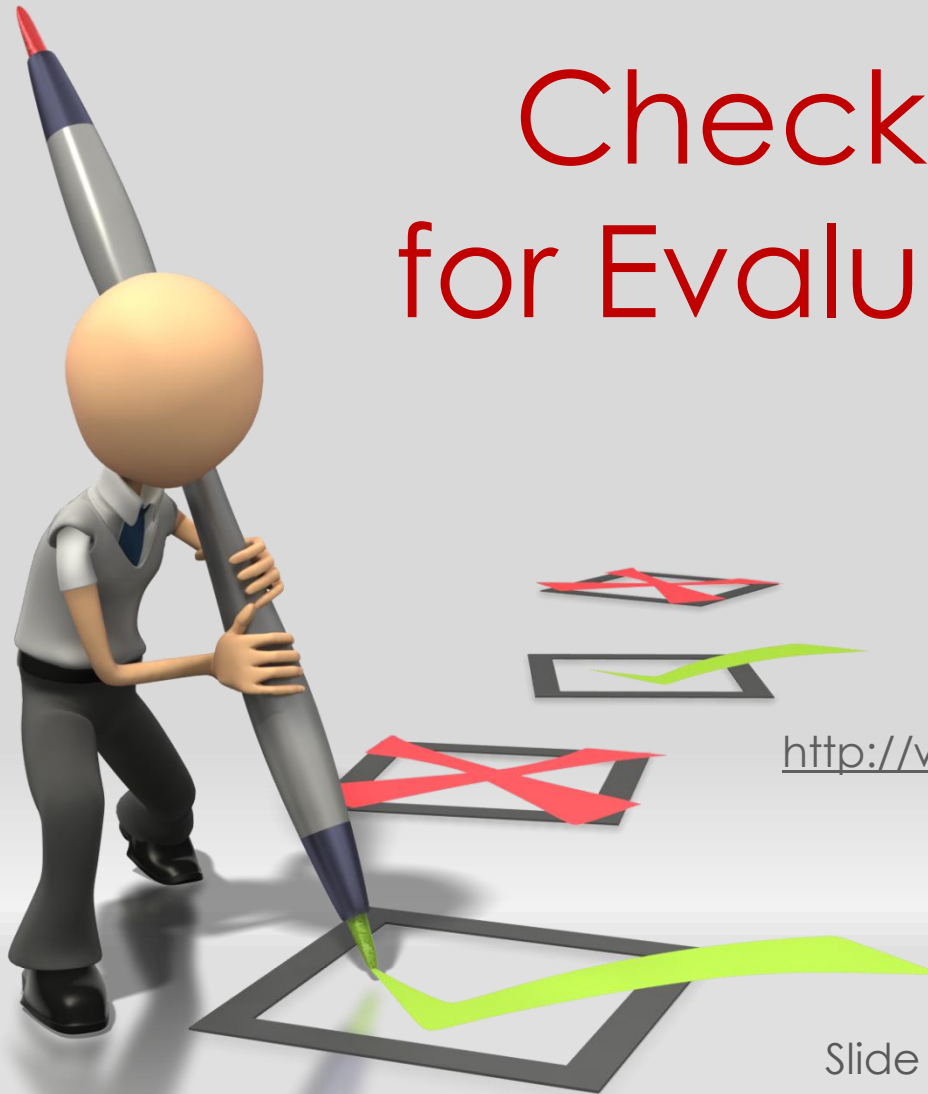


# Checklists for Evaluation



Daniela C. Schröter

<http://www.wmich.edu/evalctr/2010/06/daniela-schroter-ph-d/>

The Evaluation Center  
Western Michigan University  
Slide content has been prepared with  
help from Jason T. Burkhardt



# Overview

Definitions and characteristics

Types of checklists

Purposes

Opportunities for use

Advantages and disadvantages of use



# Definition & Characteristics

A checklist is an organized tool that outlines criteria of consideration for a particular process.

Memory  
Objectivity  
Completeness  
Metaevaluation  
Replication  
Consistency  
Standardization

It functions as a support resource by delineating and categorizing items as a list—a format that simplifies conceptualization and recall of information.

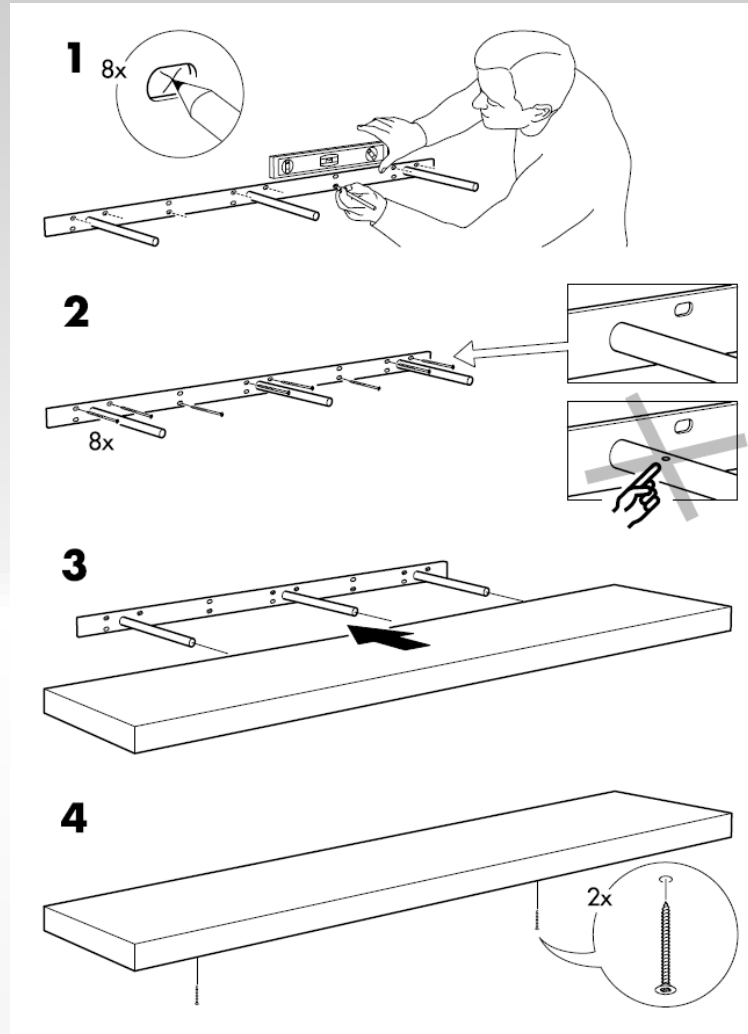
(Hales et al., 2007, p. 22)





# Types of Checklists

Is this list strongly or weakly sequential?



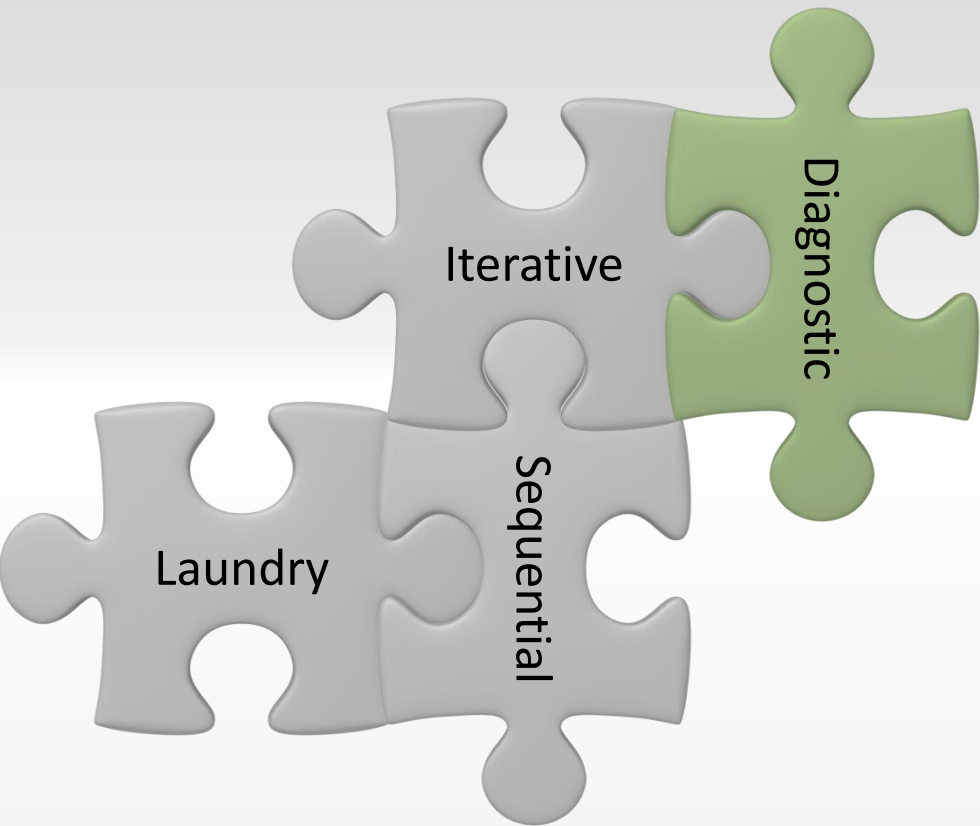
Laundry

Sequential





# Types of Checklists



| Reasons to suspect ADHD   | Reasons not to suspect ADHD  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Your child is not able to control impulsive or aggressive behaviours, which are causing relationship problems.</li><li>▪ Your child is performing poorly in school due to inability to concentrate, focus, or sit still.</li><li>▪ The symptoms occur in many different situations</li><li>▪ You have tried other treatments such as behavioural therapy, but they have not helped.</li></ul> | <ul style="list-style-type: none"><li>▪ The symptoms are sporadic and do not interfere with daily living or relationships.</li><li>▪ Your child is performing at or near grade level.</li><li>▪ The symptoms occur only in some situations (e.g., only at home, or only at school)</li></ul> |



# Types of Checklists

Criteria of Merit

Iterative

Diagnostic

Sequential

Laundry

**Part B. Criteria**

Determine which criteria are relevant for your evaluation. Not relevant    Relevant

| Section 6: Significance   |                          |                          |
|---|--------------------------|--------------------------|
| <i>Is the continuation of the evaluand important?</i>   |                          |                          |
| <input type="checkbox"/> Needs for human sustainability   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Needs for social sustainability  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Needs for economic sustainability  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Needs for environmental sustainability   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Scope and duration   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Risks and vulnerability  | <input type="checkbox"/> | <input type="checkbox"/> |
| Section 4: Merit (Quality disregarding costs)   |                          |                          |
| <i>What are the properties which define good sustainability?</i>  |                          |                          |
| <input type="checkbox"/> Use of evidence from monitoring and evaluation                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Appreciation of knowledge, skills, abilities, competencies                           | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Leadership competencies  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Organizational characteristics   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Infrastructure   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Collaboration/involvement  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Understanding the community and its environmental context                            | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Responsiveness   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Goal orientation   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Positive and negative impacts over time  | <input type="checkbox"/> | <input type="checkbox"/> |
| Section 5: Worth (Quality under consideration of costs)   |                          |                          |
| <i>Is the continuation of the evaluand or its outcomes worth the costs that accrue now and in the future?</i> |                          |                          |
| <input type="checkbox"/> Time at which costs/resources are accrued  | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Stakeholders and impactees, to whom monetary and nonmonetary costs accrue            | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Facets of cost   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Specific costs or resource use   | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Resource renewal   | <input type="checkbox"/> | <input type="checkbox"/> |



# Example Checklists for Evaluation

<http://www.wmich.edu/evalctr/checklists/>

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## The Evaluation Center

### Evaluation Checklists

This site provides refereed checklists for designing, budgeting, contracting, staffing, managing, and assessing evaluations of programs, personnel, students, and other evaluands; collecting, analyzing, and reporting evaluation information; and determining merit, worth, and significance. Each checklist is a distillation of valuable lessons learned from practice.

The site's purpose is to improve the quality and consistency of evaluations and enhance evaluation capacity through the promotion and use of high-quality checklists targeted to specific evaluation tasks and approaches.





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- [Evaluation Models](#)
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- [Metaevaluation](#)
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# Evaluation Management

- ✓ Dan Stufflebeam
  - ✓ *Plans & Operations*
  - ✓ *Evaluation Contracts*
  - ✓ *Evaluation Design*
- ✓ Jerry Horn
  - ✓ *Budget Development Checklist*
- ✓ Roberts Stake
  - ✓ *Negotiating Agreements*
- ✓ Arlen Gullickson & Dan Stufflebeam
  - ✓ *Evaluation Feedback Workshops*
- ✓ Gary Miron
  - ✓ *Evaluation Reports*
- ✓ Paula Gangopadhyay
  - ✓ *Making Evaluation Meaningful to All Education Stakeholders*





# Evaluation Models

- ✓ Daniel Stufflebeam
  - ✓ *CIPP Model*
- ✓ Egon Guba & Yvonne Lincoln
  - ✓ *Constructivist Evaluation*
- ✓ Ernest House & Kenneth Howe
  - ✓ *Deliberative Democratic Evaluation*
- ✓ Michael Scriven
  - ✓ *Key Evaluation Checklist*
- ✓ Michael Quinn Patton
  - ✓ *Qualitative Evaluation*
  - ✓ *Utilization Focused Evaluation*

## KEY EVALUATION CHECKLIST

Intended for use in designing and evaluating programs, plans, and policies; writing evaluation reports on them; assessing their evaluability; and evaluating evaluations of them

Michael Scriven  
February 2007

GENERAL NOTE A: Throughout this document, "evaluation" is taken to mean the determination of merit, worth, or significance (abbreviated m/w/s); "evaluated" means whatever is being evaluated; and "dimensions of merit" a.k.a., "criteria of merit" refers to the characteristics of the evaluated that bear on its m/w/s. This is a tool for the working evaluator, so knowledge of some terms from evaluation vocabulary is assumed, e.g., formative, goal-free, ranking; their definitions can be found in the *Evaluation Thesaurus* (Scriven, 1991), or in the *Evaluation Glossary*, online at [evaluation.wmich.edu](http://evaluation.wmich.edu). Merely for simplification, the term, "programs," is used rather than "programs, plans, or policies, or evaluations of them, or designs for their evaluation, or reports on their evaluation or their evaluability."

GENERAL NOTE B: The KEC also can be used, with care, for the evaluation of (i) products (for which it was originally designed—although since completely rewritten and then revised and circulated at least 40 times); (ii) organizational units such as departments, consultancies, associations, and for that matter, (iii) hotels, restaurants, and hamburger joints; (iv) services, which can be treated as if they were aspects of programs; (v) practices, which are either implicit policies ("Our practice at this school is to provide guards for children walking home after dark"), hence evaluable using the KEC, or habitual patterns of behavior, i.e., performances (as in "In my practice as a consulting engineer, I often assist designers, not just manufacturers"), which is a slightly different subdivision of evaluation, and, with some use of the imagination and a heavy emphasis on the ethical values involved, for (iv) some tasks in the evaluation of personnel.

GENERAL NOTE C: This is an iterative checklist, not a one-shot checklist. You should expect to go through it several times, even for design purposes, since discoveries or problems that come up under later checkpoints will often require modification of what was entered under earlier ones (and no rearrangement of the order will avoid this). For more on the nature of checklists and their use in evaluation, see the author's paper on that topic (Scriven, 2005) and a number of other papers about, and examples of, checklists in evaluation by various authors, under "Checklists" at [evaluation.wmich.edu](http://evaluation.wmich.edu).

GENERAL NOTE D: It is not always helpful to simply list here what allegedly needs to be done. When the reasons for the recommended coverage (or exclusions) are not obvious, especially when the issues are highly controversial (e.g., Checkpoint 12), I have also provided brief summaries of the reasons for the position taken.

GENERAL NOTE E: The determination of merit, of worth, and of significance—the triumvirate values of evaluation—rely to different degrees on slightly different slices of the KEC, as well as on a good deal of it as common ground. These differences are marked by a comment on these distinctive elements with the relevant term of the three underlined in the comment, e.g., worth, unlike merit, brings in cost, i.e., Checkpoint 8.



# Evaluation Values & Criteria

- ✓ Daniela Stufflebeam
  - ✓ *General Values and Criteria*
  - ✓ *Research and Development Centers (Draft)*
- ✓ Michael Scriven
  - ✓ *Duties of the Teacher*
  - ✓ *Educational Products*
- ✓ Catherine Awsumb Nelson, Jennifer Post, & Bill Bickel
  - ✓ *Institutionalization of Technology in Schools*
- ✓ Lorrie Shepard
  - ✓ *Large-Scale Assessment Programs*

| <b>EVALUATION VALUES AND CRITERIA CHECKLIST</b>  |   |
|--|---|
| Daniel L. Stufflebeam<br>March 2001  |   |
| Sound evaluations are grounded in clear and appropriate values (principles, attributes, or qualities held to be intrinsically good, desirable, important, and of general worth) and criteria (standards on which to base judgments). This checklist is intended to help evaluators and their clients consider an appropriate range of generic values and criteria as they identify those that will undergird particular evaluations. |   |
| SOCIAL VALUES  |   |
| <input type="checkbox"/> Equity  | Fair to all—a free and reasonable conformity to accepted standards of natural right, law, and justice without prejudice, favoritism, or fraud and without imposition of undue hardships regarding access  |
| <input type="checkbox"/> Effectiveness   | Successful in meeting targeted needs and/or achieving goals   |
| <input type="checkbox"/> Conservation  | Deliberate, thoughtful, successful efforts to avoid waste and preserve natural and economic resources, so institutions/programs can operate cost-effectively and cities and the countryside can continue to be fit for future generations   |
| <input type="checkbox"/> Excellence  | Possessing high standards and performing near the standards or possessing good qualities in an eminent degree   |
| <input type="checkbox"/> Citizenship   | Being a constructive part of, acting responsibly, and contributing to the common welfare of one's community   |
| <input type="checkbox"/> Freedom   | Citizens' inalienable rights to follow their conscience in utilizing, supporting, and acting according to their beliefs within reasonably formulated and legally specified limits and without undue restraints  |
| <input type="checkbox"/> Lawfulness  | Abiding by laws in behaving, settling disputes, distributing public goods, maintaining order, and sanctioning or punishing misbehavior  |
| <input type="checkbox"/> National Defense  | Maintaining ability to protect society and citizens from aggression from without and from undermining within in order to protect the society's values, possessions, international rights, and viable status in the world community and to preserve its citizens' freedom and other rights |
| CRITERIA INHERENT IN THE DEFINITION OF EVALUATION  |   |
| <input type="checkbox"/> Merit   | An object's intrinsic value or quality; concerns whether a program, product, or service matches the state of the art in concept, design, delivery, materials, and outcomes  |



# MetaEvaluation

- ✓ Daniel Stufflebeam, Leslie Goodyear, Jules Marquart, & Elmima Johnson
  - ✓ *AEA Guiding Principles*
- ✓ Daniel Stufflebeam & Diana Pullin
  - ✓ *Legal Viability of Personnel Evaluation*
- ✓ Daniel Stufflebeam
  - ✓ *Personnel Evaluations*
  - ✓ *Personnel Evaluation Systems*
  - ✓ *Program Evaluations (Short & Long Version)*
  - ✓ *Program Evaluation Models*

| PROGRAM EVALUATIONS METAEVALUATION CHECKLIST<br>(Based on <i>The Program Evaluation Standards</i> )<br>Daniel L. Stufflebeam, 1999   |  |
|--|--|
| <small>This checklist is for performing final, summative metaevaluations. It is organized according to the Joint Committee Program Evaluation Standards. For each of the 30 standards the checklist includes 6 checkpoints drawn from the substance of the standard. It is suggested that each standard be scored on each checkpoint. Then judgments about the adequacy of the subject evaluation in meeting the standard can be made as follows: 0-1 Poor, 2-3 Fair, 4 Good, 5 Very Good, 6 Excellent. It is recommended that an evaluation be failed if it scores Poor on standards P1 Service Orientation, A5 Valid Information, A10 Justified Conclusions, or A11 Impartial Reporting. Users of this checklist are advised to consult the full text of <i>The Joint Committee (1994) Program Evaluation Standards</i>, Thousand Oaks, CA: Sage Publications.</small> |  |
| <b>TO MEET THE REQUIREMENTS FOR UTILITY, PROGRAM EVALUATIONS SHOULD:</b>   |  |
| <b>U1 Stakeholder Identification</b>   |  |
| <input type="checkbox"/> Clearly identify the evaluation client  |  |
| <input type="checkbox"/> Engage leadership figures to identify other stakeholders  |  |
| <input type="checkbox"/> Consult stakeholders to identify their information needs  |  |
| <input type="checkbox"/> Ask stakeholders to identify other stakeholders   |  |
| <input type="checkbox"/> Arrange to involve stakeholders throughout the evaluation, consistent with the formal evaluation agreement  |  |
| <input type="checkbox"/> Keep the evaluation open to serve newly identified stakeholders   |  |
| □ 6 Excellent   □ 5 Very Good   □ 4 Good   □ 3-3 Fair   □ 0-1 Poor   |  |
| <b>U2 Evaluator Credibility</b>  |  |
| <input type="checkbox"/> Engage competent evaluators   |  |
| <input type="checkbox"/> Engage evaluators whom the stakeholders trust   |  |
| <input type="checkbox"/> Engage evaluators who can address stakeholders' concerns  |  |
| <input type="checkbox"/> Engage evaluators who are appropriately responsive to issues of gender, socioeconomic status, race, and language and cultural differences   |  |
| <input type="checkbox"/> Help stakeholders understand and assess the evaluation plan and process   |  |
| <input type="checkbox"/> Attend appropriately to stakeholders' criticisms and suggestions  |  |
| □ 6 Excellent   □ 5 Very Good   □ 4 Good   □ 3-3 Fair   □ 0-1 Poor   |  |
| <b>U3 Information Scope and Selection</b>  |  |
| <input type="checkbox"/> Assign priority to the most important questions   |  |
| <input type="checkbox"/> Allow flexibility for adding questions during the evaluation  |  |
| <input type="checkbox"/> Obtain sufficient information to address the stakeholders' most important evaluation questions  |  |
| <input type="checkbox"/> Obtain sufficient information to assess the program's merit   |  |
| <input type="checkbox"/> Obtain sufficient information to assess the program's worth   |  |
| <input type="checkbox"/> Allocate the evaluation effort in accordance with the priorities assigned to the needed information   |  |
| □ 6 Excellent   □ 5 Very Good   □ 4 Good   □ 3-3 Fair   □ 0-1 Poor   |  |
| <b>U4 Values Identification</b>  |  |
| <input type="checkbox"/> Consider all relevant sources of values for interpreting evaluation findings, including societal needs, customer needs, pertinent laws, institutional mission, and program goals  |  |
| <input type="checkbox"/> Determine the appropriate party(ies) to make the valuational interpretations  |  |
| <input type="checkbox"/> Provide a clear, defensible basis for value judgments   |  |
| <input type="checkbox"/> Distinguish appropriately among dimensions, weights, and cut scores on the involved values  |  |
| <input type="checkbox"/> Take into account the stakeholders' values  |  |
| <input type="checkbox"/> As appropriate, present alternative interpretations based on conflicting but credible value bases   |  |
| □ 6 Excellent   □ 5 Very Good   □ 4 Good   □ 3-3 Fair   □ 0-1 Poor   |  |



# Evaluation Capacity Building/ Institutionalization Checklists

- ✓ Boris Volkov & Jean King
  - ✓ Evaluation Capacity Building
- ✓ Daniel Stufflebeam
  - ✓ Institutionalizing Evaluation



| <b>A Checklist for Building Organizational Evaluation Capacity<sup>1</sup></b><br>Boris B. Volkov and Jean A. King<br>2007  |
|---|
| The purpose of this checklist is to provide a set of guidelines for organizational evaluation capacity building (ECB), i.e., for incorporating evaluation routinely into the life of an organization. The checklist, which was developed from case study data and an extensive literature review, can be a resource for a wide range of stakeholders in organizations seeking to increase their long-term capacity to conduct and use program evaluations in everyday activities.   |
| <b>Organizational Context:</b> Be aware of the internal and external organizational context, power hierarchies, administrative culture, and decision-making processes.  |
| <b>1. Cultivate a positive, ECB-friendly <i>internal</i> organizational context.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Make sure that key leaders of the organization support and share responsibility for ECB.</li><li><input type="checkbox"/> Locate existing and enlist new evaluation champion(s) in the organization.</li><li><input type="checkbox"/> Determine and work to increase the organization's interest in and demand for evaluation information.</li><li><input type="checkbox"/> Determine if and to what extent the internal environment is supportive of change.</li><li><input type="checkbox"/> Provide opportunities for sufficient input in decision making, ensuring that people in the organization are able to use data to make decisions.</li><li><input type="checkbox"/> Organize opportunities for socializing around evaluation activities during the workday (for example, working on a survey collaboratively or discussing evaluation findings at brown bag lunches).</li></ul> |
| <b>2. Understand and take advantage of the <i>external</i> environment and its influence on the organization.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Identify external mandates/accountability requirements and expectations, and integrate them into the ECB efforts.</li><li><input type="checkbox"/> Determine if and to what extent the external environment is supportive of change (for example, accreditation agencies encourage innovation, professional communities promote evaluation activities, external stakeholders provide support for evaluation).</li></ul>  |

<sup>1</sup> The Institutionalizing Evaluation Checklist (Stufflebeam, 2002) is a complementary resource for people seeking to build evaluation capacity. While sharing similar content, the capacity-building checklist was developed with explicit attention to the ECB literature and practice.



# Checklist Creation Checklists

- ✓ Daniel Stufflebeam
  - ✓ Checklist Development
- ✓ Barbara Bichelmeyer
  - ✓ Checklist for Formatting Checklists



| CHECKLIST FOR FORMATTING CHECKLISTS   |  |
|---|--|
| Version date: 10.04.2003  |  |
| Developed by<br>Barbara A. Bichelmeyer<br>(bic@indiana.edu)   |  |
| The purpose of this checklist is to provide support for program evaluators and others who are responsible for the design, development, and use of evaluation checklists. Use this checklist after content design and prior to final development of an evaluation checklist. Assess the draft checklist against each criterion listed below, and make revisions as needed in order to best meet all criteria. This checklist is to be used in conjunction with the Checklists Development Checklist (available at <a href="http://www.wmich.edu/evalctr/checklists/guidelines.htm">http://www.wmich.edu/evalctr/checklists/guidelines.htm</a> ). Further guidelines regarding the design, development, and use of checklists for evaluation are available through The Evaluation Center ( <a href="http://www.wmich.edu/evalctr">http://www.wmich.edu/evalctr</a> ). |  |
| <b>1.0 CONTEXT</b>  |  |
| <input type="checkbox"/>  | 1.1 The title is on the first page.  |
| <input type="checkbox"/>  | 1.2 The title accurately and adequately describes the purpose of the checklist.  |
| <input type="checkbox"/>  | 1.3 A context is provided at the beginning of the checklist and specifies the following: <ul style="list-style-type: none"><li><input type="checkbox"/> 1.3.1 The audience for the checklist</li><li><input type="checkbox"/> 1.3.2 When to use the checklist</li><li><input type="checkbox"/> 1.3.3 General directions for the checklist</li><li><input type="checkbox"/> 1.3.4 Tools/references that support the checklist</li><li><input type="checkbox"/> 1.3.5 Where to get help for using the checklist</li><li><input type="checkbox"/> 1.3.6 Developer and version date of the checklist</li></ul> |
| <b>2.0 CONTENT</b>  |  |
| <input type="checkbox"/>  | 2.1 The checklist content is complete.<br>(Content conveys all the necessary information to address the topic of the checklist.)   |
| <input type="checkbox"/>  | 2.2 Content is technically correct.  |
| <input type="checkbox"/>  | 2.3 Precise terms are used.<br>(Precise terms are not open to wide interpretation, e.g., "three" is more precise than "several" and "weekly" is more precise than "periodically.")   |
| <input type="checkbox"/>  | 2.4 The checkpoints focus the user on what to do.  |
| <input type="checkbox"/>  | 2.5 Precise verbs are used to delineate activities outlined in the checklist (e.g., "identify" is more precise than "write" and "write" is more precise than "communicate.")   |
| <input type="checkbox"/>  | 2.6 Language is used consistently.<br>(The same word is used to refer to a particular concept throughout the document, rather than using synonyms; e.g., the term "precise" is used repeatedly, rather than "specific," "definite," or "strict.")  |
| <input type="checkbox"/>  | 2.7 Acronyms are spelled out on first reference.   |



# Evaluation Checklists Developed via Dissertation Research

- ✔ Nadini Persaud
  - ✔ Cost Analysis (2007)
  
- ✔ Wes Martz
  - ✔ Organizational Effectiveness (2008)
  
- ✔ Daniela Schröter
  - ✔ Sustainability Evaluation (2008)

The screenshot shows the website for the Interdisciplinary Ph.D. in Evaluation program at Western Michigan University. The header includes the WMU logo and navigation links: WMU HOME, ABOUT WMU, ACADEMICS, ADMISSIONS, ALUMNI & FRIENDS, and STUDENT LIFE. A search bar is located below the navigation. The main content area features a sidebar with a menu for the program, including links for Home, About, Apply, Courses, Students, Alumni, Publications, Newsletters, Awards, The Evaluation Center, Directory, and Contact Us. The main content area has a section titled "Interdisciplinary Ph.D. in Evaluation" with a sub-section "Developing Talent" that describes the program's focus on developing evaluation scholars and practitioners. To the right of this text is a logo for the "BRONCOS" featuring a horse head. Below this is a "What's New" section with three news items: a postdoctoral position for Dr. Tererai Trent, the availability of the Summer 2010 newsletter, and a paper by Brandon Youker. At the bottom, there is a "Follow us on facebook" button and a footer with copyright information and links for Privacy & Data Security Policy, Contact Us, and Site Map.



# Opportunities for Use

- ✓ Evaluation planning and design
- ✓ Proposal writing
- ✓ Reporting
- ✓ Management
- ✓ Metaevaluation
- ✓ Program planning
- ✓ And other major tasks





# Advantages & Disadvantages of Checklist Use

- Consolidate vast knowledge in a parsimonious manner
- Improve task performance
- Reduce influence of halo and Rorschach effects
- Reduce resource use
- Overuse (fatigue)
- Unnecessary barriers
- Tunnel vision
- Inappropriate use





Do you have any questions,  
comments, or concern?





# Thank you!

Please feel free to contact me with any suggestions and ideas regarding evaluation checklists.

WESTERN MICHIGAN UNIVERSITY



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