

Using the CIPP Model to Ensure Administration Evaluation of Academic Department

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Abstract

The purpose of this study is to evaluate the academic programs at the university level in light of selected quality standards (CIPP) based on a survey. The present study uses the descriptive-analytical approach, whereby the researcher collects data and analyzes them in order to make a judgment about the extent of applying quality standards in the initial studies programs. The aim is to improve these programs to be in line with the quality standards for the academic programs. The study population consists of a sample of 20 academic departments evaluated by interviewing about 65 faculty members: (46) males, and (19) females. In this study, the evaluation questionnaire is adopted from ((Rudebjer, Taylor and Del,2001) & (Taylor 2003) which is based on the CIPP evaluation model (Stufflebeam DL. 1983).

Keywords: CIPP model, context evaluation, input evaluation, process evaluation, product evaluation, curriculum.

Keywords: CIPP Model, Administration, Evaluation, Academic Department

Introduction

The issue of quality assurance and accreditation of university academic departments is one of the most important and pressing issues at the present time in light of the contemporary superimposed reality and future expectations. Therefore, it has become necessary for the institutions of higher education around the world to maintain educational upgrading and pay more attention to the application of the concepts of quality and the adoption of solid scientific criteria to evaluate the performance and the quality of those institutions. Most universities strive to obtain academic accreditation in order to ensure the quality of their outputs and to distinguish them from others. Consequently, What plays an important role here is the extent of its application of quality standards.

Quality standards have become a trend in various activities and procedures related to establishing institutions or educational programs. Universities that obtain accreditation aim at the application of quality standards. In this respect, academic accreditation does not mean a final step of quality. Rather, quality is an ongoing, endless process. The application of quality standards and academic accreditation in higher education is an essential step in the educational reform of the education system, and this will only be done by disseminating a culture of quality within colleges and considering them the responsibility of everyone at the university. The evaluation studies that are conducted on programs, colleges and universities are a mirror to decision-makers to reflect the progress of quality. This study is only one of these studies that reflects reality and reveals the negatives. These studies have proven that the quality assurance system has become improved at the universities and program levels.

Objective of the Study

This study aims to evaluate the academic programs of university level in light of selected quality standards (CIPP) through Identifying the degree of availability of these standards in the academic programs based on survey.

Literature Review

One very useful approach to educational evaluation is known as the CIPP, or Context, Input, Process, Product approach, developed by Stufflebeam (1983). This provides a systematic way of looking at many different aspects of the curriculum development process. There is a risk, however, that it may be directed only by experts or outsiders, and for this reason it is vital to identify ways in which various stakeholders can be meaningfully involved (Robinson,2002).

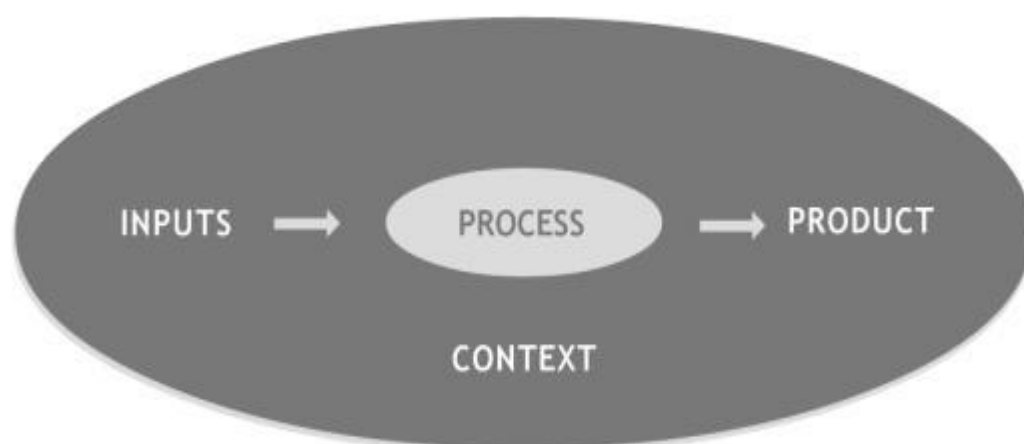
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Al-Shanawani (2019,p.1) used the Stufflebeam's CIPP Model to evaluate Self-Learning curriculum for kindergarten in Saudi Arabia. "The study recommended the need to develop a kindergarten curriculum on the basis of children's educational needs and the community developmental needs." Also, Aziz et al (2018,p.2) have used Stufflebeam's CIPP Model to evaluate the quality at school level. "Evaluation denotes the monitoring of progress towards desired goals and objectives. The purpose of this study was to evaluate educational quality at schools using Stufflebeam's CIPP evaluation model (1983). Findings indicated that this group of welfare schools focused on quality education by using different means, such as advanced technology, effective communication, relevant courses as well as teaching and learning strategies; however, it was found that teachers focused more on theoretical work and rote learning, which put pressure on students and had a negative effect on their intellectual abilities. Moreover, there was lack of proper space, effective environment and the schools were situated in rented buildings". Hakan,K; Seval(2011,p.2), have used the Stufflebeam's CIPP Model to develop reliability and validity "to determine the validity and reliability of the evaluation scale developed by the researcher based on the principles of Stufflebeam's CIPP Evaluation Model (1988) within the context of the evaluation of English curriculum of Yildiz Technical University; the results of factor analysis indicated that the CIPP Evaluation Model Scale had four factors consisting of context, input, process and product and consisted of 46 items. It was evident from the results that the scale called CIPP Evaluation Scale (CIPP) as a valid and reliable curriculum evaluation instrument can be used in the field of education".

Methods and Procedure

The present study has used the descriptive-analytical approach, whereby the researcher collects data and analyzes it in order to make a judgment about the extent of applying quality standards in the initial studies programs, and propose to amend and improve current programs to be in line with the quality standards for the academic programs. The study sample consists of 20 academic departments evaluated by interviewing about 65 faculty members : (46) males, and (19) females. In this study, the evaluation questionnaire is adopted from ((Rudebjer, Taylor and Del, 2001)&(Taylor 2003)) which is built on the CIPP evaluation model (Stufflebeam DL. 1983).

Data Collecting Instrument



Basically, the CIPP model requires that a series of questions be asked about the four different elements of the model. ((Rudebjer , Taylor and Del , 2001)&(Taylor 2003).

Context

- What is the relation of the course to other courses?
- Is the time adequate?
- What are critical or important external factors (network, ministries)?
- 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 job needs?

Inputs

- What is the entering ability of students?
- What are the learning skills of students?
- What is the motivation of students?
- What are the living conditions of students?
- What is the students existing knowledge?
- Are the aims suitable?

- Do the objectives derive from aims?
- Are the objectives smart?
- Is the course content clearly defined?
- Does the content match student abilities?
- Is the content relevant to practical problems?
- What is the theory/practice balance?
- What resources/equipment is available?
- What books do the teachers have?
- What books do the students have?
- How strong are the teaching skills of 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

- What is the workload of students?
- How well/actively do students participate?
- Are there any problems related to teaching?
- Are there any problems related to learning?
- Is there 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/analyzing the knowledge and skills?
- Is the teaching and learning process continuously evaluated?
- Is teaching and learning affected by practical/institutional problems?
- What is the level of cooperation/interpersonal relations between teachers/students?
- How is discipline maintained?

Product

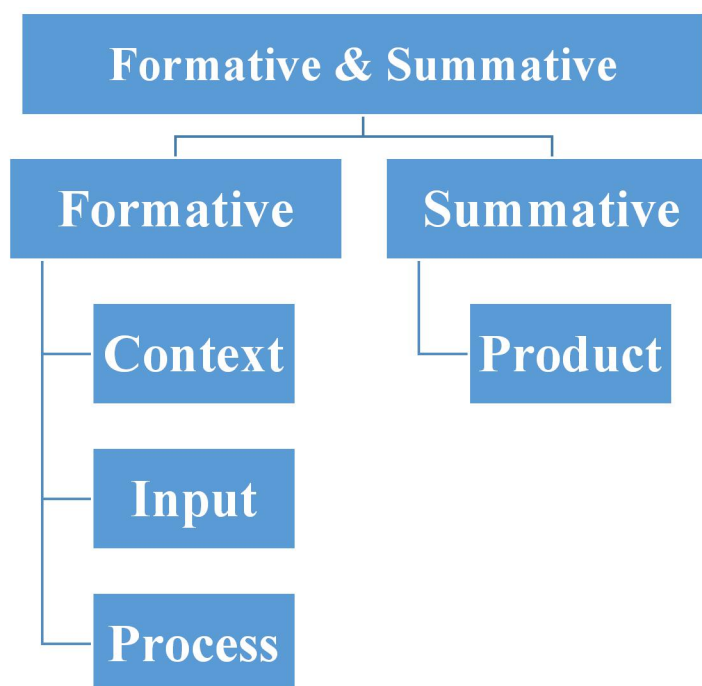
- Is there one final exam at the end or several during the course?
- Is there any informal assessment?
- What is the quality of assessment?
- What are the student's levels after the course?
- Is the evaluation carried out for the whole process?
- How do students use what they have learned?
- How was the overall experience for the teachers and for the students?
- What are the main lessons learned?
- Is there an official report?
- Has the teachers reputation improved as a result (or been ruined!)?

4.2.Methods Used to Evaluate the Curriculum(Middlewood, David and Neil Burton ,2001).

There are many ways to evaluate the curriculum. Here are some common ways. Several of these would normally be used in combination:

- discussion with class
- informal conversation or observation
- individual student interviews
- evaluation forms
- Observation in class/session of teacher/trainer by colleagues
- video-tape of own teaching (micro-teaching)
- organizational documents
- participant contract
- performance test
- questionnaire
- self-assessment
- written test

(Rudebjer P, Taylor P and Del Castillo RA eds. 2001) &(Taylor P. 2003).



CIPP Model & Formative – Summative (Amin, H. & Khan, AR. (2009))

4.3. Results and Discussion

The purpose of the study is to implement CIPP model for quality evaluation. As the study is a qualitative one, the data are collected through interviewing faculty members. (Stufflebeam,2002) analysis is used along with semi structured interviews which are audio recordings. The researcher has collected literature on the basis of different indicators according to the need of the study. (Aziz, Mahmood & Rehman ,2018).

According to Stufflebeam (2002) context evaluation is defined as an assessment of the needs, problems, and opportunities that can be addressed in a particular environment. The interview data indicate that the primary objective of the university system is providing high-quality education by engaging students in adeptly designed learning processes, and the other major objective is to focus on the development of the outcomes of student learning.

The input evaluation of the study also shows a balance between theory and practice because the course content is clearly defined and relevant to practical problems. Furthermore, the input evaluation is related to different types of resources that are provided and prepared to achieve specific goals for the educational system. They are categorized into:

- (1) Human input that includes teachers, administrative staff, students
- (2) Physical Inputs which includes financial resources, equipment, supplies, and educational facilities.
- (3) Moral inputs which includes surrounding circumstances, conditions, and the prevailing values, beliefs, and ideas.

The process of evaluation clarifies that the activities and practices aims at transferring and changing inputs from their initial nature to another form to make them more appropriate to the system's desires and objectives (i.e. converting inputs to outputs). The most prominent examples are: student teaching and learning methods, achievement test methods, instructional methods in the university, administrative instructions.

The product evaluation means that the educational system works to achieve the goals on a continuous basis; in other words, the final results that the system achieves. Students' final results in each academic year, and the behaviors that students have acquired from the system are examples of these goals. Also, The quality of the output depends on two factors:

- (1) the quality of the input.
- (2) The level of operations.

It is noteworthy to state that the better the quality of the inputs, and the more quantitative, the better positive results would be, and the more serious and accurate the level of operations, the better and higher the outputs are (Mirzazadeh et al. 2016).

Conclusion

The use of the CIPP evaluation system helps in giving more attention to quality in the educational process. Narrowing the gap between theory and practice in the educational process, it creates an interface between studying an educational course and other courses. It is also useful in shifting the attention of students to learning and learning, and to keeping them in control and retaining their knowledge and retention. Eventually, It helps faculty members to improve their educational performance and achieve more effective learning and thinking.

Resources

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