Program Evaluation in Higher Education

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Abstract
Every programmes implemented by each institution and organization should be evaluated after the execution of a cohort. The Purpose of Programme Evaluation, According to Doll (1992) is to recognize sizes and continuities in evaluating its effectiveness, Stufflebeam (1971) believes that the purpose is to highlight the objective achievement for the next alternative in decision making, while from the humanist point of view concerns on individual achievement in a planned situation (Stake and Denny, 1969). According to Talmage (1985), the content of programme evaluation comprising intrinsic value, instrumental value, comparative value, idealization value and decision value. The types of programme evaluation according to Scriven (1997) divided into formative and summative. Formative evaluation was made during an ongoing programme, while summative evaluation was made at the end of a programme. Therefore Provus (1971) evaluated the effectiveness of the programme in terms of performance, standards and products. According to Borg and Gall (1989), evaluation towards the effectiveness of the programme is usually made to determine the success of educational programme or focused on the level of success, the merit of respondent, syllabus design, and content of the programme, implementation and objectives achievement of the programme itself (Longstreet and Suane, 1993). The model Contex, Input, Product, and Process (CIPP) was adapted from the theoretical model designed by Stufflebeam and Shinkfield (1984), which focuses on improvement oriented evaluation. Measurement of programme evaluation should be evaluated quantitatively through the impact value to see its effectiveness. Impact means double level of effectiveness. The first is in terms of mean, and the second is impact value. Measurement of impact level in its scale (five likert scales) is measure by three quartiles system according to mean range score \((5 + 3 = 1.66)\) and impact range score \((25 + 5 = 8.33)\). The value of 25/100 is the impact wattage for each four dimension variable: context, input, process and product (CIPP). Two interval scores are used to prove the impact level of each dimension: context, input, process and product (CIPP).

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Introduction
In terms of effectiveness, Ornstein and Hunkins (1993) stated that the effectiveness means: response (impact) subject that leads to a change resulting from an achievement of an objective to make decision, appropriate research design is by using survey. According to White, Mayne and Evarton (1990), effectiveness means: reference to the quality, a prolonged effort of mind to change and reshape experience. Cheng (1996) deems effectiveness as something that has criteria that can be measured or assessed from the aspects of qualities and achievement. David Pratt (1980) also describe 'effectiveness' as, to what extent students were able to achieve the objectives of the programme viewed from exam's grade and production that meets planning. From the effectiveness aspects in education and teaching programme, Kah Boh Boon (1987: 5) explained: The term effectiveness is