**Programme Evaluation**

1. **Definitions**

“Evaluation includes obtaining information for use in judging the wealth of the programme, procedure or the potential utility of an approach designed to attain specified objectives” (Withern & Sanders, 1973, P. 19).

“The systematic collection and analysis of all relevant information to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institution involved” (Brown, 1989, P. 223).

These definitions imply that:

1. Information is gathered and analysed in a systematic manner
2. Only relevant information is included
3. Evaluation serves two purposes of information
4. The promotion of improvement
5. The assessment of effectiveness

**2. Approaches to Programme Evaluation**

**2.1The Product-oriented Approach:** in it, the focus of evaluation is on the explicitly defined goals specified in terms of the society, the students and the subject matter, and instructional objectives specified in terms of measurable behavioural objectives with the purpose of determining whether they have been achieved.

* If the objectives have been achieved, the programme is considered to have been successful in meeting its goals.
* If the objectives have not been achieved, it is believed that there has been a failure to attain the goal.

**Steps:**

1. Identifying precisely what is to be evaluated
2. Defining the descriptive variables
3. Stating objectives
4. Assessing the behavioural objectives
5. Analyzing the results and determining the effectiveness of the programme.

**2.2 The Process-oriented Approach**: it is related to a formative evaluation (it takes place during the ongoing curriculum development and aims at collecting and analyzing information that will help the improvement of the curriculum) as opposed to a summative evaluation (it occurs at the end of the programme and aims at determining the degree to which the programme is successful) which considers programme goals and objectives. It considers that it is important to evaluate goals and objectives but that such information is not very helpful in facilitating revision and improvement.

* **Formative evaluation is a regular part of the curriculum as we gather and analyse information for changing and developing the programme**.
* **Summative evaluation presented in a form of a report to an administrative authority focuses on assessing the success of the programme**.

**2.3 Static Characteristic Evaluation:** it is performed to determine the effectiveness of a particular programme for institutional accreditation: a process whereby a group of institution sets criteria and evaluation procedures for the purpose of deciding whether an institution should be certified accredited as a number of that association. It is conducted by outside experts who inspect a programme by examining various accounting and academic records as well as static characteristics as the number of libraries, books, the number and types of degrees help by the faculty, the student-to-teacher ratio and the number and seating capacity of classrooms.

**3. Types of Information**

* 1. **Quantitative Data:** are countable information which is usually gathered using measures that produce results in the form of numbers.
  2. **Qualitative Data:** consist of more holistic information based on observation.