

Curriculum Commons Project: Two-Phase Evaluation Methodology

The concept of evaluation underlying the CIPP model¹ is that evaluations should assess and report the merit, worth, and significance, and also present lessons learned. Evaluation should meet standards of utility, feasibility, propriety, and accuracy.² The purpose of evaluation is not to prove, but improve.

CIPP Model Elements	Phase One: Project Strategies and Activities Completed 2008–2010	
1. Context	Literature Review/Stakeholder Consultations	What needs to be done?
2. Input	Literature Review/Project Work plan Resources/Competing Strategies	How should it be done?
3. Process	Model Elements: Curriculum QA/Website/Legal/COP	Is it being done?
4. Product	Phase Two: Project Implementation 2010–2013	
a. Impact	Reach to intended beneficiaries	Beneficiaries reached?
b. Effectiveness	Achievement of intended outcomes, goals, and objectives	Needs/expectations met?
c. Sustainability	Long-term value of model and toolkit	Gains (model) sustained?
d. Transportability	Replicability across AAET College and Technical Institute System	Adapt to other programs?

¹ Stufflebeam, D. L. (June, 2002), CIPP Evaluation Model Checklist. *Evaluation Checklists Project*. Retrieved from www.wmich.edu/evalctr/checklists.

² Joint Committee on Standards for Educational Evaluation (1994). *The program evaluation standards*. Thousand Oaks, CA: Sage