about and engaging in evaluation that is not bound either to the characterization of evaluation as applied social science or to efforts to foster the development of evaluation as a professional practice of experts Rather the book explores evaluation as practical hermeneutics

*Legislative Program Evaluation: Utilization-Driven Research for Decision Makers* Richard Kirk Jonas, 1999-04-13 This is the 81st issue of the quarterly journal New Directions for Evaluation

Feminist Evaluation: Explorations and Experiences Denise Seigart, Sharon Brisolara, 2002 The authors of the texts in this volume try to advance some responses to the question if feminist evaluation exists and if so what it does look like

The Validity and Reliability of Program Quality Review as a Process for Educational Program Evaluation in California's Elementary Schools Susan Rae

Macy,2000 *New Approaches to Evaluating Community Initiatives* Aspen Institute. Roundtable on Comprehensive Community Initiatives for Children and Families,1995 This book offers a progress report on work accomplished over the last few years in comprehensive community initiatives CCI's a relatively new approach to community revitalization Evaluation and Auditing: Prospects for Convergence Carl Wisler,1996-11-07 Both evaluation and auditing claim to help decision makers by providing them with systematic and credible information that can be useful in the creation management oversight change and occasionally abolishment of programs Yet despite considerable overlap in objectives subject matter and clients auditing and evaluation have until recently functioned largely in isolation from one another The literature of each discipline scarcely recognized the existence of the other academic preparation of auditors and evaluators could hardly be more different Organizationally the two activities have traditionally been separate The practitioners have difficulty communicating with one another not only because of differences in vocabulary but also because of some important differences in mind set This issue of *New Directions for Evaluation* explores the question of whether auditing and evaluation are on convergent courses or whether the two disciplines will persist as distinctive services to decision makers The chapters are based on presentations made at the International Evaluation Conference held in Vancouver British Columbia in November 1995 This is the 71st issue in the journal series *New Directions for Evaluation* For more information on the series please see the Journals and Periodicals page *Evaluation Country Development Policies and Programs* Robert Picciotto,Ray C. Rist,1995-10-02 This issue of *New Directions for Evaluation* deals with the special evaluation problems of programs in the developing world Over the last two decades the framework of economic and social development policy and practice has been transformed This is due in part to evaluation lessons which have helped to shape the new development priorities toward sustainability participation and institutional development In turn evaluation must deal with the consequences of a more demanding agenda a more fractured development constituency and a vastly more complex set of analytical questions This publication presents the views of development policy makers practitioners and evaluators on the kinds of adjustments needed in the approaches instruments and processes used by development evaluators The chapters were discussed in draft form at a Conference on Evaluation and Development hosted by the world Bank in Washington D C in December 1994 The resulting collection offers a consistent framework for further debate and proposes new emphases for development evaluation This is the 67th issue in the journal series *New Directions for Evaluation* For more information on the series please see the Journals and Periodicals page

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