

Joint Committee On Standards for Educational Evaluation (JCSEE): Program Evaluation Standard Categories and Statements

(<http://www.jcsee.org/program-evaluation-standards-statements>)

Utility Standards- The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

- **U1 Evaluator Credibility** Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.
- **U2 Attention to Stakeholders** Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.
- **U3 Negotiated Purposes** Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.
- **U4 Explicit Values** Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.
- **U5 Relevant Information** Evaluation information should serve the identified and emergent needs of stakeholders.
- **U6 Meaningful Processes and Products** Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.
- **U7 Timely and Appropriate Communicating and Reporting** Evaluations should attend to the continuing information needs of their multiple audiences.
- **U8 Concern for Consequences and Influence** Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.

Feasibility Standards- The feasibility standards are intended to increase evaluation effectiveness and efficiency.

- **F1 Project Management** Evaluations should use effective project management strategies.
- **F2 Practical Procedures** Evaluation procedures should be practical and responsive to the way the program operates.
- **F3 Contextual Viability** Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups.
- **F4 Resource Use** Evaluations should use resources effectively and efficiently.

Propriety Standards-The propriety standards support what is proper, fair, legal, right and just in evaluations.

- **P1 Responsive and Inclusive Orientation** Evaluations should be responsive to stakeholders and their communities.
- **P2 Formal Agreements** Evaluation agreements should be negotiated to make obligations explicit and take into account the needs, expectations, and cultural contexts of clients and other stakeholders.
- **P3 Human Rights and Respect** Evaluations should be designed and conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.
- **P4 Clarity and Fairness** Evaluations should be understandable and fair in addressing stakeholder needs and purposes.
- **P5 Transparency and Disclosure** Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations.
- **P6 Conflicts of Interests** Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation.

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- **P7 Fiscal Responsibility** Evaluations should account for all expended resources and comply with sound fiscal procedures and processes.

Accuracy Standards- The accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.

- **A1 Justified Conclusions and Decisions** Evaluation conclusions and decisions should be explicitly justified in the cultures and contexts where they have consequences.
- **A2 Valid Information** Evaluation information should serve the intended purposes and support valid interpretations.
- **A3 Reliable Information** Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.
- **A4 Explicit Program and Context Descriptions** Evaluations should document programs and their contexts with appropriate detail and scope for the evaluation purposes.
- **A5 Information Management** Evaluations should employ systematic information collection, review, verification, and storage methods.
- **A6 Sound Designs and Analyses** Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes.
- **A7 Explicit Evaluation Reasoning** Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented.
- **A8 Communication and Reporting** Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors.

Evaluation Accountability Standards- The evaluation accountability standards encourage adequate documentation of evaluations and a metaevaluative perspective focused on improvement and accountability for evaluation processes and products.

- **E1 Evaluation Documentation** Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.
- **E2 Internal Metaevaluation** Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes.
- **E3 External Metaevaluation** Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external metaevaluations using these and other applicable standards.

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). **The Program Evaluation Standards: A guide for evaluators and evaluation users (3rd ed.)**. Thousand Oaks, CA: Sage.