

## CRITICAL EVALUATION CONSIDERATIONS

There are a number of considerations that are important in thinking about an evaluation effort. Examples of key questions are:

- ◆ How will this effort “fit” with what is already occurring? Am I thinking this through systematically?
- ◆ Will this effort be of value related to innovations in policy and practice? Will it expedite the “learning curve” regarding issues such as our environment being conducive to advancing the Recovery Orientation or Principles of Self-Determination?
- ◆ What are the variety of roles consumers could assume in this effort? How does this offer an opportunity for developing an informed partnership with consumers?
- ◆ What commitment am I willing to make to support this effort? How does it align with priorities?

MCET is available to provide assistance in working through the many questions and opportunities regarding an evaluation effort.

255 N. Telegraph Road  
Suite 206  
Waterford, Michigan 48328

Phone: 248-738-MCET  
Fax: 248-706-0313  
<http://www.mcetmi.org>

### OUR MISSION

*Michigan's Center of Excellence for the state wide advancement of valued and meaningful consumer involvement in the evaluation and continuous improvement of the systems, organizations and agents charged with the management and/or delivery of supports, services, treatment and/or care intended to benefit people with disabilities.*



## EVALUATION

255 N. Telegraph Road  
Suite 206  
Waterford, Michigan  
48328

Phone: 248-738-MCET  
Fax: 248-706-0313  
<http://www.mcetmi.org>

## WHAT IS EVALUATION?

Evaluation is simply an intended **systematic** process of examining an area where one desires to become more informed.



## WHAT IS SYSTEMATIC?

**Systematic** is the process of applying scientifically-based considerations in the evaluation process. For example, there is a need to decide on what you desire to evaluate—measure—and to assure that the data and information is both relevant and accurate.

## WHAT ARE TYPES OF EVALUATION?

Evaluations may be **summative** (outcome), **formative** (model and/or philosophical adherence) and/or **cost/cost benefit** (direct and indirect). Evaluation may apply **quantitative** (data) and/or **qualitative** (information) methods.

## WHAT CAN BE EVALUATED?

Virtually anything, such as:

- ⇒ Satisfaction
- ⇒ Outcomes
- ⇒ Practices
- ⇒ Functions
- ⇒ Performance
- ⇒ Policy
- ⇒ Environment
- ⇒ Systems

The examples provided are specifically tailored to meet the needs of what is to be evaluated.



## WHAT IS THE DIFFERENCE BETWEEN RESEARCH AND EVALUATION?

Evaluation methods are derived from the science of research. However, the efforts are designed to be **field evaluation**—it is required to yield learning that is immediately transferable to application.



## WHAT SHOULD BE EXPECTED OF AN EVALUATION EFFORT?

To be **more informed** regarding what was desired to be learned. The desire to become more informed is related to an **expectation of return**. The return is something that creates increased effectiveness and efficiency.

An evaluation effort is an **investment of time and resources**. Therefore, an evaluation effort is required to provide a **“Return on Investment”**—an ROI.

This expectation is the foundation of an evaluation effort. It is not simply a matter of finances, but rather how all resources are used to support the quality of the lives of people and communities supported and served.