

Full Length Research Paper

Evaluation of the Postgraduate Programme of Babcock University using CIPP Model

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This study aimed to evaluate Babcock postgraduate program using a Context, Input, Process, Product (CIPP) evaluation model. Research conducted during the evaluation of the program followed a research methodology in which data were collected through a CIPP survey, structured interview and personal observation. Findings from this study reveal that the postgraduate program to a great extent improves the pattern of learning among students of higher learning in Babcock University, indicating that most students were pleased with the vision of the postgraduate study in advancing sustainable researching and learning. Further, this study revealed that the turnout rates of students are encouraging ratio of the human and capital investment made by the university.

Key words: CIPP Model, postgraduate program, evaluation, Babcock University.

INTRODUCTION

Postgraduate school has been regarded as the frontier of knowledge in any institution of learning. The year 2010 marks the beginning of the quest for postgraduate education with a difference in Babcock University. For four years running precisely, 2006 academic scholars in every faculty in the university have put ideas together, packing the various programs that will change the face of advanced learning in Nigeria and Africa at large (Aina, 2010).

In making this vision becoming a reality, the proposed postgraduate school had to secure program approval from the Adventist Accrediting Association (AAA), an international accrediting body that oversees the academic activities of every Adventist institution around the world. This body approved all programs listed up to the Master's level following two accreditation visits in December 2009 and April 2008 after the AAA visit, the national universities commission (NUC) concurrently approves the Masters and PhD programs.

The postgraduate education in Babcock university became necessary because for long, Nigerians in particular and Africans in general who are desirous of higher education have had to cope with what was available knowing well that higher education in Nigeria is not only being faced with dwindling standard. Further,

graduation has become a nightmare for hopeless students who have been unduly stressed waiting for supervisors to read their works and fast track their study period. With this present gap and challenges for various higher institutions in the nation to deliver the manpower and promote the intellectual capacity that this nation needs, Babcock postgraduate program was considered necessary. Based on this premise, it will be necessary to evaluate the performance of this program from the year that it started (2010) till date (2014) in order to determine its relevance and impact on the productive and reorientation/re-direction on Nigeria education.

In order to have a good conceptualization and evaluation of the Babcock postgraduate program, the Context, Input, Process, Product (CIPP) evaluation model was adopted. This framework is used to systematically guide the conception, design, implementation and assessment of Babcock postgraduate program and provide feedback and judgment of the program effectiveness for continuous improvement.

The CIPP evaluation model emphasizes "learning-by-doing" to identify corrections for problematic project features. It is suitable for evaluating emergent projects in a dynamic social context (Alkin, 2004). As Stufflebeam has pointed out, the most critical tenet of the model is

“not to prove, but to improve” (Stufflebeam and Shinkfield, 2007). The proactive application of the model can enable decision making and quality assurance, and its retrospective use allows the faculty member to continually reframe and “sum up the project’s merit, worth, probity and significance” (Stufflebeam and Shinkfield, 2007). Studies have been carried out in education settings using the CIPP evaluation model to evaluate numerous educational projects and entities (Zhang et al., 2009, 2008). A fundamental example of the CIPP evaluation model is, Felix (1979) who adopted the model to evaluate and improve instruction in Cincinnati, Ohio, school systems. Matthews and Hudson (2001) developed directional guidelines for the evaluation of parent training projects within the framework of the CIPP evaluation model. Further, Steinert et al. (2005) made a conclusion on a ‘faculty development’ project designed to support the teaching and evaluation of professionalism of medical students and residents using the CIPP evaluation model. The model was used to construct Taiwan’s national educational indicator systems (Chien et al., 2007). The model also served as the evaluation model for Osokoya and Adekunle (2007) to assess the trainability of enrollees in the Leventis Foundation (Nigeria) Agricultural Schools’ projects. Hence, it is considered necessary to use the CIPP evaluation model to understudy the progress of the Babcock university postgraduate program in other to enrich and improve it. Further, this study aims to evaluate all postgraduate programs offered in Babcock University, consisting of diploma, Masters and PhD programs. Result from the study will help improve the decisions of the school, students and people that associate with the university goal of the postgraduate program. As Stufflebeam has pointed out, the most fundamental tenet of the model is “not to prove, but to improve” (Stufflebeam and Shinkfield, 2007).

Objective of the study

The main objective of this study is to evaluate the postgraduate program in Babcock University using the CIPP model based on the general objective of the program which is to:

1. Equip students with techniques for advanced learning.
2. Lead students to develop lives of integrity based upon principles that are compatible with Adventist world view.
3. Foster the mastery of critical evaluation, discovery and dissemination of knowledge in the community of scholars.
4. Develop in students the ability to utilize resources such as revelation reason, reflection and research to discover truth and its implication here and hereafter.

Scope of the study

The main focus of this study is evaluation of Babcock

postgraduate school, Ilishan-Remo, Ogun State. The study will be evaluated from the period the program started to date (2010-2014) to derive a dependent result. The students and the postgraduate officials of the program will aid in the critical evaluation process.

Theoretical background: CIPP evaluation model

Eseryel (2002) lists six basic approaches to evaluation: goal based evaluation, goal-free evaluation, responsive evaluation, systems evaluation, professional review and quasi-legal evaluation, and points out that researchers and other evaluators should be familiar with the different models and chose the one most appropriate to their aims. Hew et al. (2004) further categorized evaluation models as macro, meso, and micro with “Context, Input, Process, Product (CIPP)” included in the category of macro-level evaluation which fit best for the evaluation of Babcock university postgraduate program.

CIPP was developed by the Phi Delta Kappa committee on evaluation in 1971. CIPP was described as the evaluation process of delineating, obtaining and providing useful information for judging decision alternatives. In other words, CIPP is based on providing information for decisions. Each of the four different types of evaluation that comprise CIPP has an important role to play in a large whole (Williams, 2000) with the function of each described by Stufflebean (1971) as follows:

- (a) Context evaluation serves planning decisions by identifying unmet needs, unused opportunities and underlying problems that prevent the meeting of needs or the use of opportunity.
- (b) Input evaluation serves structuring decisions by projecting and analyzing alternative procedural designs.
- (c) Process evaluation serves implementing decisions by monitoring project operations.
- (d) Product evaluation serves implementing decisions by determining the degree to which objectives have been achieved and by determining the cause of the obtained results.

The conceptual model for this study

Figure 1 shows the conceptual model for this study.

METHODOLOGY OF THE STUDY

This study was implemented using mixed research methodology, with focus on processes of a phenomenon. This method was chosen for its ability to provide answers to how and why of obtaining a deeper understanding of the postgraduate studies offered in Babcock University. The population of this study includes two groups; the postgraduate students and the postgraduate officials. Also the sampling group of this study was divided into two as identified earlier in order to get a clear picture

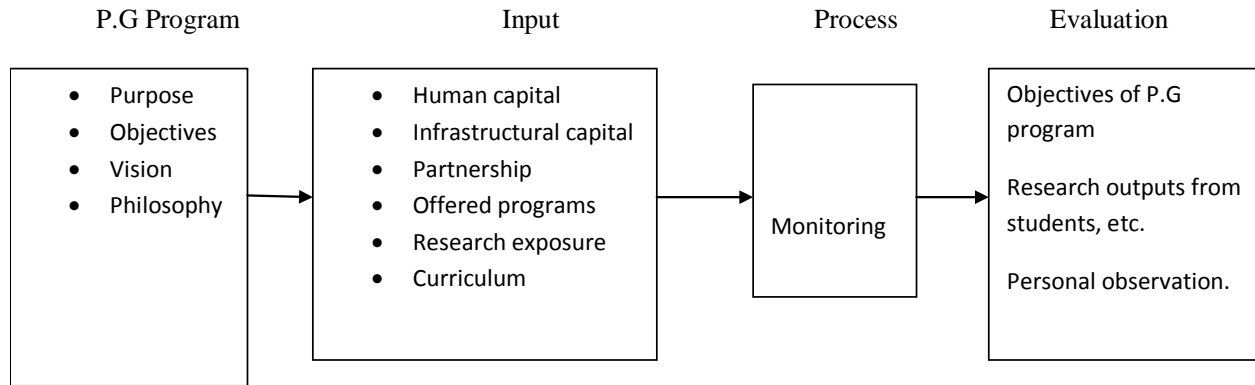


Figure 1. The conceptual model for this study.

Table 1. Demographic characteristics of respondents.

Demographic characteristics	Categories	Frequency	Percentage
Faculty	Sciences	16	32
	Business school	22	44
	Humanities	12	24
Gender	Male	35	70
	Female	15	30
Level of study	Masters	33	66
	PhD	17	34

Source: Field Survey (2014).

about the situation of Babcock postgraduate program. A total of 50 postgraduate students and 3 postgraduate officials formed the respondents for this study. The instrument used to collect data was a structured interview and personal observation. The entire interview questions generated were based on the objectives of the postgraduate school.

RESULTS AND DISCUSSION OF FINDINGS

Table 1 shows the frequency and percentage distribution of respondents’ faculties, gender, and level of study. Regarding the faculty, business school has (22, 44%) which is the highest number of respondents. The survey further shows that male respondents are the majority in this study with (35, 70%). Finally, the data on the level of study category of the respondents indicated that a larger size of the respondents was presently studying to obtain their masters degree (33, 66%).

Context evaluation

According to Aina (2010), The Babcock postgraduate

program serves to bridge the gap and challenges in the educational institution in Nigeria in order to deliver the manpower and to promote the intellectual capacity that this needs. According to the dean of the postgraduate school (Professor S.A Tayo), he stated that “Babcock University seeks to entrench its long standing reputation for real world grasp of issues and fundamentals of life in the area of postgraduate education”.

The first set of students from various backgrounds and nationalities to different Master’s and Doctoral degree programs were enrolled in the summer of the year 2010. This program has attracted various students including a former minister of the federal republic of Nigeria, directors of business empires and corporate executives from across Nigeria and Africa. The various Masters, Doctoral and postgraduate diploma programs offered at Babcock University conform to the requirements of the labour market and as such bear direct impact. The postgraduate school philosophy is based on emphasis on harmonious development of the academic, physical-social and spiritual potential of students. In this, its value must be judged by the contribution it makes directly through its community of scholars towards the fulfillment of the

Table 2. Respondents' assessment of the context of the postgraduate program.

S/N	Structured interview question	D	A
1	Do you think the postgraduate study in Babcock University is different in its core and educative value?	15 (30%)	35 (70%)

mission of the university and also inculcating in men and women nobility of character and stability of purpose needed in our society.

The mission statement of the postgraduate school is guided towards the promoting and advancing knowledge and skills for service to God and humanity. In addition, the central objectives of Babcock postgraduate school are to:

- Equip students with techniques for advanced learning.
- Lead students to develop lives of integrity based upon principles that are compatible with Adventist world view.
- Foster the mastery of critical evaluation, discovery and dissemination of knowledge in the community of scholars.
- Develop in students the ability to utilize resources such as revelation reason, reflection and research to discover truth and its implication here and hereafter.

In addition, an interview with some sampled 50 students revealed that they are in support of the orientation of the postgraduate school. Majority of them, that is, 35 (70%), agreed that of present, the school program is still in conformity with the stated values and objective of the program. Table 2 shows the result from the interview with the respondents of the study.

Input evaluation

Human capital

We all know that human resource is critical to any organization's success and most especially in the university and at the postgraduate level, which are very much in need of erudite scholars with intellectual input and capacity to advance the scope of knowledge. An interview with the Sub Dean of the PG school revealed that Babcock PG School projected the challenge of manpower that can affect the positioning of the graduate school in achieving its goals and to measure up with its counterparts around the world in gaining competitive advantage over other universities. Babcock University employed renowned and impactful scholars in their various disciplines of study. This had enabled them to have a handful of competent lecturers who have the strength to teach and supervise postgraduate students both at the PhD, Masters and Diploma levels.

The Dean of PG school of Babcock University, Professor S.A Tayo, further stated that the university employed both associate lecturers and full time lecturers that are capable to push and deliver the right kind of

education and research skills envisioned by the university. In addition, he revealed that as at 2014, the Babcock University has a record of 27 professors and 39 PhD holders who share in the vision of the PG school, summing a total of 66 qualified academicians. Not only did the school focus on lecturers but also on experts in the area of administration to manage the affairs of the PG school. In terms of physical infrastructure, that can help push the mission of Babcock postgraduate school, the university has measured up to the standard. The Dean further stated that the university has the latest teaching infrastructure that can meet up with its other counterpart in the world such as the electronic star board for teaching that enhances telecommunication, video-conferencing, power point presentation and online teaching. Also the school boost of projectors and internet facilities available to all postgraduate students in a conducive lecture room.

Furthermore, an interview conducted among students, a sample study revealed that majority of them, 31 (62%), agreed that the Babcock University have invested a lot in providing infrastructures that can enable effective studying, but most of them signify the need for more lecturers to enable speedy completion of program especially for thesis supervising.

Partnership/collaboration

Babcock postgraduate school has a lot of partnership with international and local institutes of learning most especially in the area of research. The bulletin of the PG school for the year 2010 to 2013 revealed the various linkages and partnership the postgraduate program has with over 112 Adventist institutions of higher learning worldwide. The PG school has other partnerships with Shamyork University, South Korea and Indiana University, Kokomo, USA in the area of research. The Babcock University SPGS also took part in all important education summits designed to connect critical expertise of Nigeria/African in Diaspora. According to Aina (2010), PG program have open up decision and have signed letters of intent to collaborate with leading universities in the US and Europe like Princeton University, USA, Rutgers State University of New Jersey, Southampton University in the UK. The PG school has also opened important discussion with Nigerians in Diaspora Organization America (NIDOA) through the New Jersey chapter to connect researchers of Nigeria/African extract and their colleagues in America and Europe for meaningful collaboration and exchange.

According to the Dean of PG school, on several

Table 3. Respondents' assessment of the input of the postgraduate program.

S/N	Question	D	A
1	Are there adequate infrastructures (human and physical) that enable a proper learning process in your school?	19 (38%)	31 (62%)
2	Are you well taught on the global procedure of conducting an independent research study?	21 (42%)	29 (58%)

occasions, the school has organized academic gatherings such as seminars, lectures, etc., that have attracted scholars in various fields of study to deliver current and trending issues to the postgraduate students, which is a key philosophy of the graduate school. An interview with some of the postgraduate students further affirms this view. A particular PhD student interviewed in the Department of Business Administration attest to this that all through his academic studies, he has not had more exposure to research oriented programs like that of Babcock University. No doubt, some students failed to agree that Babcock University has something new to offer compared to other local universities.

Curriculum

The curriculum of the Babcock postgraduate school is believed to be a reflection of the Adventist educational belief which centers and puts emphasis on developing academic, physical, psycho-social and spiritual potential of students. According to the Dean of PG School, the postgraduate school educational curriculum is built in such a way that it can match the standard of both international and local institutions of learning. The program curriculum had to be planned and underwent the rigorous accreditation by the Adventist association (AAA) and the National University Commission (NUC). According to the director of academic planning of Babcock University, Professor J.A Ogunji, the curriculum boasts of latest trends of contemporary issues in the local and international scene, whose focus is to make the student apply all that has been taught to real time problems. Responses to an interview with the Sub Dean further reestablish the focus of the curriculum to be centered on training highly skilled manpower to achieve excellence in teaching, research programs and service delivery which will equip students with creative skills and requisite knowledge to enrich global intellectual input.

Research exposure

The center point of a Postgraduate school is to enhance quality intellectual capital and to discover new and innovative ideas that can move and advance education and strengthen the ability of active learning through modern teaching methods and research techniques in an environment that actively seeks the mental, moral and spiritual development of this scholar and in making this

possible, the university have positioned the students by exposing them to various research orientated course work to help expand their knowledge about how research is been done around the world. In an interview, the Vice Dean of the postgraduate school informed the researcher that the university has invested so much in the area of advancing research study among the enrolled PG students by employing experienced hands both within the university and outside the university to teach and help impact into the student's way of conducting research. Also, in other ways, the school has supported postgraduate students in their conduct of research through its library services. An interview granted by the University Librarian (Professor Okoro) revealed that the library has an enviable stock of current books and journals; it has not less than five library service centres with all "reference" materials and journals in all fields located in the central library. In addition, Babcock University has over 55,000 volumes of books and 220 titles of hard journals in different fields. The university also subscribed to electronic journals. There are also free e-journals which can provide students with effective internet and intranet systems. Other graduate research support facilities on campus are science and language laboratories, studios, Ellen G. white SDA research centre, etc. All these are to promote original and independent research. However, majority of the graduate students interviewed, 29 (58%), agreed to the fact that they are taught adequately on how to conduct research and most especially independent study, but they are not adequately informed on the source of sorting for research material that could enhance their research output. They believe that if the postgraduate school could enlighten them on how and by what means to get research materials that could be helpful in their respective chosen area of study will promote more research outputs. Table 3 shows the result of the interview granted the respondents in this study.

Process evaluation

In order to implement the goals and objectives of the PG school, the program strictly monitored and oversaw the program and the monitoring mechanisms put in place are such as the grading system that promotes transparency in scoring and grading of students' result. For example, the Masters program scoring pattern is as follows: attendance, 5%; quizzes, 10%; assignment, 10%; mid-

Table 4. Respondents' assessment of the processes in place to evaluate student's performance.

S/N	Question	D	A
1	Can you easily evaluate your respective academic performance before the outcome of the final result?	11 (22%)	39 (78%)

semester examinations, 15%; final examination 60%; making a total of 100%; while for the PhD program, the scoring pattern is: seminar presentation, 50%; examination, 30%; attendance, 5%; quizzes, 5%; and mid semester examination, 10%. This grading system was really supported by respective students who were interviewed. Most of them, 39 (78%) declared that they can easily evaluate their performance before the release of the final result, but most students interviewed did not agree with the grading pattern. They believe that at the PhD level, they should not be subjected to written exams or test, but be exposed to much of seminar and research work and presentation to enhance their research skills because of its importance in their study.

Compulsory attendance

This is another monitoring guide put in place by the PG school. Attendance in Babcock postgraduate school is as important as the lectures, test and seminar students are exposed to. In an interview with the Dean of the postgraduate school, he stated that student attendance serves as the strength to success in Babcock University. Every student must meet up with a minimum of 70% attendance before he/she will be able to sit and write any exams. The attendance is regularly taken by a representative of the PG school.

Monitoring and evaluation of lecturer performance

The PG school regularly monitored the teaching progress of the lecture in the course taught and conducted an assessment of every lecture done by the students. The purpose of this according to the PG Secretary is to improve the performance of lecturers.

Monitoring student program in the course of study

The PG school monitors the academic performance of students by checking their performance via their grade. The PG school implemented a policy that if a student fails a course twice, his studentship will be withdrawn from the course and if for a Master's program he/she is not able to complete within the period of 2 years, his/her studentship will be withdrawn. The PG secretary said that was put in place to show the zero tolerance they have for failure. Most of the students interviewed agreed with the school, but think that their research study delayed their timeliness in finishing their program when due, which have been encouraged by their respective supervisors. Table 4

shows the responses of the interviewed respondents.

Product evaluation

In order to evaluate the degree of performance of the PG program, it was assessed/appraised based on the objectives of the program via its achievement. Questions were structured based on the objective of the program:

1. How are students equipped with techniques for advanced learning?

In evaluating this, two groups were interviewed namely the postgraduate officials (3) and students (50). The Dean of the PG school stated that "teaching and learning approach are the key issues in this program". He further stated that various techniques of advancing adopted by the university are the use of electronic learning, conducting of various seminars that will enhance student's research skill among others. Also, the curriculum of the PG studies is rich that it reflected trending and contemporary issues that equip students with the necessary skills. In addition to this, the interviewed students agreed that the PG school had provided the necessary learning techniques that can fasten the process, stating from the grading of lecturers to the various exposure to seminar and academic forum that have gone a long way in advancing their scope of knowledge.

2. How are students led to develop lives of integrity based upon principles that are compatible with Adventist world view?

An interview with the Secretary of PG school disclosed that "students of graduate school are given an all around holistic education". We stand on integrity and this value is passed forth to the student through the harmonious development of the academic, physical, psycho-social and spiritual exposure to student. She further stated that the aim of the PG school is to discover truth through the various conducts of research that will uphold integrity of innovation and development of the world to be a better place. In support of this, the Dean of PG school stated that the development of integrity among students has been impacted starting from the grading and scoring of student performance, student compulsory attendance to every lecture to the monitoring of lecturers and exposure of students to spiritual programs that will sharpen their moral, physical and academic life.

On interviewing a group of students for this study, majority agreed that Babcock University is a true

reflection of integrity through its various activities enlisted in the program. A particular student responded, "I never knew a place like this could still be in the higher school of learning, Babcock has proven this to me and am happy to be associated to its program".

3. What are done to foster the university of critical evaluation, discovery and dissemination of knowledge in the community of scholars?

An interview granted by the Dean of PG school revealed that the school has done a lot to foster discovery and dissemination of knowledge in the community of scholars. He pointed to the collaboration the school had with international universities such as Princeton University, USA, Rutgers State University of New Jersey, Southampton University in the UK and many others, which are based on exchange and development of research among the students of graduate school. He also mentioned that school often times organized seminars to exchange ideas about trending issues and have positioned the student curriculum towards a research oriented teaching and learning. He further pointed that the evaluation of students and lecturers' performance is based on the quality of research output that the school has been able to come out with. Hence, the critical evaluation of the program has been centered at the organization that students of the graduated students work. In other words, they have been interested in the feedback of the quality of students that have graduated from the school and their performance based on the feedback from the society.

4. How are students developed with the ability to utilize resource?

The Vice Dean of the postgraduate school stated that students have been adequately exposed to the utilization of research resource and students have developed a world class research unit and centers for students to carry out the interested research and this is done by having standardized library and subscribing to online journals in every course of study. Furthermore, the students can boast of 24 h internet facilities that enhances research.

He further stated that the students are regularly taught and trained on how well to conduct real time research study. "We have for the past 2 years dedicated a day in every week to develop the intellectual knowledge of students on how and ways of conducting research". Students interviewed also agreed that the school has tried in a little way to develop them on the utilization of research resources, but they still need more exposure and understanding on sorting and coordinating an independent study.

Conclusion

The aim of this study was to evaluate the Babcock

postgraduate program consisting of the Diploma, Master, and PhD. The researchers chose to conduct an evaluation study in line with a Context, Input, Process, Product (CIPP) model, since this model is based on evaluating and defining the needs of participants in terms of context, strategies, plans, activities, interaction and assessment. Moreover, the CIPP model aims to help decision makers make improvements in programs (Boulmetis and Dutwin, 2005).

The postgraduate program was evaluated using the interview method to collect the necessary information. The sample groups and size used comprised the PG school officials (the Dean, Sub Dean and Secretary), and the students (50) as the sample size.

Findings from both groups revealed that both the students and PG school agreed that the school had tried to a large extent in equipping them with necessary techniques for advanced learning. Students of graduate school are given an all around holistic education. The curriculum is centered on training highly skilled manpower to achieve excellence in teaching, research programs and service delivery which will equip students with creative skills and requisite knowledge to enrich global intellectual input.

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