INDEX

A
A posteriori tests, 278
Abma, T., 384
Abma, T. A., 195
Accountability, 103n3; CIPP model and accountability-oriented approach, 309; evaluation ratings for, 235–236; institutional fiscal, 496, 500; JCSEE and evaluation, 77, 79; service organization requirements for public, 27–29; summative evaluations and, 22. See also Decision- and accountability-oriented studies; Government Accountability Office, U.S.; Improvement- and accountability-oriented evaluation approaches
Accreditation, certification and: advance organizers, 184; methods, 185; pioneers, 185; purpose, 184; questions, 184; questions, sources of, 184; strengths, 185; use considerations, 185; weaknesses, 185–186
Accreditation, service organizations and, 27–28
Accuracy: JCSEE, 76, 79; with performance evaluation standards, 454–455; ratings, 235
Actionscript, 611
Adams, J. A., 311
Additive threats, 267, 567
Adelphia, 103n1
Adequacy of performance, 262
Adherents, of utilization-focused evaluation, 404–405, 407
Administration: evaluation, 466, 473–474; validity, 265. See also Federal Railroad Administration; Veterans Administration Administrators, program, 622–623
Adult supervision, for minors, 523
Advance organizers: accreditation and certification, 184; connoisseurship and criticism, 156; constructivist evaluation, 197–198; consumer-oriented studies, 181; cost studies, 152; decision- and accountability-oriented studies, 175; deliberative democratic evaluation, 202–203; experimental and quasi-experimental studies, 147; meta-analysis, 165; objectives-based studies, 135; outcome evaluations as value-added assessment, 143; participatory evaluations, 220; responsive or stakeholder-centered evaluation, 193; Success Case Method, 137; theory-based evaluation, 159–160; transformative evaluation, 205; utilization-focused evaluation, 215
Advertising, 119, 120, 127, 225, 365, 549. See also Public relations
AEA. See American Evaluation Association
AERA. See American Educational Research Association
AES. See Australasian Evaluation Society
Agreements: budget agreement types determined, 493–494, 496; contracts, grants, and cooperative, 424–425, 480; evaluation, 509–512; evaluation budgets and cooperative, 489–490; evaluation budgets and cost-plus, 482, 488–489; memorandums of, 506–508; metaevaluation task and formal, 645; up-front, 481, 482; written, 486, 481, 508, 654–655
AIDS/HIV, 63, 252
Alger, Consuelo Zobel, 608
Alkin, Marvin C., 108, 179, 214; publications, 57, 59, 310; utilization-focused evaluation and, 217, 403, 404, 405
Almaguer, T. D., 145
Almaguer, T. O., 108
Alternative forms, CTT and, 533
Amateur evaluation, 347
Ambiguity, 195, 352, 379, 389, 558–559
Ambiguous temporal precedence, 267, 567
American Association of School Administrators, 103n3
American Counseling Association, 103n3
American Educational Research Association (AERA), 4, 103n3, 343, 637, 652, 662
American Evaluation Association (AEA), 4, 71, 103n3, 636, 662, 686; Guiding Principles for Evaluators, 5, 39, 52, 53, 70, 74, 80, 98, 437, 637, 659, 678; influence, 80–83, 98, 231, 639; membership, 30, 74, 405, 639; New Directions for Program Evaluation, 80; origins, 74, 342, 366; workshops, 682
American Indian Higher Education Consortium, 103n3
American Institute of Certified Public Accountants, 83
American Journal of Evaluation, 63, 156
American National Standards Institute (ANSI), 70, 73, 77, 98, 111, 231, 366
American Psychological Association, 103n3, 637, 652
American Society for Curriculum Development, 103n3
Analysis, 5, 250; with AEA and program evaluations standards, 81; of case study data, 300; case study information collection methods and content, 302; checklist for sound designs and, 560; congruence, 379; contingency, 380; with countenance of sound evaluation, 379–380; defined, 557; evaluation and situational, 462–463, 467; evaluation contracting checklist and, 513; evaluation findings and pertinent, 590; with experiment design, 277–279; ITT, 149, 150; literature reviews, 279; as metaevaluation task, 646; a posteriori or post hoc tests, 278; practical significance, 278; of qualitative information, 575–580; quantitative analysis process, 565–566, 577–579; Quantitative
INDEX 745

Analysis standard, 559, 560; of quantitative information, 560–575; SAS, 564; TOT, 150; trend, 330; twenty-first-century evaluations and selection of approaches for, 230; validity types by, 536. See also Information analysis; Meta-analysis; Qualitative analysis; Qualitative information; Quantitative analysis

Analysis validity, 265

Anonymity, with information, 523, 546

ANSI. See American National Standards Institute

Antecedents, with data collection, 377, 378

Appalachia Regional Educational Laboratory, 648


Applications: CIPP model’s range of, 310–311; countenance approach, 382–383; evaluators and steps for standards, 99; of findings, 622–623; of performance standards, 18–20; of responsive evaluation, 392–397

Applying task, 15–16

Apportioning, 349–352

Approaches. See specific approaches

Art as Experience (Dewey), 156

Arthur Andersen, 73, 74

The Art of Case Study Research (Stake), 294

Ascriptive evaluation, 342, 346, 369

Assessments, 5, 18, 521, 664; with evaluation institutionalizing and mainstreaming checklist, 683–684; NAEP, 18, 648; NAGB, 648, 654, 655; PAS, 642–647; RFQ, 426, 427; standards stipulated for evaluation guidance and, 437. See also Needs assessments; Outcome evaluation, as value-added assessment

Assignments: internal evaluation, 427–428; random, 274, 275, 278, 280, 566

Assumptions, for evaluation research studies, 260–261

Assurance: quality control and, 88–99, 99, 315, 327, 665, 686; reasonable, 90, 92, 100, 272

Attestation engagement, 84, 87, 88, 103n4

Attrition, 149, 267–268, 566, 567

Auditors, 70, 74, 84, 90–97, 100–101, 103n1, 498, 665. See also Generally Accepted Government Auditing Standards

Audits, 40; documentation of, 93–94; financial auditing sector, 73, 74; GAGAS and performance, 89–97; risk, 90, 91

Australasian Evaluation Society (AES), 5

Authenticity criteria, 200

Automobile industry, 4, 19, 364–365, 652


B

Background investigations, 429, 596

Baker, E. L., 108

Bandura, A., 158

“Beyond the Two Disciplines of Scientific Psychology” (Cronbach), 367–368

Bhola, Harbans, 199

Bias: control, 26, 76, 394, 455; information, 527; provisions for reducing, 388; stakeholder, 192; in studies, 167; validity and, 264–265

Bickman, L., 108, 161

Bidders’ conferences, 431

Big Brothers—Big Sisters, 335

Bigman, S. K., 258

Bill of Rights, U.S., 316

Bloom, B. S., 136

Bloom, G. A., 220

Bock, Darrell, 150

Borenstein, M., 165

Boruch, Robert F., 108, 250, 253, 257, 295; core analysis and, 277; influence, 150, 252, 286, 287

Boston survey, 31

Brandt, S., 207

Brenna, R. L., 533

Brickell, Henry, 103n2, 142

Bridgman, Percy, 136

Brinkerhoff, R. O., 108, 142

Brinkerhoff, Robert, 112, 137, 138, 231

Brisolara, S., 223

Broom, L., 62

Bryk, A. S., 564

Budgets. See Checklist, for evaluation budgets; Evaluation budgets

Buros Institute, 652

C

California, 49

Cambridge Education, 648, 655

Campbell, Donald T., 103n2, 150, 253, 256, 257, 295; influence, 40, 54, 108, 112, 286, 287; publications, 250, 265, 567

Campbell, R., 127

Campbell Collaboration, 25, 167

Canada, 639, 640

Canadian Evaluation Society (CES), 5, 30, 39, 103n3

Canadian Journal of Program Evaluation, 5

Canadian Society for the Study of Education, 103n3

Candoli, I., 311

Caracelli, V. J., 637

Career academics study (1992–2003), 271

Carlson, D., 108

Carver, Ronald, 103n2

Case studies, information collection: content analysis, 302; documentation, 301–302; focus groups, 304; interviewing, 304; observations, 302–303; visits to program’s naturalistic setting, 302

Case study approach, 229, 254; case study information scope, 292; case study program evaluation essence, 292; findings reported, 293; methods, 293; noninterventionist nature of, 292; observations, 237–238; sampling issues, 293
Case study evaluations: approach overview, 292–293; information collection methods, 301–304; overview, 291, 304–305; research and Stake, 294–297; research and Yin, 297–300
Case study orientation, 575
Case study research, with Stake: duration issues, 294–295; experience and evaluation theory development, 296–297; generalization issues, 295; methods, 296; qualifications to conduct case study evaluations, 297; single cases with conclusions opposed to generalizations, 294; validating evaluations, 296; values, 296. See also Stake, Robert
Case study research, with Yin: case studies and basic design, 299; case study types, 298–299; data analyzed and interpreted, 300; explanation of, 297–298; information needed, 300; preordinate and multimethod orientation, 298. See also Yin, Robert K.
Causal descriptions, 561, 562–563
Causal explanations, 561, 562–564
Causal inference, 250, 254–255
Central American Evaluation Society, 5
Certification.
Checklist, for evaluation budgets: evaluation design in, 474; evaluation review and control, 515
A Checklist for Developing and Evaluating Evaluation Budgets (Horn), 501
Checklists: for consumer-oriented approach to evaluation, 352–353, 371n1; defensible information sources, 532; of documents and information for evaluation use, 544; evaluation report layout, 611, 612–617; explicit program and context descriptions, 526; feedback workshop, 620; human rights and respect, 523; information as relevant, 522; information as reliable, 534–535; information as valid, 538–539; information management, 540; KEC, 182, 183, 186, 342, 353–354, 664; metaevaluations, 664; program evaluations metaevaluations, 232, 244n1; review panel meetings, 599–600; sound designs and analysis, 560
Chelminsky, E., 108
Chen, H. T., 108, 161
Chen, Huey, 256
Christie, C. A., 49, 50, 252
Christie, Christina, 368
CIPP model. See Context, input, process, and product model
CIRCE. See Center for Instructional Research and Curriculum Evaluation
Clancy, T., 119
Clark, D. L., 381
Classical test theory (CTT), 532–533
Cleveland Education Survey, 31–32
Clients: active-reactive-adaptive processes to negotiate with, 410–411; authority and responsibilities of, 514–515; communication between evaluator and evaluees, 387, 446, 447, 472, 473; evaluation, 354, 356; with evaluation budgets, 480; evaluation request from, 393; framework for goals-based evaluation, 412; interpretation of evaluation findings for, 620; metaevaluation and, 634, 661–662; with political reasons for evaluation, 509–510
Cluster sampling, 529
Cochrane Collaboration, 25, 167
Cohen, J., 570, 571–572
Collaborative evaluations, participatory and, 59–60
Collective case study, 295
College Entrance Examination Board, 185
Color: design and, 611; with reports colorized, 617
Commerce Business Daily, 424, 425
Communication: evaluation contracting checklist and protocols for, 514; of evaluation findings, 589–624; between evaluator and client, 387, 446, 447, 472, 473; between evaluator and evaluees, 453; responsive evaluations and centrality of, 388–389
Comparative evaluations, 21
Comparative studies, quantitative analysis in, 566–567
Competence: AEA and, 81–82; GAGAS general standards and, 87–88
Competitors, critical, 346
Computers, for classroom use, 604–605, 648, 649
Conceptual principles, 51
Conceptual Revolutions in Evaluation: Past, Present, and Future (Scriven), 366
Conclusion validity, 535, 536
Conclusions: case study research and drawing, 294; design for military organization PBS with recommendations and, 456; evaluation reports and decisions about, 617–619; evaluations and steps for, 17–18; justified, 580–584, 653; KEC and, 353; metaevaluation task and reaching, 646; statistical conclusion validity, 266, 535
The Conduct of Inquiry (Kaplan), 62
Conference on New Trends in Evaluation, 383
Conferences, bidders’, 431
Confidence intervals (CIs), 572–573
Conflict, managing, 592, 619–620
Conflicts of interest: evaluators and, 634; grants, contracts, and, 425; identification of, 453; ratings and, 231
Congruence analysis, 379
Connoisseurship and criticism approach: advance organizers, 183; purpose, 183; questions, 181; sources of questions, 181; methods, 182; observations, 239; pioneers, 183; weaknesses, 183–184
Consumers Union (CU), 120, 183, 343, 364, 365–366
Context: context-dependent mediation, 567; program descriptions in, 524–526; randomized controlled experiments in, 252–256; resource constraints and, 664–665
Context, input, process, and product (CIPP) model, 58, 175, 179–180, 254, 672; accountability-oriented approach, 309; accuracy ratings, 235; advocates of, 675; applications range, 310–311; categories and procedures, 319–331; categories overview, 312–313; CIPP evaluation in fostering and assessing system improvement, 333–335; conceptual and operational definitions of evaluation, 312; in context, 309–312; context evaluation, 319–323; evaluation accountability ratings, 235; evaluation questions defined with framework of, 319; feasibility ratings, 234; findings, 232–233; formative and summative use of product evaluations and, 313–314; improvement orientation, 316; input evaluation, 323–326; objectivist orientation, 316–317; observations, 238–239; overview, 309, 335–337; philosophy and ethics code, 314–317; process evaluation, 326–329; product evaluation, 329–331; professional standards, 312; programs and components of, 318; propriety ratings, 234; publications, 674; to reform systems, 623–624; roots of, 310; stakeholders involvement and serving of, 315–316; standards and metaevaluation, 317; summative evaluation roles and four evaluation types, 315; synthesis process and, 581, 583; as systems strategy for improvement, 332–335; utility ratings, 234; values component, 317–319
Context evaluations, 310–311, 456; with CIPP categories and relevant procedures, 319–323; with formative and summative evaluation role, 315; illustrative evaluation questions, 320; objectives, methods, and uses, 321; objectives and, 450; overview, 312
Contingency analysis, 380
Contracts, 461; conflicts of interest and, 425; evaluation budgets and cost-reimbursable, 487–488; grants, cooperative agreements, and, 424–425, 480; memorandums of agreement and evaluation, 506–508; metaevaluation, 638, 654–655. See also Evaluation contracting
The Contract and Fee Setting Guide for Consultants and Professionals (Shenson), 501
Control: bias, 26; 26, 76, 394, 455; evaluation contracting checklist with evaluation, 515; politically controlled studies, 118, 120–122; quality, 88–89, 99, 315, 327, 665, 686; randomized controlled experiments, 252–256; RCT design, 362; systematic data, 455
Cook, D. L., 37
Cook, Thomas D., 108, 256, 362; influence, 286, 287; publications, 54–55, 250, 265, 567; with regression discontinuity designs, 280
Cook, Tom, 151, 231
Cooksey, L. J., 637
Cooperative agreements: contracts, grants, and, 424–425, 480; evaluation budgets and, 489–490
Coplen, Michael, 676
Corbin, J., 62
Core analysis, 277–278
Cronbach, Lee, 54, 55, 175, 183, 256, 345; on evaluation
budgets, 479; formative versus summative evaluation
and, 381–382; influence, 35–36, 48, 108, 112, 150,
178–179, 286, 374, 375, 376, 397; on personal factor,
408; publications, 367–368; utilization-focused
evaluation and, 217, 404
Cross-checks, with findings, 521
Cryer, J. D., 286
CTT. See Classical test theory
CU. See Consumers Union
Cullen, A. E., 220, 222–223
Cullen, K., 311
Cultural values, 523
Customer feedback, 118, 127–129, 130
Cut scores, 17, 18, 19

D
Daigneault, P.-M., 220
Darwin, Charles, 362
Data: analysis and interpretation of case study, 300;
antecedents and collection of, 377, 378; with
countenance of sound evaluation, 377–379; intents and
collection of, 378; limitations of available, 355;
observations and collection of, 378; outcomes and
collection of, 378; qualitative, 575; systematic data
control, 455; transactions and collection of, 377–378;
visual processing theory and, 610–617
Datta, L.-E., 649, 652, 656, 659; influence, 657–658; on
program evaluation theory, 49
Davidson, E. Jane, 341, 342, 583
Davis, H. R., 108, 217
Davis, R., 649, 652, 657–658
de Ayala, R. J., 533
DeBakey, Michael, 49
Decision- and accountability-oriented studies: advance
organizers, 175; explanation of, 174–175; methods,
177–178; pioneers, 178–179; purpose, 176; questions,
176–177; sources of questions, 176; strengths, 180; use
considerations, 179–180; weaknesses, 180–181
Decisions: accept-reject dichotomy and decisions for
hypotheses, 571; about evaluation report conclusions,
617–619; information analysis with justified, 580–584.
See also Justified Conclusions and Decisions standard
Defensible Information Sources standard, 526–532
Defensible purposes, 10
Deliberative democratic evaluation, 202–204
Delineating, 14–15
Deming, W. Edwards, 19
Denny, T., 108, 195
Denzin, N. K., 579
Department of Education, U.S., 147, 252, 253
Department of Transportation (DOT), U.S., 508
Descriptions: causal, 561, 562–563; conceptual illustration
of causal explanation and causal, 563; with countenance
of sound evaluation, 376; information, 16; questions,
561. See also Explicit Program and Context
Descriptions standard
Designs: case study, 299; checklist for analysis and sound,
560; design implementation analysis, 277; graphic,
610–611; RCT, 362; for responsive versus preordinate
evaluation, 386; sampling, 530; validity types by, 536.
See also Evaluation research design; Evaluations,
designing of; Experimental and quasi-experimental
design evaluations; Experimental design; Experiments,
designing of; Military organization PRS, design for;
Quasi-experimental design evaluations, large-scale
experimental and; Quasi-experimental designs;
Regression discontinuity designs; specific types of design
Deviant case sampling, 530
Dewey, John, 32, 33, 156
INDEX

Diamond, Esther, 103n2
DiClemente, C. C., 158
Dillman, D. A., 62
Directional hypothesis, 568–569
Discussions, 619–620
dissemination efforts, 25
Distance baccalaureate program, 656
Documentation: of audits, 93–94; case study information collection methods, 301–302; document retrieval and review, 543–545; importance of, 527; of procedures, 454; for qualitative information, 577–578; of quantitative analysis, 574–575
Donaldson, S. I., 161, 368
Donohue, J. J., 220
DOT. See Department of Transportation, U.S.
Dunbar, S. B., 108
Earl, L. M., 108
Eclectic evaluation approaches: observations, 240; overview, 213–214, 224; participatory evaluation, 219–223; Patton’s, 214–219, 411; utilization-focused evaluation, 214–219
Education Sciences Reform Act of 2002, 253
Educational evaluation, 33
Educational Evaluation and Decision Making (Stufflebeam), 310
Educational Evaluation and Policy Analysis, 5
Educational Products Report (Scriven), 635
Effect sizes: findings, 571–574; Hedges’s g hypothetical examples, 572
Efficiency, 262
Effort, 262
Eight-Year Study, 33
Eisner, E., 405
Eisner, E. W., 37, 108, 156
Eisner, Elliott, 112
Eisner, Elliott, 157
Element, with sampling, 527
Elementary and Secondary Education Act of 1965, 36–37
Ellena, William, 103n2
Elseroad, Homer, 103n2
Embreton, S. E., 533
Emergency School Assistance Act (ESAA) project, 253–254
Empowerment: empowerment evaluation principles, 128; pseudoevaluations and, 118, 125–127
EMR program. See Evaluation, Measurement, and Research program
End-of-cycle reports, 331
E-Net. See Evaluation Network
Englehart, M. D., 136
Enlightenment, 25
Enron, 73, 74, 103n1
Envisioning Information (Tufte), 610
Equity, 13–14
Errors: coverage, 528; information management, 539; measurement, 532–533; nonresponse, 528–529; qualitative information analysis and avoiding, 579; quantitative information with type I and II, 569–571, 574, 585
ERS. See Evaluation Research Society
ESAA project. See Emergency School Assistance Act project
Ethical principles: CIPP model and, 314–317; ethical imperatives in evaluation budgets, 480–483; of program evaluation theory, 52
European Evaluation Society, 5
Evaluating Large-Scale Assessment Programs checklist, 664
Evaluation, 103n3; amateur versus professional, 347; as assessment of merit and worth, 521; clients, 354, 356; conceptual and operational definitions of, 312; contingency funds, 428; countenance of sound, 376–382; defined, 679; goal-free, 330, 347–348; ideologies, 357–361; intrinsic and payoff, 347; process, 259–260; professionalization of, 366; Scriven on future of, 366–368; Scriven’s basic orientation to, 343; Scriven’s contributions to, 341–342; Suchman’s categories of, 261–262. See also specific types of evaluation approaches
Evaluation, institutionalizing and mainstreaming of: checklist, 676–687; organizations and efforts to help with, 674–675; overview, 672–673; rationale and principles for, 673–674; review of themes, 671–672; uses and recent advances in, 675–676
Evaluation, Measurement, and Research (EMR) program, 5
Evaluation, purpose of: accountability and summative, 22; dissemination efforts, 25; for enlightenment, 25; formative and summative, 22–24; improvement and formative, 21–22; program life cycle and evaluation purpose, 24
Evaluation accountability: JCSEE and, 77, 79; ratings, 235–236
Evaluation agreements: negotiation of, 511–512; political reasons for, 509–510; practical and technical reasons for, 510–511
Evaluation and Program Planning, 5
Evaluation approaches, background for: alternative, 109–110; caveats, 112; explanation of, 107–109, 113; with previous classifications of alternative, 110–112; program evaluation and, 110
Evaluation approaches, models and, 59
Evaluation approaches, standards and: accuracy ratings, 235; evaluation accountability ratings, 235–236; explanation of, 233; feasibility ratings, 234; findings, 232–233; The Program Evaluation Standards and strongest, 233; propriety ratings, 234–235; rating tool, 232; utility ratings, 234
Evaluation budgets: budget types summaries, 491–493; checklist for developing, 493–501; cooperative agreements and, 489–490; cost-plus agreements and, 482, 488–489; cost-reimbursable contracts and, 487–488; with costs summarized by task and year, 491; ethical imperatives in, 480–483; explanation of, 479–480; grants and, 486–487; honoraria figure, 484; inflated, 481, 488; with line items and tasks framework,
INDEX

490; with line items and years framework; 491; with modular budgets, 490–491; other types of, 486–493; personnel evaluation systems and fixed-price budgets, 483–486; travel costs, 484–485, 497; underbidding with, 482; with USMC personnel evaluation system, 484–486, 664
Evaluation Center. See Western Michigan University
Evaluation contracting: checklist, 512–515; defined with memorandums of agreement, 506–508; evaluation agreements negotiated, 511–512; explanation of, 505; with organizational contracting requirements, 511; political reasons for agreements and, 509–510; practical and technical reasons for, 510–511; rationale for, 508–511; stakeholder engagement in, 509; trust and viability built through, 596–597
Evaluation field: applying task, 15–16; as comparative, noncomparative, or both?, 21; defined, 6–7; delineating, 14–15; descriptive information, 16; explanation of, 3, 6–17; formal, 26–27; graduate programs in, 38; historical milestones in development of, 30–40; informal; 26; Joint Committee definition of, 7, 8–11; judgmental information, 16–17; methods for formal, 29; multiple values, 20; obtaining, 15; operationalizing definition of, 14–17; with performance standards and application, 18–20; profession’s evaluation and strength, 29–30; purpose, 4; in relation to other professions, 4–6; reporting, 15; with service organizations and public accountability, 27–29; with steps for conclusions, 17–18; subdisciplines and appropriate objects of, 3–4; as systematic, 11, 113; uses, 21–25; values-oriented definition of, 11–14, 16. See also Program evaluation field
Evaluation findings: analysis and advice review, 590; conditions to foster use of, 592–600; evaluative feedback for, 600–603; explanation of, 589–590; final report of, 603–619; follow-up support to enhance, 619–624; needs and challenges in reporting, 591–592 Evaluation Impact standard, 590. See also Evaluation findings
Evaluation Journal of Australasia, 5
Evaluation Models (Stufflebeam), 110, 244n4, 651
Evaluation Models: Viewpoints on Educational and Social Services Evaluation (Stufflebeam, Madaus, and Kellaghan), 110
Evaluation Network (E-Net), 4, 5, 74, 342, 366
Evaluation News, 366
Evaluation opportunities: addressing, 435–440; appendix development for evaluation proposal, 436, 438–439, 440; bidders’ conferences, 431; evaluations guidance and assessment with standards, 437; evaluator-initiated, 429–430; familiarity with need for evaluation and, 437; institutional support for projected evaluations, 437–438; internal evaluation assignments, 427–428; RFPs, 424–426; RFQs, 426–427; sole-source requests for evaluation, 428–429; sources, 423–430; stakeholder review panel planning, 439; summary, 432; team development, 436; “wired,” 426
Evaluation profession: first revolution, 367; second revolution, approaching, 367; third revolution, eventual, 367–368; in relation to other professions, 4–6; strength of, 29–30
Evaluation proposal, 436, 438–439, 440
Evaluation research, 256
Evaluation research design: principles, 263–265; validity, 264–265; variables and reliability, 264
Evaluation Research Society (ERS), 4, 5, 74, 342
Evaluation research studies, 260–261
Evaluation RFQs (request for quote or qualifications): explanation of, 426–427; questions for assessing, 427
Evaluation Roots (Scriven), 343
Evaluation Roots: Tracing Theorists’ View and Influences (Alkin), 343
Evaluation & the Health Professions, 5
Evaluation: The International Journal of Theory, Research and Practice, 5
Evaluation theories: Alkin on, 403; context in program, 58; criteria for judging program, 52–56; criteria for theories of program evaluation, 54–55; defined, 64; development and standards of program, 63–64; development as creative process with user review and critique, 56–57; evaluation criteria, 53–54; experience used to develop, 296–297; features, 45–46; functional and pragmatic bases of extant program, 48; grounded theories and potential utility, 62; hypotheses for research on program, 59–62; metaevaluations in development of program, 63; need for multiple theories of program, 58–59; program evaluation field and role of, 47–48; program evaluation field and status of theory development, 57–58; program evaluation theory defined, 50–52; research related to program, 49–50; Stake and factors influencing development of, 374–375; standards for empirical examinations of, 55–56
Evaluation Thesaurus (Scriven), 51, 183, 366
Evaluations, designing of: checklist for, 462–474; explanation of, 445–446, 474–475; for military organization PRS, 446–462
Evaluative Research: Principles and Practice in Public Service and Social Action Programs (Suchman), 256
Evaluators: communication between client and, 387, 446, 447, 472, 473; conflicts of interest and, 634; credibility of, 452, 632; evaluation opportunities initiated by, 429–430; evaluators and interaction with, 453; focus groups and, 550; Guiding Principles for Evaluators, 5, 39, 52, 53, 70, 74, 80, 98, 437, 637, 659, 678; metaevaluation with responsibilities of, 634; metaevaluators and, 631, 637–639, 649–650, 653; with...
INDEX

F

Facts, examination of, 355
Fallacies approach, 365
Faster Forward Fund (3\(^{rd}\)), 342
Feasibility: JCSEE, 76, 78; with performance evaluation standards, 453–454; ratings, 234; values-oriented evaluation and, 12
Federal funds, 316
Federal Judicial Center, U.S., 257
Federal Railroad Administration (FRA), 676, 681, 682, 685, 687
Feedback, 684; evaluation findings and interim evaluative, 600–603; feedback workshop checklist, 620; feedback workshop technique, 601–603; pseudoevaluations and customer, 118, 127–129, 130
Fetterman, D. M., 108, 125, 199, 579
Few, S., 611
Fielding, N. G., 579
Final reports: computers assessed for classroom use, 604–605; evaluation report layout checklist, 611, 612–617; formats for, 603–610; presentation of, 617–619; self-help housing evaluation contents page, 606–607; visual processing theory and role in, 610–617
Financial auditing sector, 73, 74
Findings: case study approach and reporting of, 293; CIPP model, 232–233; client, stakeholders, and interpretation of metaevaluation, 661–662; cross-checks on, 521; effect sizes and practical significance of, 571–574; fostering use of, 592–600; policy groups and program administrators with application of, 622–623; ratings and, 241–242; utilization-focused evaluation and reporting, 412–413
See also Evaluation findings
Fine, M., 108
Finite populations, 529–530
Finkielstein, A., 255
Fiscal viability, 454
Fisher, R. A., 108, 253, 360, 570
Fitzpatrick, J. L., 51, 108, 220
Fixed-price awards, 447, 474, 480, 486
Fixed-price budgets, 483–486
Flash, 611
Fleck, A. C., 257
Fleischer, D. N., 252
Flexible interviews, 548
Flexner, A., 108
Flinders, D. J., 108, 157
Focus groups: case study information collection methods, 304; with context evaluation, 322; for information collection, 549–550
Follow-up: evaluation findings enhanced with, 619–624; input evaluations, 623; as metaevaluation task, 647; sociodrama example of evaluation, 620–622
Forces, negative and positive, 525
Form, reporting standards and, 94
Formal evaluations: evaluation field, 26–27; methods of, 29

policy groups and program administrators, 622–623; with proficiency in technical areas, 29; reporting evaluation findings and challenges for, 591–592; steps for standards application, 99; tasks for, 381, 391–392, 493–501; utilization-focused evaluation and role of, 408–409, 415, 418n1; with “wired” evaluation opportunities, 426. See also Evaluation budgets; Evaluation contracting; Evaluation opportunities; Evaluations, designing of; Pseudoevaluations
Evaluees, interaction with, 453
Evergreen, S. D. H., 610, 611
Evidence: GAGAS fieldwork standards for performance audits and, 92–93; synthesis process and, 581, 582
Expectation, reasonable, 566
Experimental and quasi-experimental design evaluations: common notation for, 268; concepts, 265–269; counterfactual logic, 266; exemplars of large-scale, 269–271; experiment design guidelines, 271–280; experimental design uses, 251–252; overview, 249–250, 286–287; pioneers, 286; prospective versus retrospective studies of cause, 251; quasi-experimental designs, 280–286; randomized controlled experiments in context, 252–256; scientific approach to evaluation, 256–265; sound experiments and requirements, 250; validity threats, 267; validity types, 266
Experimental and Quasi-Experimental Designs for Research (Campbell, D. T., and Stanley, J. C.), 250
Experimental and quasi-experimental studies, 229; advance organizer, 147; flowchart of units through randomized experiment, 149; methods, 148–150; observations, 238; pioneers, 150; purpose, 148; questions, 148; sources of questions, 148; strengths and weaknesses, 151; use considerations, 150–151
Experimental design: methodological aspects of, 262–263; uses of, 251–252
Experiments, designing of: analysis, 277–279; core analysis, 277–278; deciding to proceed with, 271–273; design implementation analysis, 277; evaluation questions and, 274; guidelines, 271–280; interventions, 275; literature reviews, 279; management, 276; metaevaluation, 280; observation, measurement, and theory, 276; populations, units of randomization, and statistical power, 274–275; a posteriori or post hoc tests, 278; practical significance, 278; random assignment, 275; reporting, 279; values, theory of change, and success variables, 273
Experiments, requirements of sound, 250. See also Randomized controlled experiments; Randomized experiments
Explanations, causal, 561, 562–564
Explicit Program and Context Descriptions standard, 58, 520, 524–526
External metaevaluation standard, 239
External validity, 266, 533, 536, 567
Extreme sampling, 530
Formative evaluations, 178, 183; consumer-oriented approach to valuation, 345–346; with countenance of sound evaluation, 381–382; formative use of CIPP model and product evaluations, 313–314; for improvement, 21–22; insiders and, 24; with metaevaluation, 634; with program life cycle and evaluation purpose, 24; role of, 315; summative and, 22–24

Forms, information in alternative, 533

Foundations: for evaluation project, 449; KEC, 353


Fournier, D. M., 108

FRA. See Federal Railroad Administration

Frame, with sampling, 528, 529

Fraud, 12, 73, 74, 95, 103n1, 316, 481

Freedom of information laws, 121–122

Freeman, H. E., 108, 214

Functional structure: responsive evaluation and, 390–392, 394, 395; for VBA’s letter-writing improvement program, 395

Funds: awards, 424–425, 438, 447, 461, 474, 486–490; evaluation budgets and payment requirements clarified, 496, 500–501; evaluation contingency, 428; excess, 481, 482–483; Faster Forward Fund, 342; federal, 316; fixed-price budget for personnel evaluation system, 483–486; salaries for staff members, 438, 484. See also Evaluation budgets

Furst, E. J., 136

G

GAGAS. See Generally Accepted Government Auditing Standards

Galindo, R., 280

Gally, J., 311

GAO. See Government Accountability Office, U.S.

GE. See General elimination method

General Accounting Office, U.S., 74. See also Government Accountability Office, U.S.

General Motors, 652

Generalizability theory, 533

Generalizations, case studies and, 294–295

Generally Accepted Government Auditing Standards (GAGAS): explanation of, 83–85; government information, resources, and position, 85; integrity and, 84, 85; objectivity and, 85; professional behavior, 85; public welfare and, 84; supplemental guidance, 97

Generally Accepted Government Auditing Standards (GAGAS), fieldwork standards for performance audits: audit documentation, 93–94; audit risk, 90, 91; evaluation fieldwork with pervasive concepts, 90; evidence, 92–93; explanation of, 89; planning, 91–92; reasonable assurance, 90; significance, 90–91; supervision, 92

Generally Accepted Government Auditing Standards (GAGAS), general standards: competence, 87–88; external impairments, 86; independence, 85–87; organizational impairments, 86–87; personal impairments, 86; professional judgment, 87; quality control and assurance, 88–89

Generally Accepted Government Auditing Standards (GAGAS), reporting standards for performance audits: form, 94; report contents, 95–96; report distribution, 96–97

Glaser, B. G., 108, 161

Glaser, R., 37

Glass, G. V., 108, 167, 183, 564

Glass, Gene, 112, 150

Global and Multidisciplinary Expansion, age of (2005 to present), 39–40

Goals: goal-free metaevaluation, 330, 347–348; goals-based evaluation, 412

Goetz, J. P., 579

Goldstein, H., 564

Government Accountability Office (GAO), U.S., 636, 639, 675; on auditors, 94–95; on audits, 40; origins, 74; publications, 39; with recognized standards, 5, 39, 70, 83, 98, 437, 637, 678; workshops, 71

Government Auditing Standards (GAO), 5, 39, 70, 83, 98, 437, 637, 678. See also Generally Accepted Government Auditing Standards

Grading, consumer-oriented approach, 349–352

Graduate programs, in evaluation field, 38

Grants: conflicts of interest and, 425; contracts, cooperative agreements, and, 424–425, 480; cost-plus-a-grant budget, 488; evaluation budgets and, 486–487

Graphic design, 610–611

Graphics software, 611

Grasso, P. G., 637, 649, 652, 656, 659

Great Depression, 33

Greene, J. C., 108, 195, 223

Greene, Jennifer, 368

Grounded theories, 62

Guidelines, 51; for experiment design, 271–280; formal evaluation, 453

Guiding evaluations theory, 54

Guiding Principles for Evaluators (AEA). See American Evaluation Association

Gulf War, 119

Gullickson, A. R., 620

Gunter, H., 207

Habashi, J., 207

Habitat for Humanity, 335

Hamilton, D., 108, 195, 384

Hammond, R. L., 37, 108, 136

Handley, E. A., 618
INDEX

Harris, R., 207
Hastings, T., 110
Hastings, Thomas, 374, 397
Hawaii, 648, 652, 657, 661
Healthy Start Program, 49
Hedges, L. V., 165, 571, 572
Hendricks, M., 618
Henry, G. T., 108
Henry, Gary, 651
Herzog, E., 257
Higgins, J. P. T., 165
High-Scope Perry Preschool study (1962–1965 and beyond), 270–271
Hill, W. H., 136
Himachal Pradesh Aadhar Programme, 648
Hinkle, D. E., 564
Historical milestones: in evaluation field's development, 30–40; global and multidisciplinary expansion, age of (2005 to present), 39–40; innocence, age of (1946 to 1957), 34; pre-Tylerian period (before 1930), 31–33; professionalism, age of (1973 to 2004), 38–39; realism, age of (1958 to 1972), 35–38; Tylerian, age of (1930 to 1945), 33–34
History, internal validity and, 267, 567
HIV/AIDS. See AIDS/HIV
Hobson, K. A., 251
Hodgkin, S., 207
Hofstetter, C., 108
Holistic perspective, 575
Holmes, H., 207
Homogeneous sampling, 530
Honesty. See Integrity/honesty
Honoraria figure, 484
Hopkins, K. D., 564
Hopson, Rodney, 368
Horn, J., 20, 501
Horn, Jerry, 657
Horn, S., 108, 145–146
Horner, C., 119
Hosford, Philip, 103n2
House, Ernest, 112, 203, 204, 368
Howe, K. R., 108, 202, 203, 664
Howe, Kenneth, 203, 204
HSIRB. See Human subjects institutional review board
Huberman, A. M., 579
Hughes, M., 185
Human rights: respect and, 522–523; Universal Declaration of Human Rights, 316
Human Rights and Respect standard, 522–523
Human subjects institutional review board (HSIRB), 438
Humphrey, Hubert, 36
Hypotheses: accept-reject dichotomy and decisions for, 571; for program evaluation research, 59–62; statistical hypotheses testing, 568–569; type I and type II errors, 569–571; types of, 568
I
Ideological marketing. 119. See also Public relations
Ideologies: criticism of, 341, 357–358; evaluation, 357–361; managerial, 359–360; positivist, 359, 360; relativistic, 360–361; separatist, 358–359, 360
IDPE program. See Interdisciplinary PhD in Evaluation program
IES. See Institute of Education Sciences
Impairments, 86–87
Impartial Reporting standard, 653, 663
Implementation: design implementation analysis, 277; military organization PRS development and, 456; program, 60
Improvement: CIPP model and improvement orientation, 316; CIPP model as systems strategy for, 332–335; evaluations guiding, 4; flowchart for fostering and assessing system, 333; formative evaluations for, 21–22
Improvement- and accountability-oriented evaluation approaches, 229; accreditation and certification, 184–186; consumer-oriented studies, 181–184; decision- and accountability-oriented evaluations, 174–181; defined, 173; functions, 174; observations, 238–239; strengths and weaknesses of decision- and accountability-oriented approaches, 174
Independence, GAGAS general standards and, 85–87
India, 648, 649, 651, 652
Indirect costs, 486
Inductive inquiry, 575
Inference. See Causal inference
Infomercials, 119. See also Public relations
Informal evaluations, 26
Information: with anonymity and confidentiality, 523, 546; bias, 527; case studies and needed, 300; case study information collection methods, 301–304; collection of, 463–464, 468–469; descriptive, 16; with evaluation contracting checklist, 513; freedom of information laws, 121–122; judgmental, 16–17; with metaevaluations, 645–646, 655–659; organization of, 464, 469–470; power of, 316; qualitative, 575–583; quantitative, 560–575, 581–583; reporting of, 465, 471–473; scope of case study, 292. See also Evaluative information, collection of
Information analysis: on checklist for designing evaluations, 464–465, 470–471; checklist for sound designs and analysis, 560; explanation of, 557–558, 584–585; justified conclusions and decisions, 580–584; with metaevaluation, 657–659; orientation to, 558–559; principles for, 559–560; qualitative, 575–580; quantitative, 560–575; utilization-focused evaluation with collection and, 412–413
Information collection, framework, 540–543
Information collection, methods: additional techniques, 3551–552; advocate teams technique, 551; document retrieval and review, 543–545; focus groups, 549–550; interviews, 546–549; literature reviews, 545–546; resident researchers, 551; TO technique, 27–329, 551
Information collection, standards for: coverage of target population by sampling frame, 528; Defensible
Information Sources, 526–532; explanation of, 519–521; explicit program and context descriptions, 58, 524–526; human rights and respect, 522–523; information management, 539–540; relevant information, 521–522; reliable information, 532–535; themes, 540; valid information, 535–539; validity types by design, measurement, and analysis, 536

Information Management standard, 539–540

Information Scope and Selection standard, 64

Information synthesis: explanation of, 557–558, 584–585; with metaevaluation, 657–659; orientation to, 558–559; principles for, 559–560; quantitative and qualitative information synthesis, 581–583; special synthesis procedures, 583–584; synthesis process, 580–583

Innocence, age of (1946 to 1957), 34

Input evaluations, 311; with CIPP categories and relevant procedures, 323–326; with formative and summative evaluation role, 315; with illustrative evaluation questions, 320; objectives, methods, and uses, 321; objectives and, 450; overview, 312. See also Context, input, process, and product model

Inquiry, 62; AEA and systematic, 81; types, 575

Insiders, formative evaluations and, 24

Institute of Education Sciences (IES), 147, 252, 253

Institutional responsibility, 28–29

Institutional support: HSIRB and, 438; for projected evaluations, 437–438; staff members and recognition of contributions, 438

Institutionalizing, of evaluation, 673, 687. See also Evaluation, institutionalizing and mainstreaming of

Instrument reliability, 264

Instrument validity, 264

Instrumental case study, 295

Instrumentation, internal validity and, 267, 567

Integrity/honesty: AEA and, 82; GAGAS and, 84, 85; as metaevaluation qualification, 638

Intensity sampling, 530

Intention-to-treat (ITT) analysis, 149, 150

Intents, with data collection, 378

Interactive threats, internal validity and, 267, 567

Interdisciplinary PhD in Evaluation (IDPE) program, 5, 38, 39, 341–342, 366

Internal consistency, CTT and, 533

Internal evaluation assignments, 427–428

Internal evaluation mechanisms, 28

Internal validity, 266–267, 535, 536, 567

International Handbook of Educational Evaluation (Kellaghan and Stufflebeam), 39, 110

Internet, 545

Interpretation: case studies and value in, 296; of case study data, 300; of metaevaluation findings, 661–662; responsive versus preordinate evaluation and valuation, 387–388

Interrupted time-series designs, 284–286

Interventions, experiment design and, 275

Interviewees, relationships with, 546–547

Interviewing, 139, 300; case study information collection methods, 304; for information collection, 546–549

Intrinsic case study, 295

Intrinsic evaluation, 347

Introduction to Meta-Analysis (Borenstein, Hedges, Higgins, and Rothstein), 165

Investigations, background, 429, 596

IRT. See Item response theory

Issues: case study approach, 293; case study research, 294–295; defined, 390; with The Program Evaluation Standards, 236–237, 418n1

Item response theory (IRT), 533

ITT analysis. See Intention-to-treat analysis

J

Jacob, S., 220

Jaeger, R. M., 564

James, G., 257

JavaScript, 611

JCSEE. See Joint Committee on Standards for Educational Evaluation

JMDE. See Journal of MultiDisciplinary Evaluation

Johnson, K., 221

Johnson, Lyndon, 36, 73, 74

Joint Committee on Standards for Educational Evaluation (JCSEE), 5, 661, 103n3, 214, 230, 358; accuracy, 76; accuracy standards, 79; evaluation accountability, 77; evaluation accountability standards, 79; on evaluation contracts and memorandums of agreement, 507; evaluation defined by, 7, 8–11; evaluation standard defined, 70; feasibility, 76; feasibility standards, 78; on human rights, 522; information collection standards, 520; merit, 8–9; needs, 10; needs assessments, 10–11; origins, 42n1; overall approach, 77–80; The Personnel Evaluation Standards, 38, 77, 231, 449, 451; program evaluation standards, 74–80; propriety, 76; propriety standards, 78–79; on qualitative analysis, 576; on qualitative information, 575; standards and principles with caveats, 639–640; Standards for Evaluations of Educational Programs, Projects, and Materials, 73; The Student Evaluation Standards, 39, 77; utility, 75; utility standards, 77–78; utilization-focused evaluation and, 404; on validity, 536; worth, 9. See also The Program Evaluation Standards

Jorgensen, D. L., 303

Journal of Evaluation in Clinical Practice, 5

Journal of MultiDisciplinary Evaluation (JMDE), 5, 39, 342, 366

Journal of Personnel Evaluation in Education, 5

Judgment: with countenance of sound evaluation, 376–377, 380–381; GAGAS general standards and professional, 87; with qualitative analysis criteria, 577; utilization-focused evaluation, 409

Judgmental information, 16–17

Julnes, G., 108

Jurs, S. G., 220

Justified Conclusions and Decisions standard, 580–584, 653
INDEX

K
Kaiser, Henry, 346
Kaplan, A., 62, 108
Karlsson, O., 108, 204
KEC. See Key Evaluation Checklist
Kee, J. E., 108, 154
Kellaghan, T., 13, 39, 43n3, 59, 108, 110
Kemmis, Stephen, 394, 395–396, 398
Kennedy, John F., 36
Kennedy, Robert, 36
Kerlinger, F. N., 564
Key Evaluation Checklist (KEC), 182, 183, 186, 342, 353–354, 664
Kibel, Barry, 139
Kirkhart, Karen, 368
Kirst, M. W., 108
Kline, R. B., 536
Klineberg, O., 257
Koretz, D., 108
Krathwohl, D. R., 136
Kushner, S., 185

L
Language-minority participants, 523
Laws. See Legislation
LeCompte, M. D., 579
Lee, R. M., 579
Leninger, M., 579
Lessing, L. M., 108
Levin, H. M., 108, 154
Levin, Henry, 154, 155
Levine, M., 108
Leviton, L. C., 108
Leviton, Laura, 54–55
Limitations: data, 355; randomized controlled experiments and applicability, 252–253; of utilization-focused evaluation, 415–416. See also Weaknesses
Lincoln, Yvonna S., 108, 409, 579; with constructivist evaluation, 197–200; influence, 214
Lindquist, E. F., 108, 150
Line items: cost for staff members, 484; for evaluation budget checklist, 495, 499; framework for budget showing tasks and, 490; framework for budget showing years and, 491. See also Evaluation budgets
Linear program theory model, 158
Linn, R. L., 108
Linn, Robert, 103n2
Lipsey, M. W., 108
Lipsey, Mark, 256
Literature reviews: experiment design and, 279; information collection and, 545–546

LL. See Lower limit
Logic: counterfactual, 266; models, 60
Lower limit (LL), 572–573

M
Mabry, L., 579
MacDonald, B., 108, 195, 384
Madaus, George F., 43n3, 59, 103n2, 108, 110, 135
Mafukidze-Trent, T., 63
Maguire, Tom, 150
Mainstreaming, of evaluation, 673, 687. See also Evaluation, institutionalizing and mainstreaming of Management: conflict, 592, 619–620; evaluation contracting checklist and evaluation, 514; experiment design and, 276; information, 539–540; managerial ideology, 359–360
Mann, Horace, 31
Manufacturing, standardization in, 32
Mark, M. M., 108
Mark, Melvin, 368
Mathison, S., 108
Maturation, internal validity and, 267, 567
May 12th Group, 4
Mayo Clinic, 49
Mays, William, Jr., 103n2
McKenna, Bernard, 103n2
Measurement: EMR program, 5; errors, 532–533; experiment design and, 276; Mental Measurements Yearbook, 652; NCME, 103n3, 637, 643, 652; program evaluation and applied, 61; reliable and valid, 454; validity types by, 536
Mecklenburger, James, 103n2
Medicaid, 255
Mehrens, W. A., 108
Mehrens, William, 642–643
Membership, in AEA, 30, 74, 405, 639
Memorandums of agreement: defined, 506; evaluation, 506–507; modifying, 508; requirements of, 507–508
Mendro, R. L., 108, 145
Mental Measurements Yearbook, 652
Merit, 182; characteristics of, 9; criteria, 8, 582; evaluation as assessment of, 521
Mertens, Donna, 205, 206
Messick, S., 108
Meta-analysis: advance organizers, 165; forest plot with 20 percent equivalence range, 574; meta-analysis forest plot hypothetical, 166; metaevaluation in relation to, 640; methods, 166–167; pioneers, 167; purpose, 164–165; questions, 165; sources of questions, 165; strengths, 167–168; use considerations, 167; weaknesses, 168
Metaevaluations: arrangements, 647–662; checklists, 664; CIPP mode standards and, 317; comparative, 662–663; conceptual and operational definition of, 634–640; with consumer-oriented approach to evaluation, 357; context and resource constraints, 664–665; in development of program, 63; evaluator and client
INDEX

responsibilities with, 634; with experiment design, 280; explanation of, 631–632, 665–666; external metaevaluation standard, 239; formative and summative, 634; instructive metaevaluation case, 640–643; meta-analysis in relation to, 640; Program Evaluations Metaevaluations Checklist, 232, 244n1; qualifications, 637–639; rationale for, 632–633; reporting, 646–647; with responsive evaluation, 394–396; standards and principles with caveats, 639–640; tasks, 643–647
Metaevaluations, procedures: explanation of, 647–648; staffing of qualified metaevaluators, 649–650; stakeholders identified, 650–651; standards, principles, criteria agreed upon, 652–653; questions defined, 653–654; contract negotiations, 654–655; information collection, 655–656; new information collection, 656–657; information analysis and synthesis, 657–659; standards, principles, criteria, 659–660; reports, correspondence, workshops and more, 660–661; findings interpreted for client and stakeholders, 661–662. Metaevaluators, 653; qualifications required for, 637–639; role of, 631; staffing of qualified, 649–650
Metfessel, N. S., 37, 108, 136
“The Methodology of Evaluation” (Scriven), 344
Methods: accreditation and certification, 185; for analyzing and evaluating nine approaches, 230; case study, 293, 296; case study information collection, 301–304; CIPP model objectives, uses, and, 321; connoisseurship and criticism, 157; constructivist evaluation, 199; consumer-oriented studies, 182; cost studies, 153–154; criterion-referenced, 18–19; decision- and accountability-oriented studies, 177–178; deliberative democratic evaluation, 203; experimental and quasi-experimental studies, 148–150; formal evaluation, 29; GEM, 363; for information collection, 543–552; meta-analysis, 166–167; multimethod orientation and case study research, 298; objectives-based studies, 136; outcome evaluations as value-added assessment, 144–145; participatory evaluations, 221–222; product evaluation, 365; responsive or stakeholder-centered evaluation, 194; responsive versus preordinate evaluation and, 387; sampling, 528–530; theory-based evaluation, 161; transformative evaluation, 206; utilization-focused evaluation, 217. See also Success Case Method
Michael, W. B., 37, 108, 136
Miech, E. J., 108, 151, 250
Miles, M. B., 579
Military organization PRS, design for: accuracy, 454–455; alternative personnel evaluation systems, 456; conclusions and recommendations, 456; context evaluation, 450, 456; evaluation design, 449; explanation of, 446–447; feasibility, 453–454; input evaluation, 450, 456; institutionalization of new PRS, 450–451; metaevaluation and, 660; need for evaluation project, 448–449, 623–624, 659; objectives, 449–450; performance evaluation standards and, 451–455; plan for new PRS development and implementation, 456; principal case features, 461–462; process and product evaluation, 450, 456; project foundation, 449; project performance plan, 458–461; project personnel, 456–458; project plan finalized, 455; propriety, 452–453; PRS and required features, 450–451; PRS evaluation, 456; study plan, 455–456; task order, 447–448; utility, 452
Miller, Jack R., 83
Miller, R. L., 55–56, 127
Miller, W. L., 579
Minor, Jason, 642–643
Minorities, 140, 271
Minors, with adult supervision, 523
Models, 110, 244n4, 651; evaluation approaches and, 59; linear program theory, 158; nonlinear program theory, 159; precede-proceed, 158; program evaluation, 50; program theory and logic, 60; Success Case Method, 140; UTOS, 179. See also Context, input, process, and product model
Money, See Awards; Cost studies; Costs; Evaluation budgets; Funds
Mosteller, F., 108, 151, 250
Moyihnan, Patrick, 253
Mplus, 564
Multimethod orientation, 298
Murnane, R. J., 286
N
Nader, Ralph, 183
NAEP, See National Assessment of Educational Progress National Assessment Governing Board (NAGB), 648, 654, 655
National Assessment of Educational Progress (NAEP), 18, 648
National Association of Elementary School Principals, 103n3
National Association of School Psychologists, 103n3
National Council on Measurement in Education (NCME), 103n3, 637, 643, 652
National Defense Education Act of 1958, 35
National Education Association, 103n3
National Institute of Health (NIH), 509
National Legislative Program Evaluation Society, 103n3
National Review Board, 685
National Rural Education Association, 103n3
National Science Foundation (NSF), 108, 329, 509
National Study Committee on Evaluation, 37
Naturalistic inquiry, 575
Nave, B., 108, 151, 250, 262
NCME. See National Council on Measurement in Education

Needed: Instruments as Good as Our Eyes (Brickell), 142
Needs: client, 354, 356; concepts related to, 11; for evaluation project, 448–449; for evaluation standards, 71–73; for familiarity with evaluation, 437; with reporting evaluation findings, 591–592; types of, 10
INDEX

Needs assessments: concepts related to, 11; with consumer-oriented approach to evaluation, 348–349; defined, 10; program evaluation and, 60
Negotiations: active-reactive-adaptive processes for client, 410–411; contract, 654–655; evaluation agreements and, 511–512; importance of, 505, 596
Nevo, D., 108, 311
New Directions for Program Evaluation (Stufflebeam), 5, 651
New Directions for Program Evaluation (AEA). See American Evaluation Association
New York City school district, 648, 649, 655
Neyman, J., 570
NIH. See National Institutes of Health
New Directions for Evaluation (Stufflebeam), 5, 651
New Directions for Program Evaluation (AEA). See American Evaluation Association
Neurology, 223
North Central Association of Secondary Schools and Colleges, 185
Notation, for experimental and quasi-experimental design, 268
NSF. See National Science Foundation
Null hypothesis, 568–569, 570
NWS approach. See Numerical weight and sum approach

O
Objectives-based studies: advance organizers, 135; methods, 136; pioneers, 136; purpose, 135; questions, 135–136; sources of questions, 135; strengths, 136–137; use considerations, 136; weaknesses, 137
Objectivity: CIPP model and objectivist orientation, 316–317; GAGAS and, 85
Observations: case study information collection methods, 302–303; data collection, 378–379; eclectic approaches, 240; experiment design, 276; improvement- and accountability-oriented evaluation approaches, 238–239; quasi-evaluation approaches, 237–238; social agenda and advocacy evaluation approaches, 239–240
Observers: observer reliability, 264; observer validity, 265; traveling, 327–329, 551
Obtaining, with evaluation field, 15
Odds ratio (OR), 573
Office of Research and Development (R&D), 676, 678, 681, 686, 687
Opportunities. See Evaluation opportunities
OR. See Odds ratio
Oral exams, 31
Organizational capacity, in evaluation, 62
Organizations: with evaluation institutionalized, 674–675; service, 27–29
Organizers. See Advance organizers
Orientation: case study, 575; constructive, 452; evaluation and Scriven’s basic, 343; improvement, 316; to information analyzed and synthesized, 558–559; objectivist, 316–317; preordinate and multimethod, 298; responsive versus preordinate evaluation and main, 386; Service Orientation standard, 452, 653, 663
Outcome evaluation, as value-added assessment: advance organizers, 143; hypothetical shed pattern of student gains over 3-year period, 146; methods, 144–145; pioneers, 145; purpose, 143; questions, 144; sources of questions, 144; strengths, 145–146; use considerations, 145; weaknesses, 146–147
Outcomes, with data collection, 378
Outsiders, summative evaluations and, 24
Owen, J. M., 214, 224
Owens, T., 108, 384
P
Pandering evaluations, 118, 122–123
The Paradigm Dialog (Guba), 110
Parlett, M., 108, 195, 384
Participants, language-minority, 523
Participatory evaluations: advance organizers, 220; collaborative and, 59–60; explanation of, 219–220; methods, 221–222; pioneers, 222; purpose, 221; questions, 221; questions, sources of, 221; strengths, 222–223; weaknesses, 223
PAS. See Performance assessment system
Patterns: quantitative information with replicable, 574; shed, 145, 146
Patton, Michael Q., 108, 112, 132n1, 575, 579, 593; on evaluation recommendations, 618; on goal-free evaluation, 348; influence, 214, 217, 221–222, 231, 368, 675; publications, 406; on sampling designs, 530. See also Eclectic evaluation approaches; Utilization-focused evaluation
Pawson, R., 108
Payoff evaluation, 347
Pearson, E. S., 570
Peregrine Systems, 103n1
Performance: adequacy of, 262; military organization PRS, 446–462; performance evaluation standards, 451–455; project performance plan, 458–461; standards, 18–20
Performance assessment system (PAS), 642–647
Performance audits: GAGAS fieldwork standards for, 89–94; GAGAS reporting standards for, 94–97
Performance evaluation reports, 453
Performance review system (PRS): development and implementation plan for new, 456; evaluation, 456; required features, 450–451. See also Military organization PRS, design for
Persaud, N., 154
Personal factor, 408, 414
Personal responsibility, 28–29
Personnel, project, 456–458. See also Evaluation team
Personnel evaluation system: budget to evaluate USMC, 484–486, 664; fixed-price budget for evaluating, 483–486
The Personnel Evaluation Standards (JCSEE). See Joint Committee on Standards for Educational Evaluation
Peters, T. J., 158
Peterson, K. A., 108
INDEX

Phi Delta Kappa, 37, 310
Philosophy, of CIPP model, 314–317
Pilot tests, 680–681
Pioneers: accreditation and certification, 185;
connoisseurship and criticism, 157; constructivist
evaluation, 199–200; consumer-oriented studies, 183;
cost studies, 154; decision- and accountability-oriented
studies, 178–179; deliberative democratic evaluation,
203–204; experimental and quasi-experimental design
evaluations, 286; experimental and quasi-experimental
studies, 150; meta-analysis, 167; objectives-based
studies, 136; outcome evaluation, 145; participatory
evaluations, 222; responsive or stakeholder-centered
evaluation, 195; Success Case Method, 139;
theory-based evaluation, 161; transformative
evaluation, 206; utilization-focused evaluation, 217
Piontek, M. E., 611
Planning, 5; evaluations theory, 53–54; GAGAS fieldwork
standards for performance audits and, 91–92; general
study plan, 455–456; with input evaluations follow-up,
623; responsive evaluation, first steps, 393; stakeholder
review panel, 439; tasks in project performance plan,
458–461; utilization-focused evaluation, 411–412
Platt, J., 108
Pohland, P. A., 195, 384
Policy groups, with findings, 622–623
Politics: political reasons for evaluation agreements,
509–510; with political viability, 453–454; politically
controlled studies, 118, 120–122
Popham, W. J., 37, 108, 136
Populations: finite, 529–530; with sampling, 527–530;
units of randomization, statistical power, and, 274–275
Positivist ideology, 359, 360
Post hoc tests, 278
Power: of information, 316; populations, units of
randomization, and statistical, 274–275. See also
Empowerment
Practical Assessment, Research and Evaluation, 5
Practical participatory evaluation, 220. See also
Participatory evaluations
Practical significance, 278
Pragmatic principles, 51–52
Precede-proceed model, 158
Preliminaries, KEC and, 353
Precoordinate evaluation: bias reduction, 388; budget
evaluations for, 480; designs, 386; with evaluator and
client communication, 387; methodology, 387;
orientation, 386; purpose, 385–386; responsive versus,
385–388; scope of services, 386; techniques, 387; with
time allocation, 389; trade-offs, 388; valuational
interpretation bases, 387–388; written agreements, 386
Precoordinate orientation, 298
Preskill, H., 611
Pretext, evaluation by, 118, 123–125
Pre-Tylerian Period (pre-1930), 31–33
Principles: of empowerment evaluation, 128; ethical, 52,
314–317, 480–483; for evaluation institutionalizing
and mainstreaming, 673–674; evaluation research
design, 263–265; for information analysis and
synthesis, 559–560; with metaevaluation procedures,
652–653, 659–660; metaevaluations and standards
with caveats, 639–640; program evaluation standards,
59, 80–83, 98, 639; program evaluation theory, 51, 52;
Suchman’s purposes and evaluation, 258–259;
three-based evaluation, 162–163. See also American
Evaluation Association
Printed tests, 31
Probity, 12, 23, 315, 321
Procedures: CIPP model and relevant, 319–331;
documentation of, 454; information and special
synthesis, 583–584; metaevaluation, 647–662;
practical, 453
Process, 262; client negotiations with
active-reactive-adaptive, 410–411; evaluation theory
development as creative, 56–57; processing reliability,
264; product evaluation and, 450, 456; qualitative
analysis as discovery, 576–577; quantitative analysis,
565–566, 577–579; synthesis, 580–583; values and
evaluation, 259–260; visual processing theory,
610–617. See also Context, input, process, and product
model
Process evaluations, 311; with CIPP categories and
relevant procedures, 326–329; with formative and
summative evaluation role, 315; with illustrative
evaluation questions, 320; objectives, methods, and
uses, 321; objectives and, 450; overview, 312–313. See
also Context, input, process, and product model
Prochaska, J. O, 158
Product evaluations: CIPP categories and relevant
procedures, 329–331; consumer-oriented approach to
evaluation and, 363–366; Consumers Union and,
365–366; with formative and summative evaluation
role, 315; formative and summative use of CIPP model
and, 313–314; with illustrative evaluation questions,
320; methodology, 365; objectives, methods, and uses,
321; objectives and, 450; overview, 313; place
importance of, 364–365; process and, 450, 456. See also
Context, input, process, and product model
Profession. See Evaluation profession
Professional evaluation, 347
Professionalism: age of (1973 to 2004), 38–39; evaluation
and, 366; GAGAS and, 85, 87
Professionalizing program evaluation theory, 53
Program administrators, with findings, 622–623
Program descriptions, in context, 524–526
Program evaluation, 5; cause-and-effect, 254–255; essence
of case study, 292; purpose, 590; ratings of candidate,
663
Program Evaluation: Alternative Approaches and Practical
Guidelines (Fitzpatrick, Sanders, J. R., and Worthen), 51
Program evaluation field: nature of, 110; theory
development status in, 57–58; theory’s role in, 47–48
Program Evaluation: Particularly Responsive Evaluation
(Stake), 383, 398
Program evaluation research, hypotheses for: applied
measurement, 61; evaluation approaches and models,
59; needs assessment, 60; organizational capacity in
evaluation, 62; participatory and collaborative
evaluations, 59–60; professional standards and principles for, 59; program implementation evaluation, 60; reporting strategies, 61; sampling, 61; stakeholders involvement, 59; surveys, 61; technology in evaluation, 61–62; uses and logic models, 60

Program evaluation standards, 63–64; AEA guiding principles for evaluators, 80–83, 98, 639; background, 73–74; explanation of, 69–71; function of, 72; GAGAS, 83–97; information collection and themes, 540; issues related to 2011, 237; JCSEE, 74–80; need for, 71–73; principles and professional, 59; use of, 97–100

Program evaluation theories: conceptual principles, 51; context in, 58; criteria for, 52–56; defined, 50–52; ethical principles, 52; functional and pragmatic bases of extent, 48; hypothetical principles, 51; multiple, 58–59; pragmatic principles, 51–52; research related to, 49–50

Program Evaluations Metaevaluations Checklist, 232, 244n1, 664

Program implementation, 60

Program life cycle, 24

Program rationale, 379

Program theory, 60

The Program Evaluation Standards (JCSEE), 73, 103n3, 108, 221, 232, 358; Defensible Information Sources standard, 526–532; on ethical principles, 52; Evaluation Impact standard, 590; explanation of, 74–75; Explicit Program and Context Descriptions standard, 58, 520, 524–526; Human Rights and Respect standard, 522–523; Information Management standard, 539–540; Information Scope and Selection, 64; issues related to 2011, 236–237, 418n1; Justified Conclusions and Decisions standard, 580–584, 653; publication history, 38; Quantitative Analysis standard, 559, 560; Relevant Information standard, 521–522; Reliable Information standard, 532–535; reporting, 279; Sound Designs and Analyses standard, 559–560; strongest approaches within types in order of compliance, 233; Valid Information standard, 535–539, 653

Project performance plan. See Military organization PRS, design for

Project personnel, 456–458. See also Evaluation team Proposals. See Evaluation proposal; Evaluation RFQs Propositional validity, 264

Propriety: JCSEE, 76, 78–79; with performance evaluation standards, 452–453; ratings, 234–235

Provus, M. N., 37, 108, 136, 380

PRS. See Performance review system

Pseudoevaluations, 107; customer feedback evaluation, 118, 127–129, 130; empowerment under guise of evaluation, 118, 125–127; evaluation by pretext, 118, 123–125; explanation of, 117–118, 130; panderings evaluations, 118, 122–123; politically controlled studies, 118, 120–122; public relations studies, 118, 119–120

Psychologists, 103n3, 637, 652

Public accountability, service organizations and, 27–29

Public interest, 12, 35, 83–84, 86, 98

Public relations, 276, 679, 684; reports, 524; studies, 118, 119–120

Purposes: accreditation and certification, 184; connoisseurship and criticism, 156; constructivist evaluation, 198; consumer-oriented studies, 181; cost studies, 152; decision- and accountability-oriented studies, 176; defensible, 10; deliberative democratic evaluation, 203; evaluation, 21–25; evaluation field, 4; experimental and quasi-experimental studies, 148; meta-analysis, 164–165; objectives-based studies, 135; outcome evaluation as value-added assessment, 143; participatory evaluations, 221; preordinate evaluation, 385–386; program evaluation, 590; responsive or stakeholder-centered evaluation, 193, 385–386; Success Case Method, 137–138; Suchman’s evaluation principles and, 258–259; theory-based evaluation, 160; transformative evaluation, 205–206; utilization-focused evaluation, 215–216. See also Evaluation, purpose of

Q

QNWS approach. See Qualitative and numerical weight and sum approach

Qualifications: case study evaluation, 297; evaluation RFQs, 426–427; for metaevaluations and metaevaluators, 637–639; qualitative analysis, 579; as raters, 230–231

Qualitative analysis: criteria for judging, 577; as discovery process, 576–577; qualifications for, 579; software, 579; validity of, 579–580. See also Qualitative information

Qualitative and numerical weight and sum (QNWS) approach, 357

Qualitative data, 575

Qualitative information: analysis and validation, 579–580; analysis of, 575–580; criteria for judging qualitative analysis, 577; as discovery process, 576–577; documentation for, 577–578; errors to avoid in analysis of, 579; explanation of, 575–576; practical steps in qualitative analysis process, 577–579; qualifications needed to conduct qualitative analysis, 579; synthesis, 581–583

Qualitative weight and sum (QWS) approach, 356

Quality control, assurance and, 88–89, 99, 315, 327, 665, 686

Quantitative analysis: comparative studies in, 566–567; documentation and validity of, 574–575; process, 565–566, 577–579; questions, 561–562; standards, 559, 560; techniques, 564–565. See also Quantitative information

Quantitative Analysis standard, 559, 560

Quantitative information: accept-reject dichotomy and decisions for hypotheses, 571; analysis of, 560–575; causal description and explanation, 563; effect sizes and significance of findings, 571–574; explanation of, 560–564; Hedges’s g effect sizes, 572; hypotheses, 568; meta-analysis forest plot with 20 percent equivalence range, 573; moderating and mediating relationships, 563; quantitative analysis documented and validated, 574–575; quantitative analysis in comparative studies, 566–567; quantitative analysis process, 565–566; quantitative analysis techniques, 564–565; results with
patterns consistent and replicable, 574; software, 564, 566; statistical hypotheses testing, 568–569; synthesis, 581–583; type I and type II errors, 569–571, 574, 585

Quasi-evaluation approaches, 134–135, 237–238

Quasi-evaluation studies, 169; connoisseurship and criticism, 155–157; cost studies, 152–155; defined, 133–134; experimental and quasi-experimental studies, 147–151, 229, 238; meta-analysis, 164–168; objectives-based studies, 135–137; outcome evaluation as value-added assessment, 143–147; quasi-evaluation approaches, strengths and weaknesses, 134–135; quasi-evaluation approaches and functions, 134; Success Case Method, 137–143; theory-based evaluation, 158–164


Quasi-experimental designs: interrupted time-series designs, 284–286; regression discontinuity designs, 280–284. See also Experimental and quasi-experimental design evaluations

Quasi-Experimentation: Design and Analysis for Field Settings (Cook, T. D., and Campbell), 250

Questions: accreditation and certification, 184; CIPP framework to define evaluation, 319; connoisseurship and criticism, 156, 157; constructivist evaluation, 198, 199; consumer-oriented studies, 181, 182; context evaluation and illustrative evaluation, 320; cost studies, 152–153; countenance approach, 382; decision- and accountability-oriented studies, 176, 177; deliberative democratic evaluation, 203; experiment design and evaluation, 274; experimental and quasi-experimental studies, 148; literature review, 545; meta-analysis, 165; metaevaluations, 645, 653–654; NAGB, 654; objectives-based studies, 135–136; outcome evaluations as value-added assessment, 144; participatory evaluations, 221; quantitative analysis, 561–562; randomized controlled experiments and cause-and-effect, 254–255; relational, 561; responsive evaluation and formulation of, 393; responsive or stakeholder-centered evaluation, 193, 194; for RFP assessment, 426; for RFQ assessment, 427; Success Case Method, 138; theory-based evaluation, 160; transformative evaluation, 206; utilization-focused evaluation, 216–217; validity, 261

RWS approach. See Qualitative weight and sum approach

Random assignment, 274, 275, 278, 280, 566
Random measurement error, 532
Randomization: randomized experiments, 149, 249; units of, 274–275
Randomized controlled experiments: applicability limited with, 252–253; cause-and-effect questions with alternative approaches, 254–255; contexts for applicable, 255–256; experimental approach and misapplication, 253–254

Randomized controlled trial (RCT) design, 362
Ranking, consumer-oriented approach, 349–352
Raters, qualifications as, 230–231
Ratings: accuracy, 235; calculation of, 244n2, 244n3; candidate program evaluations, 663; comparison of 2007 and 2014, 236–237; conflicts of interest with, 231; evaluation accountability, 235–236; feasibility, 234; findings, 241–242; propriety, 234–235; rating tool, 232; synthesis process and, 583; USMC system of personnel, 448–449, 623–624, 659–660; utility, 234

Rationales: countenance approach and program, 379; for evaluation contracting, 508–511; for evaluation institutionalized in mainstream, 673–674; for metaevaluations, 632–633

Raudenbush, S. W., 564
Rayner, S., 207
RCT design. See Randomized controlled trial design
R&D. See Office of Research and Development
Reader Focused Writing (RFW), 392–396, 398, 648, 649, 656
Reading improvement programs, 658
Realism, age of (1958 to 1972), 35–38
Reasonable assurance, 90, 92, 100, 272
Reasonable expectation, 566
Recommendations: evaluation reports with conclusions and, 617–619; military organization PRS design with conclusions and, 456; synthesis process and, 583
Recruitment, of evaluation team, 436
Reforms, 253, 360, 623–624
Regression, internal validity and, 567
Regression discontinuity designs: effective treatment hypothetical study, 281; iron levels in patients hypothetical study, 283; mathematics test scores hypothetical study, 284; quasi-experimental designs and, 280–284; reading comprehension test scores hypothetical study, 282; student word processing speeds hypothetical study, 283
Reichardt, C. S., 108
Reinhard, D., 326
Reise, S. P., 533
Relational questions, 561
Relationships: between evaluation field and other professions, 4–6; external validity and interaction of causal, 567; with formative and summative evaluation, 22–24; with interviewees, 546–547; between program life cycle and evaluation purpose, 24; with programs and CIPP model, 318; quantitative information with moderating and mediating, 563
Relativistic ideology, 360–361
Relevant Information standard, 521–522
Reliability: with evaluation research design principles, 264; of measurement, 454
Reliable Information standard, 532–535
Reporting, 15; of case study findings, 293; challenges for evaluators, 591–592; end-of-cycle, 331; evaluation contracting checklist and, 514; experiment design and, 279; functional, 452; Impartial Reporting standard, 653,
663; of information, 465, 471–473; metaevaluation and, 646–467; performance audit standards, 94–97; performance evaluation reports and, 453; responsive evaluation and, 396–397; standards with form, 94; strategies, 61; utilization-focused evaluation with findings and, 412–413

Reports: colorizing, 617; end-of-cycle, 331; evaluation, 617–619; with evaluation contracting checklist, 514; with evaluation institutionalizing and mainstreaming checklist, 684; final, 603–619; GAGAS reporting standards and contents of, 95–96; GAGAS reporting standards and distribution of, 96–97; information, 465, 471–473; with metaevaluations, 660–661; performance evaluation, 453; public relations, 524; single-object, 605–610; synthesis process and technical appendix with, 583. See also Consumer Reports

Request for proposals. See Evaluation RFPs

Request for quote or qualifications. See Evaluation RFQs

Requirements: evaluation budgets and clarification of payment, 496, 500–501; evaluation contracting and organizational contracting, 511; memorandums of agreement, 507–508; service organizations and public accountability, 27–29; of sound experiments, 250

Research, 250; AERA, 4, 103n3, 343, 637, 652, 662; case study, Stake, and, 294–297; case study, Yin, and, 297–300; CIRCE, 374; EMR program, 5; ERS, 4, 5, 74, 342; evaluation, 256; evaluation research design, 263–265; evaluation research studies, 260–261; program evaluation and hypotheses for, 59–62; program evaluation theory, 49–50; R&D, 676, 678, 681, 686, 687; researchers, 297, 551; theory, 5, 49–50, 59–62, 296–297

Research Evaluation, 5


Researchers: information collection with resident, 551; responsibility of case study, 297

Resident researcher technique, 551

Resources: GAGAS and proper use of, 85; metaevaluation and resource constraints, 664–665

Respect: AEA and, 82–83; human rights and, 522–523

Responsibilities: of case study researchers, 297; evaluation as personal and institutional, 28–29; metaevaluation with client and evaluator, 634

Responsive evaluation, application of: client’s request for evaluation, 393; evaluation questions formulated, 393; explanation of, 392–393; functional structure, 394; functional structure for VBA’s letter-writing program, 395; metaevaluation, 394–396; planning evaluation first steps, 393; proceeding with, 393–394; reporting, 396–397; substantive structure, 394

Responsive or stakeholder-centered evaluation approach, 229; advance organizers, 193; bias reduction, 388; budget evaluations for, 480; communication between evaluator and client, 387; communication in, 388–389; in contrast with other approaches, 384; designs, 386; explanation of, 192–193, 373–374, 383–384; factors influencing Stake’s development of evaluation theory, 374–375; functional structure of responsive evaluation, 390–392; methodology, 387; methods, 194; observations, 239–240; orientation, 386; pioneers, 195; preordinate evaluation versus, 385–388; proponents of, 384–385; purpose, 193, 385–386; questions, 193–194; responsive evaluation application, 392–397; scope of services, 386; sources of questions, 193; Stake’s 1967 “The Countenance of Educational Evaluation” article, 375–383; Stake’s background, 374; Stake’s recent rethinking of responsive evaluation, 397–398; strategy, 392; strengths, 195–196; substantive structure of responsive evaluation, 390; tasks, 390–392; techniques, 387; with time allocation, 389; trade-offs, 388; use considerations, 195; valuation interpretation bases, 387–388; weaknesses, 196; written agreements, 386

Review panel, stakeholder, 428, 439; checklist for conducting, 599–600; example, 597–599

RFPs. See Evaluation RFPs

RFQs. See Evaluation RFQs

RFW. See Reader Focused Writing

Rice, Joseph, 31

Rights: respect and human, 522–523; Universal Declaration of Human Rights, 316; U.S. Bill of Rights, 316

Rippey, R. M., 108, 195, 384

Risk, audits, 90, 91

Risley, J. S., 63

Rivers, Wendell, 103n2

Rogers, P. J., 108, 161

Roosevelt, Franklin D., 33

Rosenbaum, S., 108

Rossi, Peter H., 54, 55, 108, 161, 214, 256

Rothstein, H. R., 165

S

Safety, with values-oriented evaluation, 13

Salaries, for staff members, 438, 484

Salas, S. E., 108, 217

Sampling: case study approach issues, 293; errors, 528–529; nomenclature related to, 527–528; program evaluation and, 61; sampling validity, 264; types of, 527–531

Sanders, J. R., 51, 108, 220, 637

Sanders, W. L., 20, 108, 145–146

Sanders, William, 112

Sarbanes-Oxley Act of 2002, 73, 103n1

SAS. See Statistical Analysis System

Sasaki, R., 63

Schröter, Daniela, 342

Schwandt, T. A., 108

Schwandt, Thomas A., 199

Scientific approach: evaluation research design principles, 263–265; evaluation research studies and assumptions, 260–261; experimental design methodological aspects, 262–263; explanation of, 256–258; Suchman’s categories of evaluation, 261–262; Suchman’s purposes and evaluation principles, 258–259; values and evaluation process, 259–260

Scoring: consumer-oriented approach to evaluation and, 349–352; cut scores, 17, 18, 19
INDEX

Sciven, Michael, 54, 108, 195, 287, 377, 675; background, 231, 343; on cause-and-effect program evaluations, 254–255; evaluation contributions, 341–342; with evaluation defined, 343–344; on evaluation recommendations, 618; on evaluation’s future, 366–368; formative versus summative evaluation and, 381–382; with goals-based evaluation, 412; with IDPE program, 39; influence, 3, 37, 48, 110, 112, 178, 183, 214, 371n2, 376, 397, 648; KEC and, 182, 183, 186, 342, 353–354, 664; on merit, 8; on metaevaluation, 632–633, 635; on product evaluation, 364–366; publications, 51, 183, 343, 344, 366, 635; on synthesis process, 581; with theories defined, 52; on traveling observer technique, 329. See also Consumer-oriented approach
Securities and Exchange Commission, 103n1
Selection, internal validity and, 267, 567
Semistructured interviews, 139, 300, 548
Separatist ideology, 358–359, 360
Service organizations: accreditation, 27–28; with evaluation as personal and institutional responsibility, 28–29; with internal evaluation mechanisms, 28; with public accountability, 27–29
Service orientation, 452
Service Orientation standard, 452, 653, 663
Services, scope of, 386
Shadish, William R., 59, 80, 108, 252, 256, 271; influence, 286, 287; publications, 54–55, 250, 265, 567; with regression discontinuity designs, 280
Shadish, William R., 59, 80, 108, 252, 256, 271; influence, 286, 287; publications, 54–55, 250, 265, 567; with regression discontinuity designs, 280
Shadish, William R., 59, 80, 108, 252, 256, 271; influence, 286, 287; publications, 54–55, 250, 265, 567; with regression discontinuity designs, 280
Shenon, H. L., 501
Shepard, Lorrie A., 103n2, 664
Shenson, H. L., 501
Single-object reports, 605–610
Situational analysis, 462–463, 467
Situational reliability, 264
Sizes. See Effect sizes
Smith, L. M., 195, 384
Smith, M. F., 108
Smith, N. L., 108
Snow, R. E., 286
Snow, Richard, 150
Social agenda and advocacy evaluation approaches: constructivist evaluation, 197–202; deliberative democratic evaluation, 202–204; observations, 239–240; overview, 191–192, 207–208; responsive or stakeholder-centered evaluation, 192–196; transformative evaluation, 205–207
Social apathy, age of. See Innocence, age of
Sociodrama, evaluation follow-up example, 620–622
Software: interactive graphics, 611; for qualitative analysis, 579; for statistics, 564, 565
Sole-source requests, for evaluation, 428–429
Sound Designs and Analyses standard, 559–560
Southeast Asia, 648, 651, 652
Spirit of Consuelo evaluation, 608, 618
Spock, Benjamin, 165
SPSS. See Statistical Package for the Social Sciences
Sputnik I, 35, 109
Spybrook, J. K., 252
Staffing: as metaevaluation procedure, 649–650; as metaevaluation task, 643–644; salaries for staff members, 438, 484; staff members and line-item costs, 484; staffing evaluations theory, 54. See also Evaluation team
Stake, Robert, 110, 400n1, 409, 649, 652, 655; background, 374; “The Countenance of Educational Evaluation” article and, 375–383; with evaluation theory development factors, 374–375; with formative and summative evaluations, 24; influence, 48, 54, 108, 112, 139, 195, 196, 368, 373–374; publications, 294, 375–383, 398; Reader Focused Writing program and, 657–658; recent rethinking of responsive evaluation, 397–398; with sociodrama example of evaluation follow-up, 620–622. See also Case study research, with Stake; Responsive or stakeholder-centered evaluation approach
Stakeholders: bias, 192; evaluation contracting and engagement of, 509; input of, 531; involvement of, 59, 315–316, 405, 593; metaevaluation and, 644, 650–651, 661–662; review panel, 428, 439, 597–600. See also Responsive or stakeholder-centered evaluation approach
Standardization, in manufacturing, 32
Standards: CIPP mode metaevaluation and, 317; CIPP model and professional, 312; with countenance of sound evaluation, 380–381; for empirical examinations of evaluation theories, 55–56; evaluation approaches, 231–236; evaluation guidance, assessment, and stipulation of, 437; external metaevaluation, 239; Impartial Reporting, 653, 663; information collection, 520; for information collection, 519–540; metaevaluation, 639–640, 644, 652–653, 659–660; norm- and criterion-referenced methods to set, 18–19; performance, 18–20; for performance audits, 89–97; performance evaluation, 451–455; professional, 59, 312, 678; Service Orientation, 452, 653, 663; steps for application of, 99. See also American National Standards Institute; Generally Accepted Government Auditing Standards; Government Auditing Standards; Information collection, standards for; Joint Committee on Standards for Educational Evaluation; Program evaluation standards; The Program Evaluation Standards; specific standards
Standards for Educational and Psychological Testing (NCME), 637, 652
Standards for Evaluations of Educational Programs, Projects, and Materials (JCSEE). See Joint Committee on Standards for Educational Evaluation
Stanley, J. C., 108, 250, 257
Stanley, Julian, 150
Stata software, 564
Statistical Analysis System (SAS), 564
Statistical Package for the Social Sciences (SPSS), 564
Statistics: characterization of, 575; populations, units of randomization, and statistical power, 274–275; statistical conclusion validity, 266, 535; statistical
INDEX

Taylor, Frederick, 32
Teach for America (TFA), 640–647
Teacher evaluation system, in Hawaii, 657
Teams: advocate teams technique, 551; evaluation, 436, 438, 456–458; evaluation system design and review, 677–678
Technical appendix. See Appendix
Techniques: TO, 327–329, 551; additional, 551–552; advocate teams, 551; feedback workshop, 601–603; information collection, 543–552; quantitative analysis, 564–565; resident researcher, 551; responsive versus preordinate evaluation and preferred, 387
Technology, evaluation and use of, 61–62
Telephone interviews, 547
Tennessee class size study (1985–1989), 269–270
Tennessee Value-Added Assessment System, 144, 147
Tesch, R., 579
Testing: criterion-referenced, 37; internal validity and, 267, 567; NCME, 637, 652; statistical hypotheses, 568–569
Test-retest, CTT and, 533
Tests: in Age of Innocence (1946 to 1957), 34; in Age of Realism (1958 to 1972), 35–38; CTT, 532–533; hypothetical study on test scores, 282, 284; pilot, 680–681; a posteriori or post hoc, 278; in pre-Tylerian period (before 1930), 31–33; in Tylerian Age (1930 to 1945), 33–34
TFA. See Teach for America
Theories: of change with experiment design, 273; CTT, 532–533; defined, 50, 52; development, 56–57; experiment design and, 276; program evaluation, 50–52; research, 5, 49–50, 53, 59–62, 296–297; theory-based causal claims, 363; visual processing, 610–617. See also Evaluation theories; Grounded theories; Program evaluation theories; specific theories
Theory-based evaluation: advance organizers, 159–160; core principles and subprinciples of, 162–163; linear program theory model, 158; methods, 161; nonlinear program theory model, 159; pioneers, 161; purpose, 160; questions, 160; strengths, 163; use considerations, 161–163; weaknesses, 163–164
Thompson, B., 564
Thorndike, Edward, 32, 136
Threats: to external validity, 567; to internal validity, 266–267, 567
3F. See Faster Forward Fund
Tilley, N., 108
Title I. See Elementary and Secondary Education Act of 1965
TO technique. See Traveling observer technique
Torres, R. T., 108, 611
TOT analysis. See Treatment-on-the-treated analysis
Transactions, with data collection, 377–378
Transformative evaluation: advance organizers, 205; methods, 206; pioneers, 206; purpose, 205–206; questions, 206; sources of questions, 206; strengths and weaknesses, 207; use consideration, 206
Transition from Foster Care to Productive Adult Life, 332, 334–335
Travel costs, 484–485, 497
Traveling observer (TO) technique, 327–329, 551
Travers, R. M. W., 32
Treatment-on-the-treated (TOT) analysis, 150
Trend analysis, 330
Truman, Harry S., 558
Trust, 596–597
Tsang, M. C., 108, 154
Tufte, Edward, 610–611
Tukey, John, 610
Tyco International, 103n1
Tyler, Ralph W., 30, 108, 135, 383, 397; with criterion-referenced testing, 37; with data collection, 378; influence, 31–34, 36, 47, 112, 373–375, 376; with objectives-based studies, 136
Tylerian Age: developments before, 31–33; 1930 to 1945, 33–34
Tymms, P., 108, 145
Type I and II errors, 569–571, 574, 585
Typical case sampling, 530
U
UL. See Upper limit
Ultimate evaluation, 261
Underbidding, 482
Unit, sampling, 528
United Nations, 316
Up-front agreements, 481, 482
Upper limit (UL), 572–573
U.S. Marine Corps (USMC), 325, 617, 648, 649, 650–651, 661; budget to evaluate personnel evaluation system for, 484–486, 664; with evaluation fixed-price award, 447, 474, 480, 486; personnel ratings system in, 448–449, 623–624, 659–660. See also Military organization PRS, design for
Use considerations: accreditation and certification, 185; CIPP model methods, uses, and, 321; connoisseurship and criticism, 157; constructivist evaluation, 200–201; consumer-oriented studies, 183; cost studies, 155; decision- and accountability-oriented studies, 179–180; defined uses, 452; deliberative democratic evaluation, 204; with evaluation institutionalizing and mainstreaming, 675–676; experimental and quasi-experimental studies, 150–151; experimental design, 251–252; literature reviews, 545; meta-analysis,
I NDEX

167; objectives-based studies, 136; outcome evaluations as value-added assessment, 145; responsive or stakeholder-centered evaluation, 195; Success Case Method, 139–142; theory-based evaluation, 161–163; transformative evaluation, 206; utilization-focused evaluation, 217–218

Users: active-reactive-adaptive processes to negotiate with, 410–411; creative development of evaluation theories with review of, 56–57; evaluation findings and format to identify intended, 595; evaluation findings and intended, 593–596; evaluation institutionalizing and mainstreaming checklist for, 682–686; framework for goals-based evaluation, 412; utilization-focused evaluation and intended, 407

USMC. See U.S. Marine Corps

Utility: grounded theories and potential, 62; JCSEE and, 75, 77–78; with performance evaluation standards, 452; ratings, 234

Utilization-Focused Evaluation (Patton), 406


UTOS model, 179

V

Valid Information standard, 535–539, 653

Validity: bias and, 264–265; of case study evaluations, 296; defined, 535; with evaluation research design principles, 264–265; JCSEE on, 536; of measurement, 454; of qualitative analysis, 579–580; of quantitative analysis, 574–575; questions, 261; threats, 266–267, 567; types of, 264–267, 535–536, 567

Vallance, E., 157

Value-added assessment. See Outcome evaluation, as value-added assessment

Valuephobia, 358, 359

Values: case studies and source of, 296; CIPP model and values component, 317–319; cultural, 523; evaluation process and, 259–260; with experiment design, 273; multiple, 20; utilization-focused evaluation, 409

Values-oriented evaluation, 11, 16; equity, 13–14; feasibility, 12; probity, 12; safety, 13; significance, 213

Variables: with evaluation research design principles, 264; experiment design and success, 273

Veterans Benefits Administration (VBA), 392–396, 398, 648, 649, 656

Viability: evaluation contracting with trust and, 596–597; fiscal, 454; political, 453–454

Visual processing theory, 610–617

Visualize This: The FlowingData Guide to Design, Visualization, and Statistics (Yau), 611

W

W. K. Kellogg Foundation, 214, 224

Walker, David M., 83

Wandersman, A., 127

War on Poverty, 36, 73, 74

Ward, James, 103n2

Waterford Integrated Learning System, 648, 655, 658

Waterman, R. H., 158

Weaknesses: accreditation and certification, 185–186; connoisseurship and criticism, 157; constructivist evaluation, 201–202; consumer-oriented studies, 183–184; cost studies, 155; decision- and accountability-oriented approaches, 174; decision- and accountability-oriented studies, 180–181; deliberative democratic evaluation, 204; experimental and quasi-experimental studies, 151; fallacies approach, 365; meta-analysis, 168; objectives-based studies, 137; outcome evaluations as value-added assessment, 146–147; participatory evaluations, 223; quasi-evaluation approaches, 134–135; responsive or stakeholder-centered evaluation, 196; Success Case Method, 142–143; theory-based evaluation, 163–164; transformative evaluation, 207; utilization-focused evaluation, 218–219, 415–416

Weaver, L., 220

Webster, W. J., 108, 145, 311

Webster, William, 179


Weiss, Carol, 54, 256, 404

Welfare, public, 83, 84

Western Michigan University, 38, 63, 75, 341, 366, 659; Evaluation Center at, 75, 80, 327, 329, 342–343, 551, 649; with teacher evaluation system in Hawaii, 657; with TO technique, 327–329, 551

What Works Clearinghouse, 25, 167

Whitmore, E., 108, 219, 220

Whooley, J. S., 108

Whooley, Joseph, 54

Wiersma, W., 564

Wiersma, William, 649

Wiley, David, 150

Willett, J. B., 286

Winer, B. J., 564

Wingate, L., 63

“Wired” evaluation opportunities, 426

Wolcott, H. F., 579

Wolf, R. L., 108, 384

Wong, V. C., 280

Word of mouth, 127. See also Customer feedback

Work environment, 454
Workshops: AEA, 682; feedback workshop checklist, 620; feedback workshop technique, 601–603; GAO, 71; metaevaluations procedures and, 660–661
World Bank, 40
WorldCom, 103n1
Worley, I., 207
Worth, 182; characteristics of, 9; evaluation as assessment of, 521
Worthen, B. R., 51, 108, 220
Wright brothers, 161
Written agreements, 386, 481, 508, 654–655. See also Contracts; Memorandums of agreement

Y
Yates, B. T., 154
Yau, Nathan, 611
Yin, Robert K., 108, 301, 305, 306, 579. See also Case study research, with Yin

Z
Zhang, Guili, 311