Institutionalizing Evaluation Checklist
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1. Since evaluation systems are *context dependent*, take into account constituents' needs, wants, and expectations plus other variables such as pertinent societal values, customs, and mores; relevant laws and statutes; economic dynamics; political forces; media interests; pertinent substantive criteria; organizational mission, goals, and priorities; organizational governance, management, protocols, and operating routines; and the organization's history and current challenges.

2. Identify, support, and address internal and external *driving forces* for evaluation, e.g., evaluation mandates tied to external funding, management's requirements for evaluation, and constituents' demands for accountability.

3. Locate the evaluation unit as *a staff operation at a high level* of the organization in order to help insulate the unit from inappropriate internal influences and enhance its influence on decision making.

4. Promote and support *stakeholders' buy-in, participation, and support* from all levels, e.g., by engaging representative panels to review evaluation plans and reports and working to assure that top management and governance are knowledgeable, supportive, and involved in the evaluation effort.

5. Adopt and apply the evaluation field's *Standards* and *Guiding Principles* to help assure that evaluations will be useful, feasible, ethical, and accurate.

6. Define and apply clear, functional *evaluation policies and contracts*.

7. Define and pursue clear, appropriate *evaluation purposes*: improvement, accountability, organizational learning, and dissemination.

8. Engage and support a capable, credible *evaluation team* possessing expertise in field work, group process, interviewing, measurement, statistics, surveys, cost analysis, values analysis, policy analysis, public speaking, writing, editing, computers, communications technology, and project management plus diverse substantive, gender, and ethnic backgrounds, as needed.

9. Supply the evaluation effort with *sufficient funds, facilities, equipment, services, software, and technical support.*

10. Adopt and apply appropriate *evaluation models,* e.g., the CIPP Model, Constructivist Evaluation, Consumer-oriented Evaluation, Democratic Deliberative Evaluation, Responsive Evaluation, Utilization-Focused Evaluation.

11. Employ a range of qualitative and quantitative *evaluation methods*, e.g., Advocacy Teams, case studies, checklists, cost analysis, demographic analysis, document analysis, goal-free evaluations, hearings, interviews, literature review, meta-analysis, newspaper clippings, participant observation, photographic and videotape records, quasi experiments, rating scales, site visits, tests, surveys, Traveling Observers, unobtrusive measures, and value-added assessment.

12. Regularly *conduct evaluations* of programs, personnel, and other important organizational entities.

13. Establish and maintain functional *databases,* including program profiles and computerized information systems.

14. Employ effective *communication* channels and mechanisms, e.g., conduct feedback workshops, place evaluation reports on websites, issue op-ed pieces, and appear on radio and TV programs.

15. Provide evaluators and stakeholders with ongoing *evaluation education*, e.g., apprenticeships, courses, workshops, institutes, an evaluation library, and access to evaluation degree programs.

16. Establish and maintain a *quick response mechanism* to address emergency evaluation needs.

17. Periodically secure internal and external *metaevaluations.*

18. Maintain and employ an evaluation *system review and improvement process.*

[1] Also of use in efforts known as evaluation capacity building and evaluation capacity development.

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