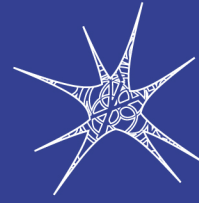


Bahrain Polytechnic



بوليتكنك البحرين

“The CIPP Model to Practice: Linking West to East ”

Dr. Abdul Sattar Khan, Dr. Waseem Suleman,
Dr. Maujid Masood Malik, Dr. Mohammed Bastaweesy,
Dr. Imran Sabri, Dr. Sayed Ibrahim Ali,
College of Medicine, King Faisal University



Do you know?

9 Diseases of the Curriculum

S. Abrahamson (1978)

■ Curriculosclerosis

- การสะสมของ **specialty** เป็นเวลา เป็น "โรคหลอดเลือด" ของครู และนักการศึกษา

■ Carcinoma of the curriculum

- การมีเนื้องอกของหลักสูตรที่อาจเกิดจากเนื้อเยื่อของหลักสูตรที่ไม่ดีหรือการเปลี่ยนแปลงของหลักสูตร

■ Curriculoarthritis

- การอักเสบของหลักสูตรและโปรแกรม

■ Curriculum disesthesia

- การมีอาการคันของหลักสูตร และโปรแกรม การไม่พอใจของหลักสูตร

■ Iatrogenic curriculitis

- เป็นโรคที่เกิดจากหลักสูตรที่ไม่ดี หรือการเปลี่ยนแปลงของหลักสูตร



Do you know?

Kindly check
before it dies !



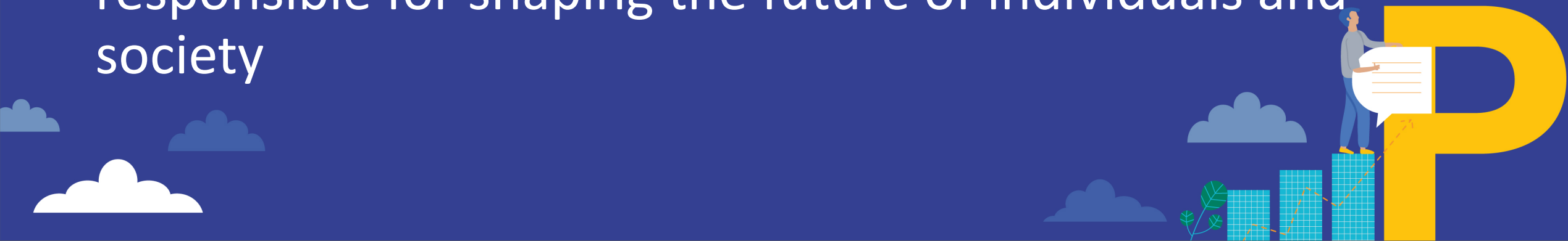
Why evaluate curriculum?

- The curriculum requires comprehensive evaluation in order to maintain a sustain quality improvement.
- The evaluation of any program is an essence of its further development and it requires a lot of effort
- The assessment is primarily concerned with the measurement of student performance



Why evaluate curriculum?

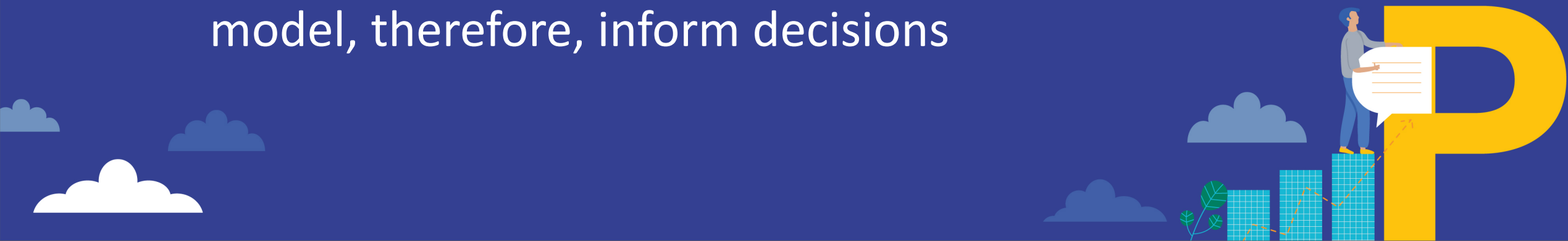
- While an evaluation is generally understood to refer to the process of obtaining information about a course or program of teaching for subsequent judgment and decision-making
- There is a need to focus on evaluation of quality of education being imparted because education is responsible for shaping the future of individuals and society



Evaluation

A conceptual analysis of the term “Evaluation” has four central features of evaluation given under

- Evaluation is appraisal in which we make judgment.
- Such judgments are made in the light of criteria.
- Criteria issue from, and are appropriate in respect of particular contents.
- Such Criteria embody human resources, and evaluation model, therefore, inform decisions



Evaluation

```
graph TD; A[Evaluation] --> B[Formative]; A --> C[Summative];
```

Formative

Deals with the implementation and process phase of the program.

Summative

Can be done at the end of the instructional program to check quality and quantity

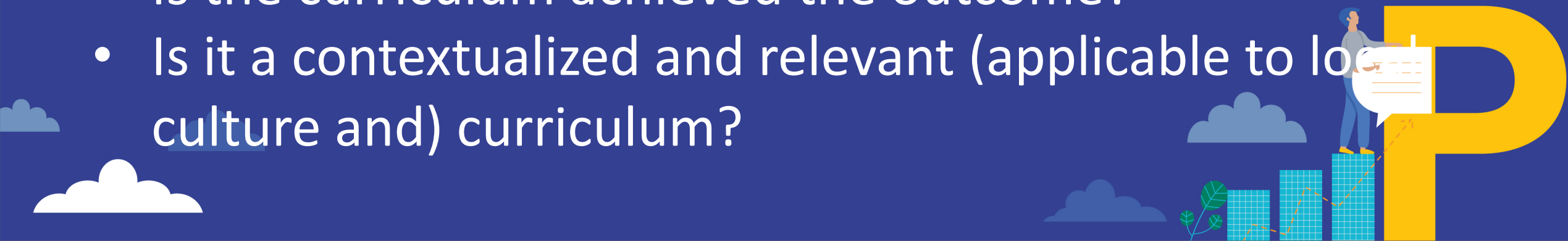
Rationale for Evaluation

- (1) The expected learning outcomes
- (2) Curriculum content
- (3) Student assessment
- (4) Learning opportunities
- (5) Learning location
- (6) Learning resources
- (7) Timetable
- (8) Staff
- (9) Curriculum management
- (10) Students



Goals for an Evaluation

- Is the curriculum executed as it was and adopted – A gap analysis?
- Is the curriculum in clearly written and not have any editorial or other mistake?
- Is it really integrated (Vertically & Horizontality) curriculum?
- Is the curriculum achieved the outcome?
- Is it a contextualized and relevant (applicable to local culture and) curriculum?



Goals for an Evaluation

- Is it appropriate for the level of Students intended?
- Is there a major concern about the adoption, if adopted from outside?
- Is there any need to re-design it?
- Is it a cost-effective and benefit?
- Is satisfaction of students maintained through out the execution?
- Is satisfaction of staff maintained through out the execution?



How to evaluate?

Chose a framework that requires that evaluations should meet the high standards of scientific research *and* be fully dedicated to serving the information needs of program decision makers

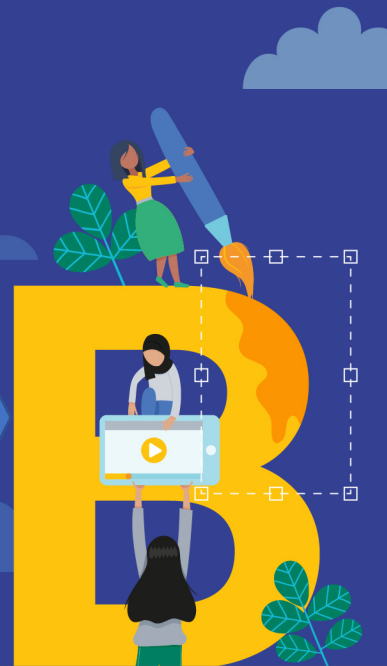
Saran's

Cronb

State
Contente

Hida
Talba

Tyler's



Why CIPP Model?

- ✓ Can be used for both type of evaluation, summative and formative.
- ✓ it provides the holistic view of every element by evaluating context, input, process and output from each and every angle.
- ✓ evaluation can be done systematically, fulfilling the general needs of evaluation.
- ✓ The important element which makes this model different from other models is that it focuses on the context for the evaluation of teaching learning and development process



CIPP Model

- The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems.
- CIPP model is an evaluation model for curriculum evaluation given by Stufflebeam in 1983 which includes four elements: C- Context, I- Input, P- Process and P- Product.



CIPP Model

Context:

Includes the goals, objectives, history and background

Inputs:

Refer to material, time, physical and human resources needed for effective working

Process:

Includes all the teaching and learning processes

Product:

Focuses on the quality of teaching learning and its usefulness and the potentials that benefit society

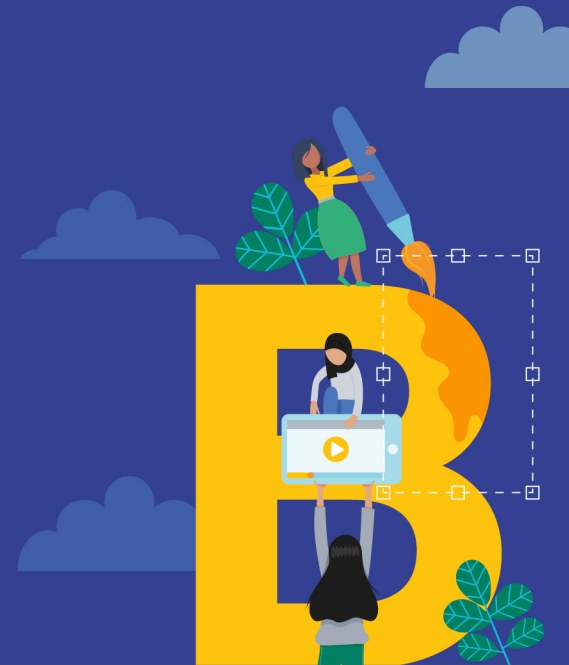


CIPP Model

- In general, these four parts of an evaluation respectively ask,
 - What needs to be done?
 - How should it be done?
 - Is it being done?
 - Did it succeed?

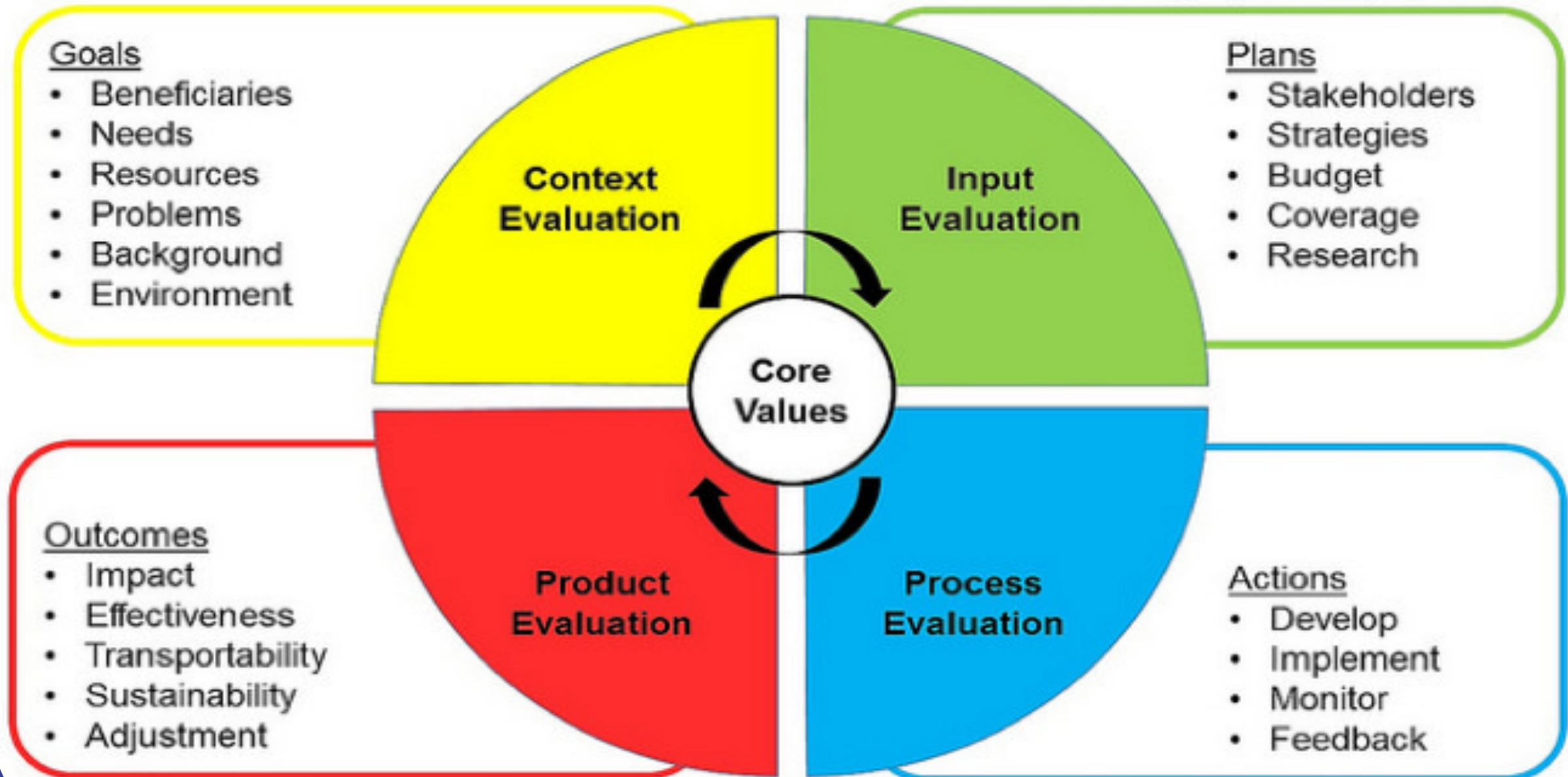


How to apply CIPP Model?



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

Designed by Ivan Teh RunningMan, March 2015



A Pilot Case Study for an Application of CIPP Model





Context

- In College of Medicine, King Faisal University we have adopted in 2012 a PBL based curriculum from university of Groningen, Netherlands
- Have blocks teaching and each year have 4 – quarters so have 4 blocks from 1st to 5th year
- Each block has 8 weeks teaching and one 1 week examination
- Each week has a different theme
- All blocks have vertical as well as horizontal integration



Step 1

- Why ?

Step 2

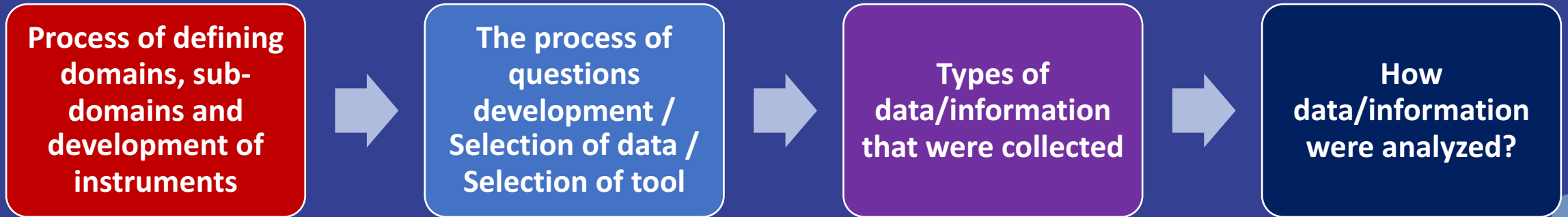
- Who?

Step 3

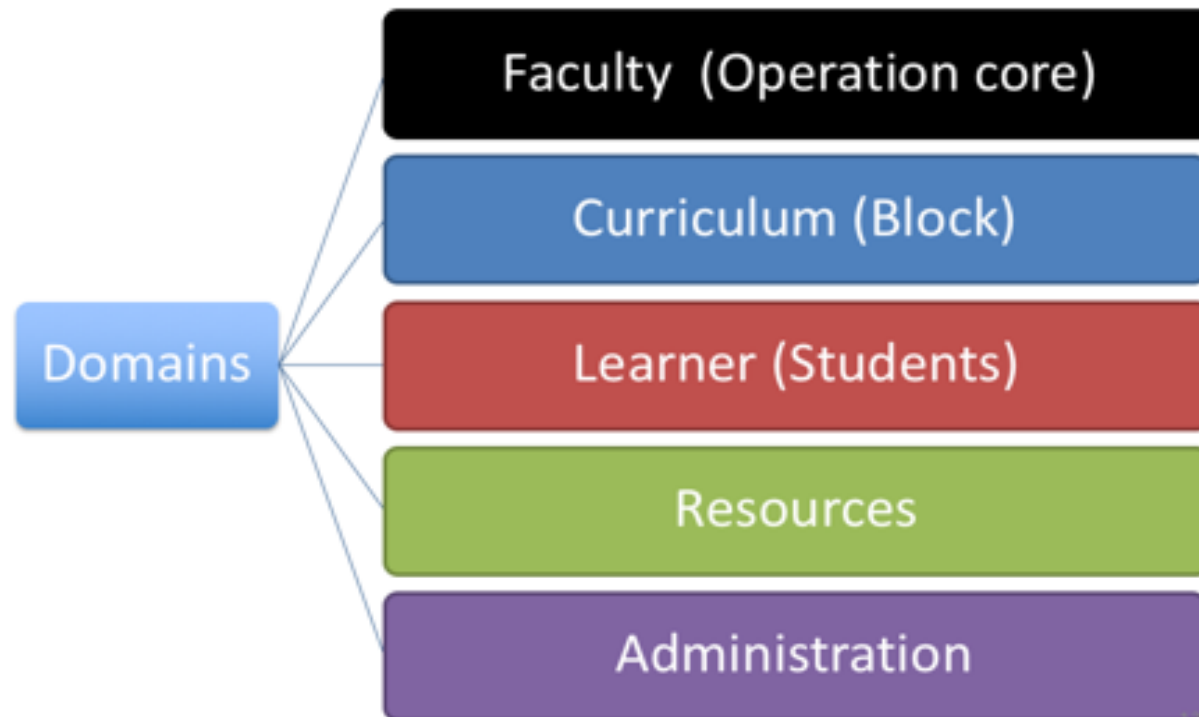
- What ? Role of evaluators
- What ? Be evaluated
- What ? Design / Model
- What ? Method



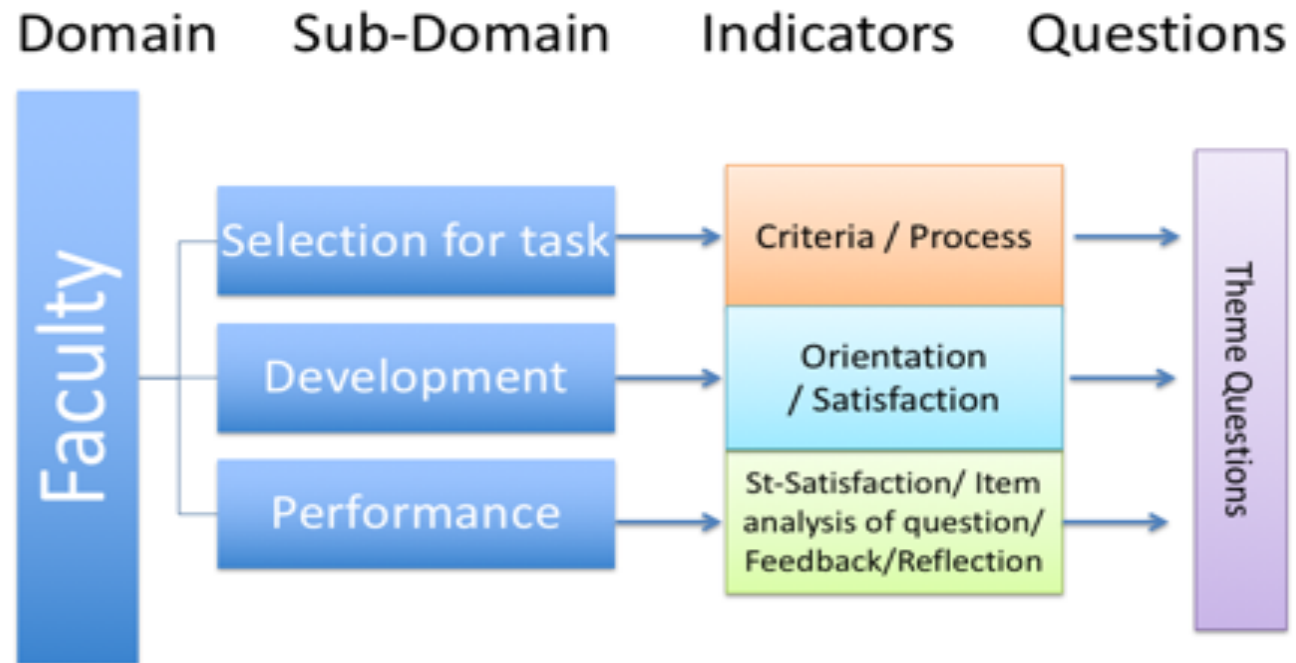
Steps for applying CIPP Model



**Process of defining
domains, sub-domains
and development of
instruments**



**Process of defining
domains, sub-domains
and development of
instruments**



The process of
questions development
/ Selection of data /
Selection of tool

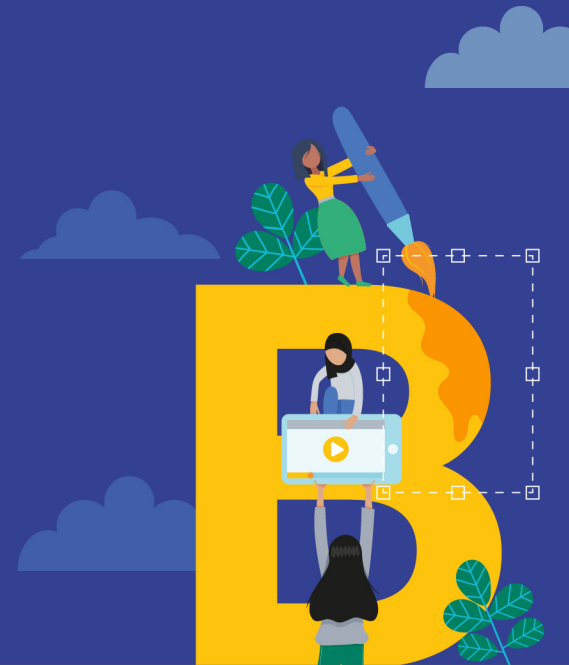
- A Delphi Technique and literature review
- Developed first domains, sub domains, and then relevant questions that is 125
- Expanded these into sub-questions and developed questionnaire
- Select resource persons such as Dean, vice deans, curriculum coordinator, block coordinators, faculty and students



Types of
data/information
that were collected

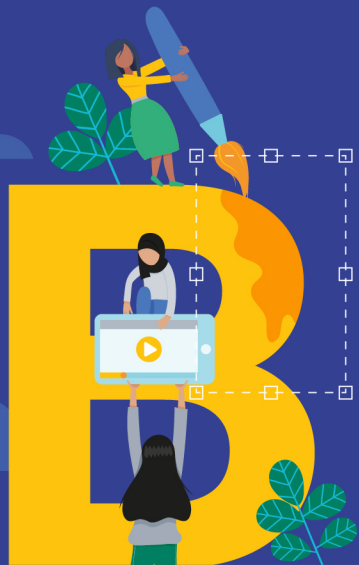
Quantitative + Qualitative

- Faculty / Staff
- Curriculum (Block)
- Learner (Students)
- Resources
- Administration



How data/information were analyzed?

- A SPSS 20 version used for data feeding and analysis.
- The chi-square and student t-test mainly used for assessing any significant association among different variables.



Findings



Faculty

*Selection based on
Criteria*

*Determination of
training needs*

*Measurement of
impact*



Curriculum

*Unambiguity
of goals*

*Whole and
part approach*



Students

*Learner's analysis for
instructional design*

*Assessment as driver
of Learning*

*Tailor Self-Directed
Learning*



Resources

*Effective use of
facility*

*Effective
support service*



Discussion



01

Faculty: (Selection,
Training & Performance)

02

Curriculum: (Context, content,
competency, Integration,
instruction, Assessment & Hidden)

03

Students: (Baseline, Progress, SDL,
Feedback, Learning Style, Learning
environment)

04

Resources: (Learning
resource, Support services)

Limitation of the case study

- *Small sample size: A part of curriculum (3 -Blocks) has been evaluated*
- *Need external review – Third party evaluation*

Conclusion

The CIPP model can be easily applied
in PBL/PrBL curriculum

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Thank you

