

# The CIPP MODEL FOR EVALUATION

## Circa 2003

<http://www.wmich.edu/evalctr>

**Update**  
**Review of Development**  
**Checklist to guide implementation**



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# TOPICS

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- a.m.: **The CIPP Model for Evaluation**
- p.m.: **Strategies for Institutionalizing Evaluation**

# OVERVIEW

*of a.m. session*

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- I. **Five Evaluation Basics**
- II. **The CIPP Model's background & main features**
- III. **A recent application of CIPP**
- IV. **Updated features of the CIPP Model**

# PART I:

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# Five Evaluation Basics

# Basic 1: Evaluators should work from a sound definition of evaluation.

- Generally, an evaluation is *a systematic investigation of the value of a program or other evaluand.*
- More specifically: an evaluation is *a process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, and significance.*

***Evaluators should pay special attention to evaluation's root term, value by addressing pertinent criteria.***

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- **Merit:** *something's excellence*
  - **Worth:** *it's excellence & utility*
  - **Probity:** *it's uncompromising adherence to moral standards*
  - **Significance:** *it's reach, importance, & visibility*
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# Basic 2: *Evaluation serves 4 main roles.*

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- **FORMATIVE** (assistance in development)
  - **SUMMATIVE** (judgment of past efforts)
  - **UNDERSTANDING** (insights into assessed phenomena)
  - **DISSEMINATION** (sharing lessons learned)
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## Basic 3: Evaluators should concentrate on evaluation's social mission of improvement.

- Evaluation and research have different purposes.
- *Research produces new knowledge.*
- *Evaluation's most important purpose is not to prove but to improve.*

# Basic 4: *Evaluations should meet 4 main standards.*

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- **UTILITY** – informing intended users
  - **FEASIBILITY** – maintaining procedural, political, and financial viability
  - **PROPRIETY** – evaluating legally & ethically
  - **ACCURACY** – producing valid findings
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**Basic 5: *Evaluators & their clients can benefit by using an appropriate evaluation model.***

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- **An Evaluation Model is an idealized or “model” view for conducting evaluations according to a defensible conceptualization of evaluation.**

# **A sound evaluation model *provides evaluators and clients:***

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- ***a link to evaluation theory***
  - ***a structure for planning evaluations***
  - ***a framework for collaboration***
  - ***a common evaluation language***
  - ***a procedural guide***
  - ***standards for judging evaluations***
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# Evaluators can choose from alternative evaluation models.

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- **QUESTIONS-ORIENTED** (e.g., Objectives-based)
  - **METHODS-ORIENTED** (e.g., Experimental Design & Value-Added Assessment)
  - **SOCIAL MISSION-ORIENTED** (e.g., Responsive Evaluation & Constructivist Evaluation)
  - **VALUES-ORIENTED** (e.g., Consumer-oriented & CIPP)
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# PART II

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## The CIPP Model's Background & Main Features

# The CIPP Model originated in 1966. The national context included

- “Great Society” money & reforms
- ESEA & OEO
- Titles I and III projects
- R & D labs and centers
- Services for the handicapped
- Congressional requirements for accountability

## **New models were required, because traditional approaches didn't fit the evaluation requirements.**

- **Experimental design** wasn't feasible & didn't address the right questions.
- **Standardized tests** weren't keyed to needs & performance levels of disadvantaged students & did not yield timely feedback.
- **Site visits** weren't trusted to deliver unbiased findings.

# CIPP was an attempt to

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- align evaluation procedures, data, & feedback with project timetables & local, state, & national information requirements.
- serve decision-making and accountability needs



# Targeted decision areas were



**Goal setting**

**Proposal writing**

**Project implementation**

**Project recycling**

# The CIPP Model's

## 4 main types of evaluation *include*

<b>CONTEXT EVALUATION</b>	to assess <u>needs &amp; opportunities</u> & help define & assess <u>goals</u>
<b>INPUT EVALUATION</b>	to assess alternative <u>approaches</u> & <u>budgets</u> & help guide and assess <u>planning</u>
<b>PROCESS EVALUATION</b>	to assess <u>implementation</u> & help guide efforts & interpret outcomes
<b>PRODUCT EVALUATION</b>	to assess <u>outcomes</u> & help promote and document success

# Evaluation Framework: Formative Questions

	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>Context</b>	<i>What needs to be done?</i>	
<b>Input</b>	<i>How should it be done?</i>	
<b>Process</b>	<i>Is it being done?</i>	
<b>Product</b>	<i>Is it succeeding?</i>	

# Evaluation Framework

## Formative and Summative Questions

	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>Context</b>	<i>What needs to be done?</i>	<i>Were important needs addressed?</i>
<b>Input</b>	<i>How should it be done?</i>	<i>Was a defensible design employed?</i>
<b>Process</b>	<i>Is it being done?</i>	<i>Was the design well executed?</i>
<b>Product</b>	<i>Is it succeeding?</i>	<i>Did the effort succeed?</i>

# Part III

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## An Application of the CIPP Model

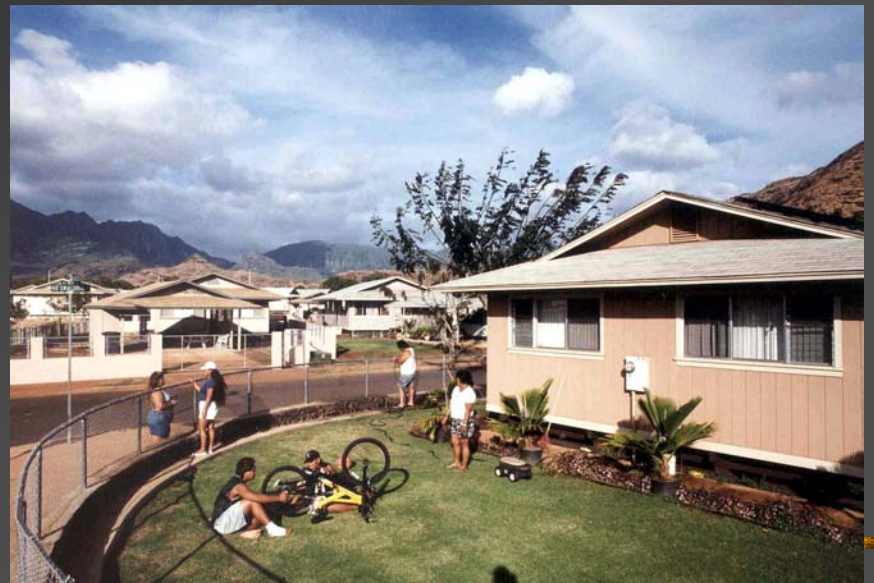
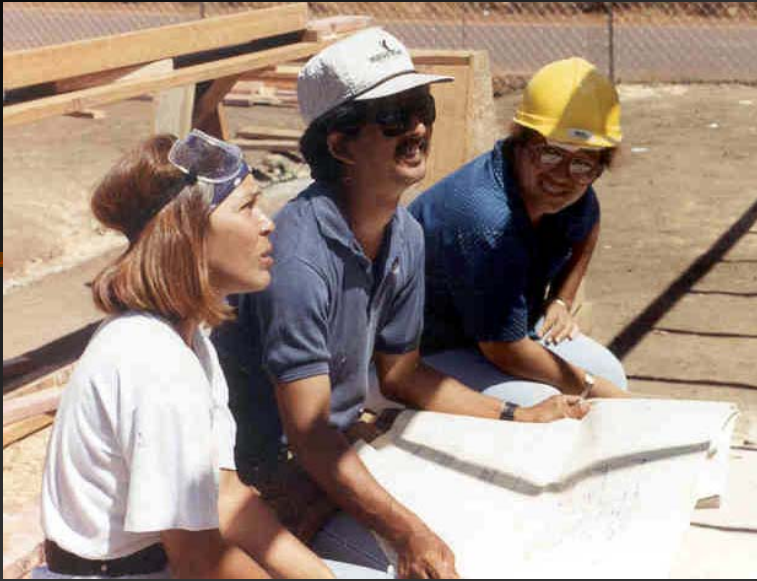
# Self-Help Housing Case

- Targeted to low-income families
- 30-year mortgages and land leases
- 75 houses on a 14-acre plot
- Operated by a new foundation



# Project Description

- Assists the working poor to develop their own houses and a healthy community environment through:
  - Following Consuelo's values
  - Carefully selecting families
  - Assisting families in financing
  - Hiring contractors to guide construction
  - Arranging for services for children and families
  - Assisting the community to organize
  - Encouraging families to strengthen Waianae



# Construction Process

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- 6 to 17 houses built each year
- 8 increments of co-builders
- Beneficiaries built the houses
- 9 to 10 month process
- 20 hours of weekend work for each beneficiary
- Houses assigned by lottery after construction



# The evaluation was grounded in the Foundation's guiding values.

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- Spirituality
  - Individual worth
  - Caring and nurturing
  - Participation and reciprocity
  - Prevention
  - Creativity and innovation
  - Teamwork and collaboration
  - Philippine and Hawaiian connectedness
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# The Values in Practice were slightly different.

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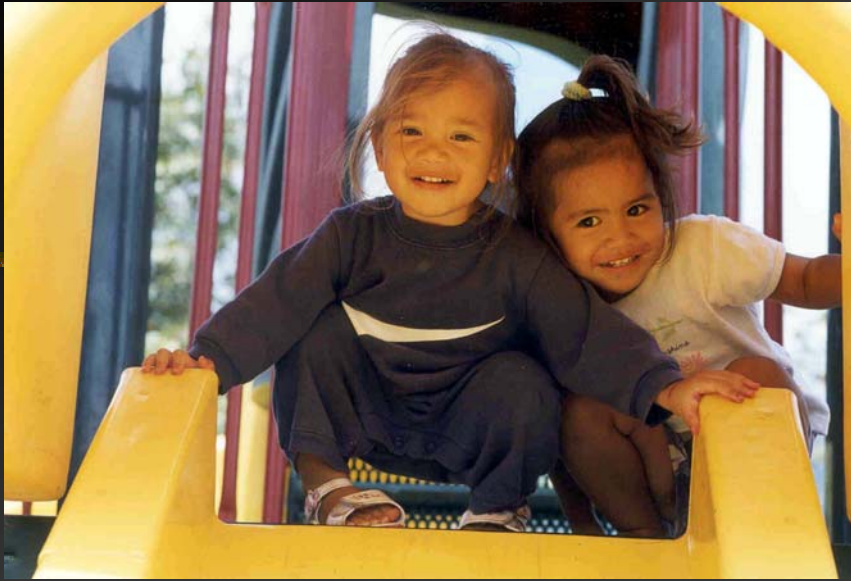
- Drug- and violence-free communities
  - Effective conflict resolution
  - Caring for and nurturing children
  - Hard work and self sufficiency
  - Pride of ownership
  - Teamwork
  - Self actualization
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# Summary of Project Strengths

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- Effectively served 75 families.
  - About 235 children have wonderful homes.
  - Neighborhood is beautiful, healthy, & safe.
  - All aspects had exemplary quality.
  - Leaders, staff, & beneficiaries were outstanding.
  - Important lessons were learned.
  - The Foundation greatly increased its capacity in housing and community development.
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# Summary of Project Weaknesses

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- Self-help housing was not conducive to serving the “poorest of the poor.”
  - Plans for turning over the community to the residents were unclear.
  - The developing community lacked cohesion.
  - The community’s efforts to help the broader community were modest.
  - Residents incurred long-term debt, thus jeopardizing the community’s long-term success.
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# Overall, we rated the project high on

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- **MERIT**

- **WORTH**

- **PROBITY**

- **SIGNIFICANCE**

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# PART 1V

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## The CIPP Model:

Key features in the self-help housing study

# Key Features of the Evaluation

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- Eight-year study
- Started early
- **Startup contract**
- Independent
- **Grounded in values**
- Formative
- Summative
- Keyed to Standards
- **Breakout of product evaluation**
- Multiple methods
- Traveling observer
- **Feedback workshops**
- **Final report: 3 in 1**
- **Photo reprises**
- **Projection of a follow-up evaluation**

# Our Evaluation Plan had 10 parts

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1. Contract
2. ***Context Evaluation***
3. ***Input Evaluation***
4. ***Process Evaluation***
5. ***Impact Evaluation***
6. ***Effectiveness Evaluation***
7. ***Sustainability Evaluation***
8. ***Transportability Evaluation***
9. Metaevaluation
10. Final Synthesis Report

# Summative Questions

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- **Context**                      **What needs were addressed?**
- **Input**                         **Are plans & resources sound?**
- **Process**                      **Were the plans carried out?**
- **Product**                      **Did the project succeed?**
  - *Impact*                      *Was the right group reached?*
  - *Effectiveness*              *Were important needs met?*
  - *Sustainability*              *Will successes be sustained?*
  - *Transportability*          *Is the approach useful elsewhere?*

# We used multiple methods.

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- Environmental Analysis
- Program Profile
- Traveling Observer
- Case Studies
- Stakeholder Interviews
- Goal-Free Evaluations
- Task Reports
- Feedback Workshops
- Synthesis Report

# Final Evaluation Report

## [3 reports in 1]

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- **Project Background (*antecedents*)**
  - **Project Implementation (*transactions*)**
  - **Project Results (*outcomes*)**
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# Final Report Contents

## Report One: Project Background

- Consuelo Foundation
- Genesis of the Project
- Waianae Coast Context
- *Photographs*

## Report Two: Project Implementation

- Project Overview
- Recruitment & Selection
- Home Financing
- Construction
- Community Development
- *Photographs*

## Report Three: Project Results

- Evaluation Design
- Evaluation Findings
- Evaluation Conclusions
- *Photographs*

## Appendix

# Organization of Conclusions

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- **STRENGTHS**
  - **WEAKNESSES**
  - **LESSONS LEARNED**
  - **BOTTOM-LINE ASSESSMENT**
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# Main outcomes were:

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- **IMPACT**: The project reached an important group but not the initially targeted group.
  - **EFFECTIVENESS**: The project was high in quality and achievement.
  - **SUSTAINABILITY**: So far, so good, but time will tell. Continuing evaluation is needed.
  - **TRANSPORTABILITY**: Hawaiian Homelands is adapting part of the Consuelo project.
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# Key lessons from the evaluation were:

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- Product evaluation may usefully be divided into *impact, effectiveness, sustainability, & transportability*.
  - Bob Stake's *Countenance Model* works for reporting summative findings (e.g., *background, implementation, & results*).
  - *Photographic reprises* enhance and help break up a complex evaluation message.
  - *Feedback workshops* foster evaluation use.
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**Materials to supplement this presentation are at**  
**[www.wmich.edu/evalctr](http://www.wmich.edu/evalctr)**

- ***The CIPP Model for Evaluation*** (paper for OPEN)
- ***The CIPP Evaluation Model Checklist***
- **Other evaluation checklists** (e.g., for contracting, metaevaluation, & institutionalizing evaluation—also for other evaluation models)
- ***The Spirit of Consuelo: An Evaluation of Ke Aka Ho 'ona***

# SUMMATION

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- Evaluators should employ a sound concept of evaluation.
  - The CIPP Model provides one tested, comprehensive framework for evaluators & clients.
  - The Consuelo, self-help housing evaluation is an instructive case study of the CIPP Model in use.
  - The CIPP Model is adaptable for use in long-term evaluations.
  - The Evaluation Center's Website has information & tools pertinent to use of the CIPP Model & others.
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