

Selected sources of standards for judging program performance

- Needs of participants;
- Community values, expectations, norms;
- Degree of participation;
- Program objectives;
- Program protocols and procedures;
- Expected performance, forecasts, estimates;
- Feasibility;
- Sustainability;
- Absence of harms;
- Targets or fixed criteria of performance;
- Change in performance over time;
- Performance by previous or similar programs;
- Performance by a control or comparison group;
- Resource efficiency;
- Professional standards;
- Mandates, policies, statutes, regulations, laws;
- Judgments by reference groups (e.g., participants, staff, experts, and funding officials);
- Institutional goals;
- Political ideology;
- Social equity;
- Political will; and
- Human rights.

Adapted from a) Patton MQ. Utilization-focused evaluation. 3rd ed. Thousand Oaks, CA: Sage Publications, 1997; b) Scriven M. Minimalist theory: the least theory that practice requires. *American Journal of Evaluation* 1998;19(1):57–70; c) McKenzie JF. Planning, implementing, and evaluating health promotion programs: a primer. New York, NY: Macmillan Publishing Company, 1993; d) Joint Committee on Standards for Educational Evaluation. Program evaluation standards: how to assess evaluations of educational programs. 2nd ed. Thousand Oaks, CA: Sage Publications, 1994; and e) Gostin L, Mann JM. Towards the development of a human rights impact assessment for the formulation and evaluation of public health policies. *Health and Human Rights* 1998;1(1):59–80.