

CIPP Model of Curriculum Evaluation

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What is Curriculum Evaluation?

- Making judgments about the desirability of certain changes in students and using that info to change teaching and the curriculum.
- **Tyler (1950)** : The process of determining to what extent educational objectives are being attained.
- **Borg & Gall (1983)** : The process of making judgement about the merit, value or worth of educational program, projects, materials and techniques.
- **Stufflebeam et al. (1971)** : The process of delineating, obtaining & providing useful info for judging decision alternatives



Types of Evaluation?

Scriven (1967)

➤ **FORMATIVE EVALUATION**

- On-going program
- Program improvement
- Provide data about educational program (to assist developer in improving the program)

➤ **SUMMATIVE EVALUATION**

- Done at the completion of a program
- Concern with overall effectiveness of the program
- Provide data to determine the worth of the program



Question Should Be Asked

- ✓ Are the program (curriculum) meeting existing or expected needs?
- ✓ Does the program contain extraneous and outdated materials?
- ✓ Are the students able to perform adequately once they finish their study?

A comprehensive evaluation framework or model is necessary to achieve a systematic, effective and efficient evaluation.

CIPP Evaluation Model

DANIEL LEROY STUFFLEBEAM

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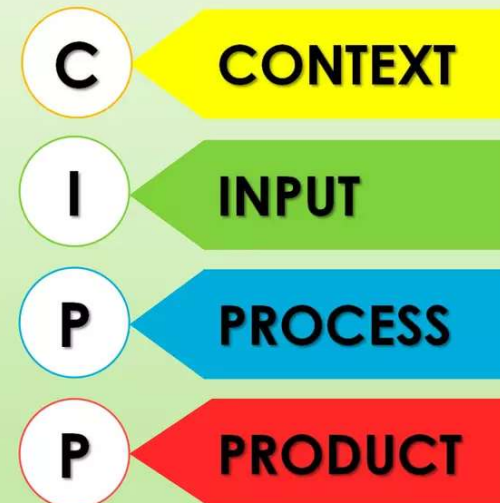
- ❖ Professor Emeritus at Western Michigan University
- ❖ Developed the 'CIPP Evaluation Model' in the 1960s





A Parent Of Evaluation

What is CIPP Evaluation Model?

- Program evaluation model which was developed by Daniel Stufflebeam and colleagues in the 1960s.
- An evaluation model that requires the evaluation of context, input, process and product in judging a program's value.
- Is designed to systematically guide both evaluators and stakeholders in posing relevant questions and conducting assessments at the beginning of a project, while it is in progress, and at its end.



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- It is a curriculum evaluation model that requires the evaluation of context, input, process and product in judging a programme's value.
 - CIPP is a decision-focused approach to evaluation and emphasizes the systematic provision of information for programme management and operation.
 - Thus, the CIPP framework was developed as a means of linking evaluation with programme decision-making.
 - It aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising decisions, each examined through a different aspect of evaluation - context, input, process and product evaluation.



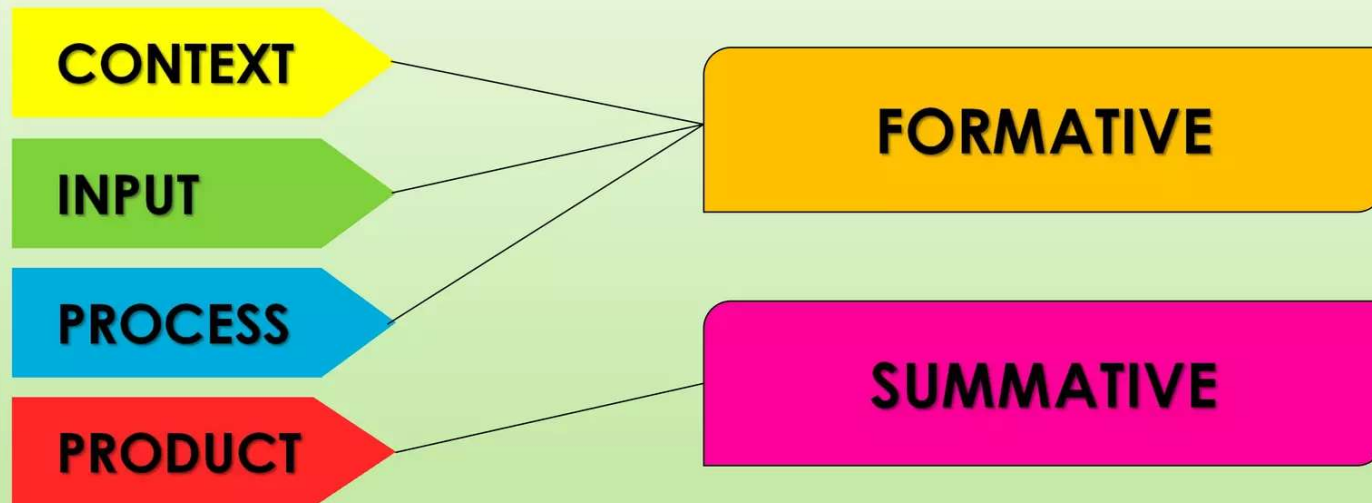
Stufflebeam (1971) considers evaluation a **continuous process** and suggests that **four types of decisions are required** in evaluation efforts.

The four types are:

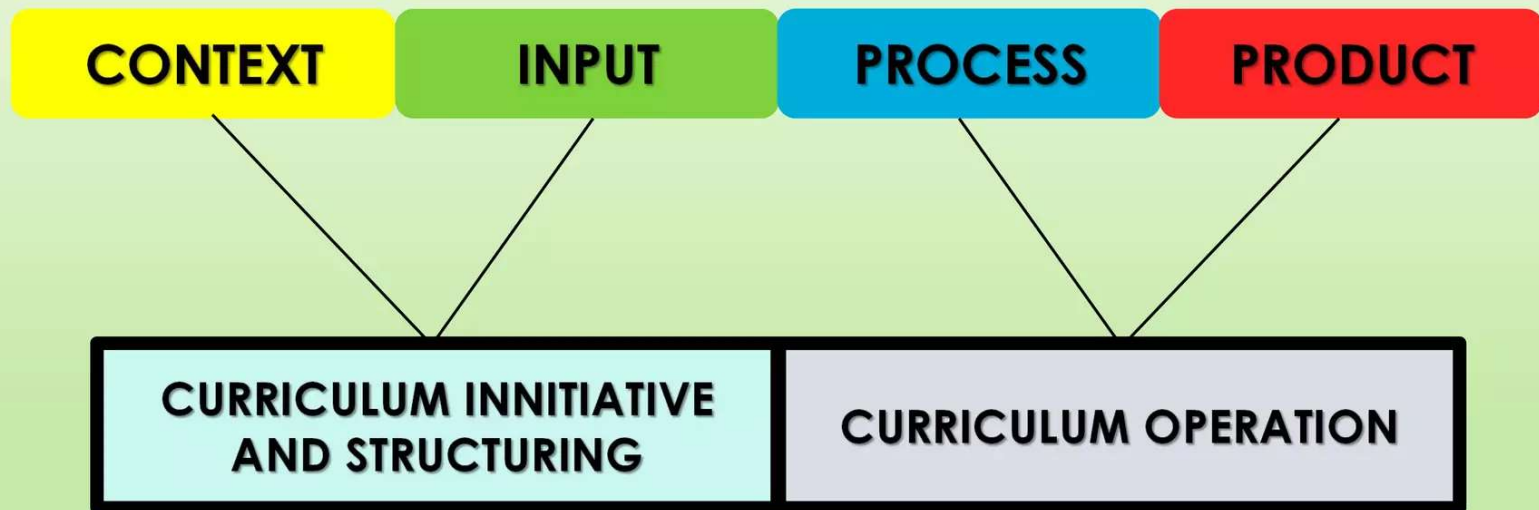
- i. **Planning decisions;**
- ii. **Structuring decisions;**
- iii. **Implementing decisions; and**
- iv. **Recycling decisions**

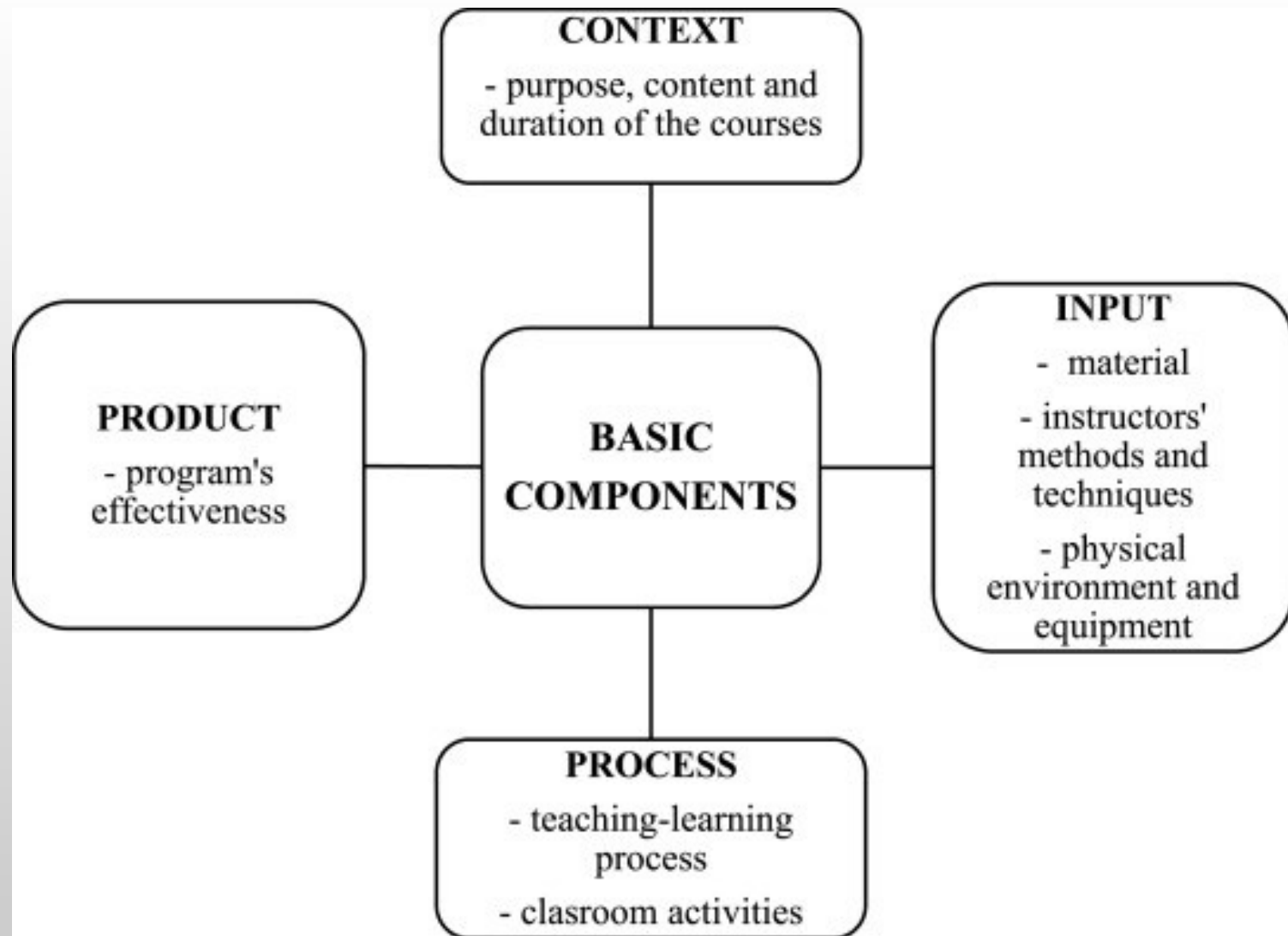
Corresponding to these decision types there are four types of evaluation: **context, input, process and product.**

Types of Evaluation



Model (Framework)





Context Evaluation . . .



What needs to be done?

- Assess the overall environmental readiness of the project, examine whether existing goals and priorities are attuned to needs, and assess whether proposed objectives are sufficiently responsive to assessed needs.
- Refers to as “needs assessment”.
 - Needs → A discrepancy between an existing condition and desired condition
- Evaluation of context includes:
 - Environment
 - Students
 - Background
 - School climate
 - Goals and objectives of offering the program, etc



Question for Context Evaluation

- ✓ What is the relation of the course to other courses?
- ✓ Is the time adequate?
- ✓ What are critical or important external factors?
- ✓ Should courses be integrated or separate?
- ✓ What are the links between the course and research/extension activities?
- ✓ Is there a need for the course?
- ✓ Is the course relevant to the job needs?



Input Evaluation . . .



How should it be done?

- Concerns judgement about resources and strategies needed to accomplish program goals and objectives
- Refers to the ingredients of the curriculum
- This includes the quality of:
 - The curriculum and syllabus
 - Students
 - Teachers
 - Staffs
 - Facilities and infrastructures
 - etc.



Question for Input Evaluation

- ✓ What books do the teachers have?
- ✓ What books do the students have?
- ✓ How strong are the teaching strategies of the teachers?
- ✓ What time is available compared with the workload, for preparation?
- ✓ What knowledge, skills and attitudes, related to the subject, do the teachers have?
- ✓ How supportive is the classroom environment?
- ✓ How many students are there?
- ✓ How many teachers are there?
- ✓ How is the course organized?
- ✓ What regulations relate to the training?



Process Evaluation . . .



Is it being done?

- Refers to the ways and means of how the curriculum has been implemented - Involves the collection of data once the program has been designed and put into operation
- Monitors the project implementation process.
- Assess the extent to which participants accept and carry out their roles.
- Data which is collected over a period of time is useful in detecting strengths and weaknesses of the program
- Process including:
 - Teachers' methods
 - The facilities used
 - The students performance, etc.



Question for Process Evaluation

- ✓ What is the workload of the students?
- ✓ How well/actively do students participate?
- ✓ Are there any problems related to teaching?
- ✓ Are there any problems related to learning?
- ✓ Is there an effective 2-way communication?
- ✓ Is knowledge only transferred to students, or do they use and apply it?
- ✓ Are there any problems which students face in using/ applying/ analysing the knowledge and skills?
- ✓ Are the teaching and learning process continuously evaluated?
- ✓ Are the teaching and learning affected by practical/institutional problems?
- ✓ What is the level of cooperation/interpersonal relations between teachers and students?
- ✓ How is discipline maintained?

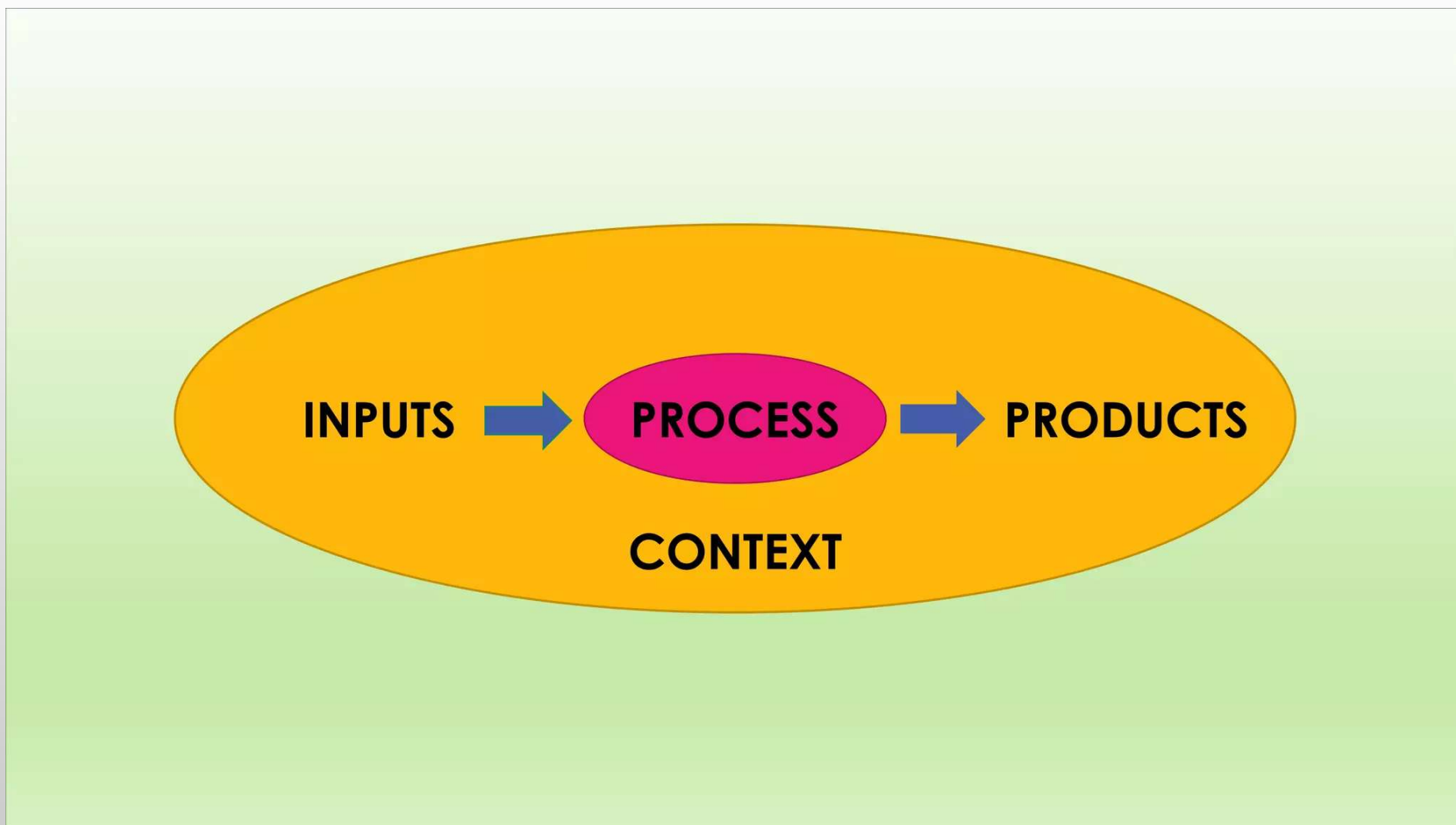


Product Evaluation . . .



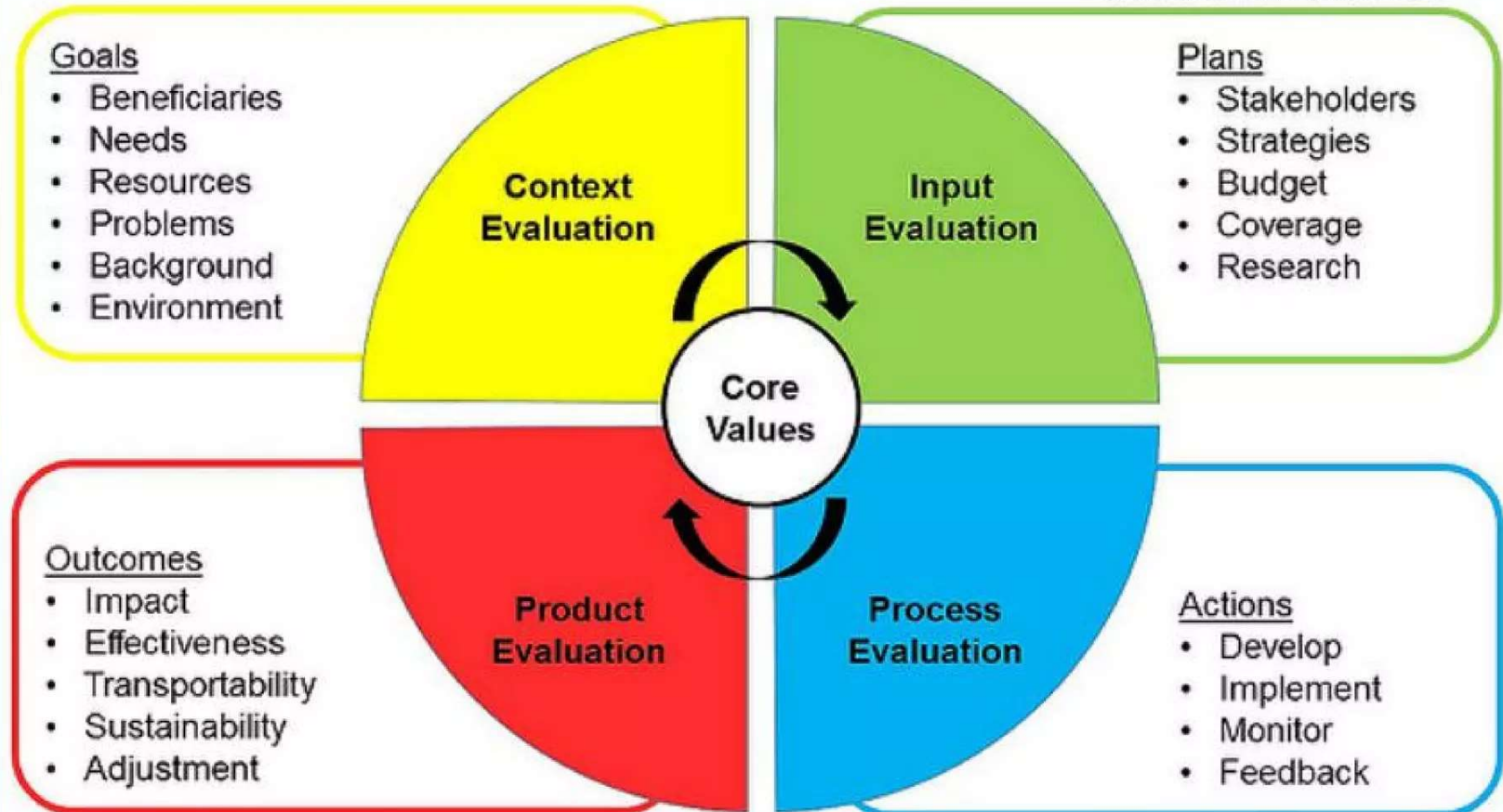
*Did the project
succeed?*

- To determine the extent to which the goals of the program have been achieved.
- Measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity.
- Ascertain the extent to which the needs of all the participants were met.
- Data collected can be used to make decisions about the program and making modifications for improvement.
- This can be done through feedback from former students or graduates, employers and the society.



Context, Input, Process, Product (CIPP) Evaluation Model

Designed by Ivan Teh RunningMan, March 2015



Source: Daniel L. Stufflebeam, "International Handbook Of Educational Evaluation" by Springer International Handbooks of Education, December 2002, ISBN-13: 978-1402008498



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Thank you...