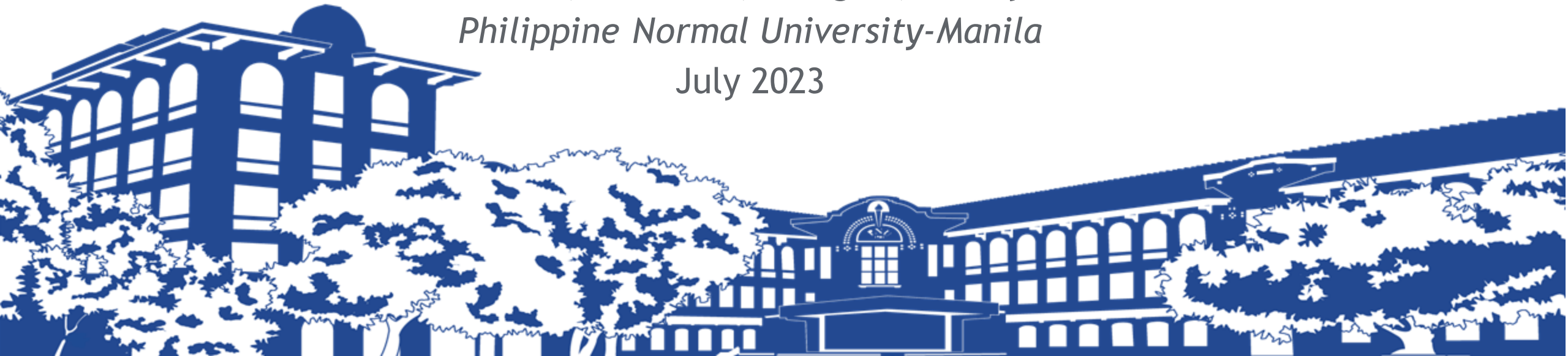


# Using Ochave's ABCD Model in Evaluating a Master's Program in Educational Assessment and Evaluation: Basis for a Post-Pandemic Program Offering

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# INTRODUCTION

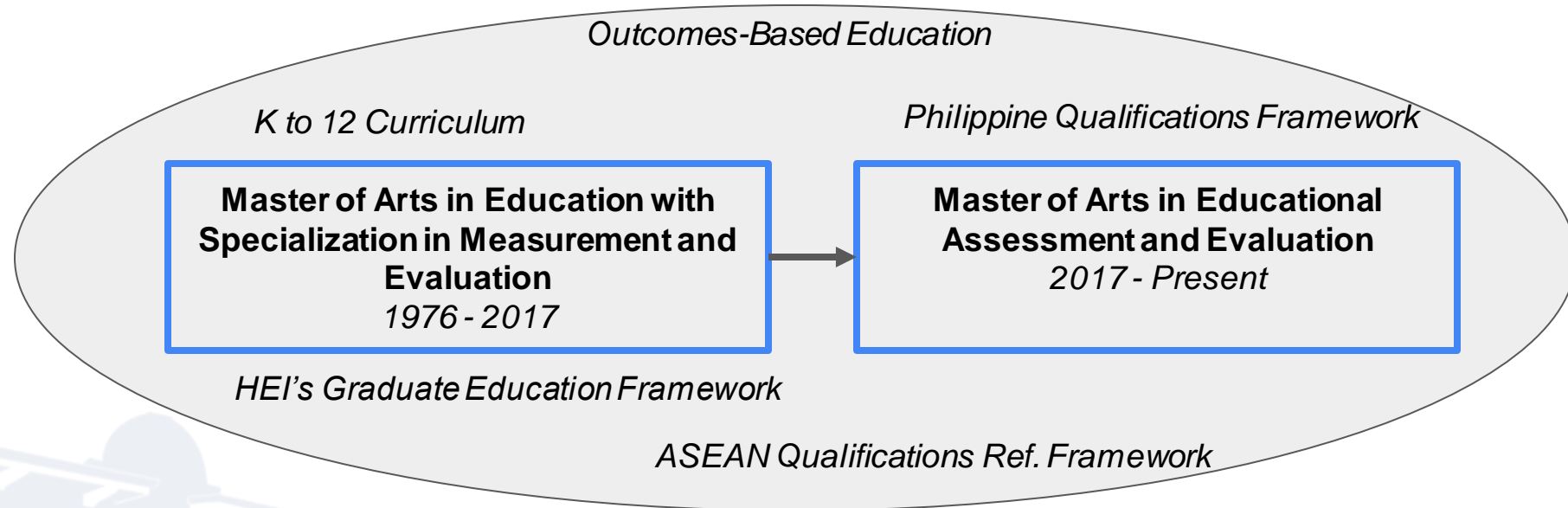
Program evaluation can be defined as “the **systematic collection of information** about the activities, characteristics, and outcomes of programs, for use by people to **reduce uncertainties, improve effectiveness, and make decisions**” (Patton, 2008, p. 39).

## Master of Arts in Educational Assessment and Evaluation (MA EAE) Program

Proficiency in:

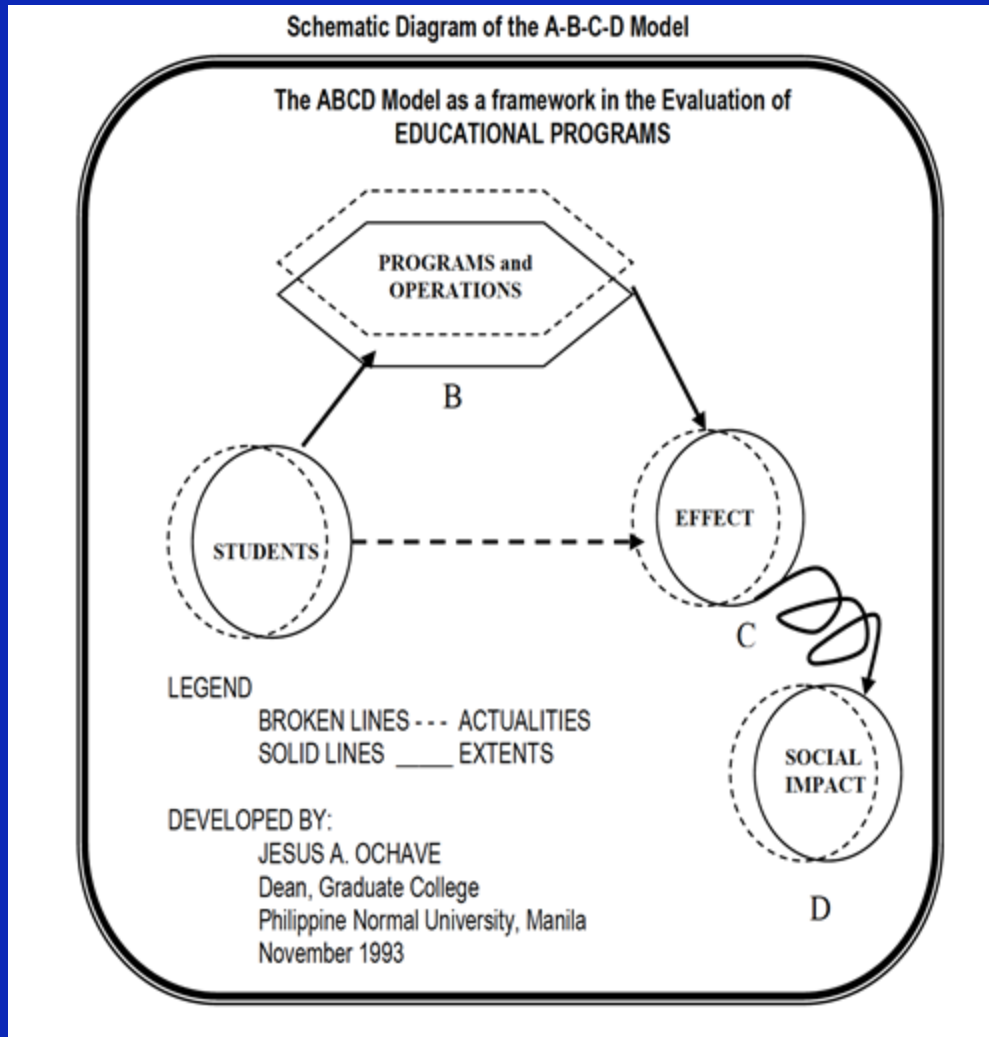
- **Educational Assessment and Evaluation**
- **Research**
- **Program Evaluation**

# INTRODUCTION



There is a need to examine and investigate the different aspects of the existing MA-EAE Program and its implementation since the school administration must make decisions and identify what aspects of the program should be **discontinued** and what should be **retained and strengthened**. To make these informed decisions, it is now necessary to **assess and evaluate the existing MA EAE Program**.

# EVALUATION FRAMEWORK



The ABCD evaluation model, shows the four major components and two dimensions (Nava, et.al., 2003).

**Component A:** MA-EAE Students;

**Component B:** Program Operations of MA-EAE;

**Component C:** Impacts and experiences of the EAE student in relation to Component B;

**Component D:** Vision of the EAE program for the improvement of the educational system.

**Intents** - the standards/basis

**Actualities** - the actual processes, outputs, and operations.

Figure 1. The ABCD Evaluation Model

(Nava, et.al., (2003). Schematic Diagram of ABCD Evaluation Model (Image, screen capture))

# STATEMENT OF PURPOSE AND SPECIFIC OBJECTIVES

## **Component A: Students**

How do the qualifications of the students currently enrolled in the EAE program compare with the qualification criteria of the program and the admission procedure of the university?

## **Component B: Processes and Information**

What are the discrepancies and congruences of the structure of the EAE Program with Policies, Standards, and Guidelines for Graduate Programs of the Commission on Higher Education as stated in CHED Memorandum Order (CMO) 15, s. 2019?

## **Component C: Attainment of Program Outcomes and Classroom Experience**

1. How do the EAE students perceive the extent to which program outcomes are attained?
2. What is the student life experience like in comparison to the intended outcomes of the program?

## **Component D: Social Impact**

What social impacts do the program promote in reference to its current processes and operation?

# METHODOLOGY

**Design:** Convergent Mixed Methods Design

## **Sources of Data:**

1. HEI - BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017);
2. Graduate School Student Handbook (2017);
3. CMO 15, s. 2019;
4. Graduate Program Prospectus (2018);
5. HEI Website and other HEI sites;
6. Online Databases (e.g. CHED Website)
7. Interviews;
8. Survey Responses.

## **Data Analysis:**

**Component A:** Comparative Analysis

**Component B:** Document Analyses

**Component C:** Survey and Follow-up Interviews;

**Component D:** Feedback from MA-EAE Students.



# RESULTS for Component A: Students



| Intents   | Actualities  | Congruences/Discrepancies   |
|---|--|---|
| <p>Any graduate students of the teacher education program regardless of area of specialization and even without teaching experience may be accepted into the program.</p> | <p>The current students of the EAE program are from diverse backgrounds.</p>   | <p>EAE students were admitted regardless of their area of specialization</p>  |
| <p>Applicants must satisfy the entrance requirements of the university for the Graduate College Admission Test (GCAT)</p>   | <p>Respondents have submitted all the needed requirements.</p>                 | <p>Respondents complied with all the needed admission requirements prior to taking the GCAT.</p> <p><b>Discrepancies in intended GPA/ GWA</b></p> |
| <p>Pass the admission test</p>  | <p>All respondents of the survey have taken and passed the admission test.</p> | <p>All respondents were admitted to the program because they have passed the admission test.</p>  |

# RESULTS for Component B: Processes and Operations



## B1: CMO 15, s. 2019 Compliance

| <b>Intents</b>                  | <b>Actualities</b>  | <b>Congruences/Discrepancies</b>   |
|---------------------------------|---|--|
| Article 1 : Introduction        | Goals and Roles of the HEI Graduate Programs (MA-EAE)   | Compliant to all the sessions under this article, although there are variations from intents and actualities in terms of wordings. |
| Article 2: Authority to Operate | HEI is listed in the CHED registry of Institutions offering Graduate Programs in education.<br><br>It is mandated as the National Center for Teacher Education<br><br>HEI is also the Center of Excellence in Teacher Education | Compliant with all prescribed authorizations and eligibility criteria to offer a graduate program.                                 |



# RESULTS for Component B: Processes and Operations



## B1: CMO 15, s. 2019 Compliance

| Intents   | Actualities   | Congruences/Discrepancies   |
|---|---|---|
| Article 3: Graduate Program Levels, Outcomes, and Types | MA-EAE Program Outcomes;<br>HEI- BOR Resolution 6 - 2635;<br>HEI- HEI BOR Resolution No. U-3425 | HEI compiled and exceeded the necessary requirements under this article.  |
| Article 4: Curriculum                                   | HEI - GPMO  | Compliant. No notable discrepancies.  |
| Article 5: Delivery Modes in Graduate Programs          | Not Applicable in the existing program  |   |
| Article 6: Minimum Requirements                         | HEI - GPMO; HEI- BOR Resolution 6 - 2635; HEI Library Website;                                  | The MA-EAE is compliant with all minimum requirements, <b>except for one: Section 15, item 6 (Adviser to Student Ratio)</b> |

# RESULTS for Component B: Processes and Operations



## B1: CMO 15, s. 2019 Compliance

| Intents  | Actualities   | Congruences/Discrepancies   |
|--|---|---|
| Article 7: Additional Minimum Requirements<br>Article 8: Other Resources<br>Article 9: Monitoring and Evaluation of Graduate Programs<br>Article 10: Transitory and Other Provisions | MA-EAE Program Outcomes;<br>BOR Resolution 6 - 2635;<br>BOR Resolution No. U-3425;<br>HEI Website; Facebook Pages of HEI Offices; CHEd Website. | HEI MA-EAE complied with the requirements stated from articles 7-10 of the CMO. |

## B2: Program Description

| Intents  | Actualities   | Congruences/Discrepancies   |
|--|---|---|
| BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017) | Course syllabus, program prospectus, and course materials | Compliant. The program description is not specified in each course syllabi, but it is encompassed in each course description under the specialization programs. |

# RESULTS for Component B: Processes and Operations



## B3: Program Framework

| Intents  | Actualities   | Congruences/Discrepancies  |
|--|---|--|
| BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017) Program Framework | Course syllabus, program prospectus, and course materials | Compliant. All courses under the Ma-EAE specialization adheres to the framework and always included the specialization areas mentioned in the framework. |

## B4: Curriculum Structure and Mapping

| Intents   | Actualities   | Congruences/Discrepancies  |
|---|---|--|
| The data from this aspect will come from the BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017) and Graduate Program Prospectus (2018). | Course syllabus, program prospectus, and course materials | There are no discrepancies observed between the Intents of the Curriculum Structure and Mapping. |

# RESULTS for Component B: Processes and Operations



## B5: Course Descriptions

| Intents  | Actualities   | Congruences/Discrepancies   |
|--|---|---|
| BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017) Course Descriptions | Course syllabus, program prospectus, and course materials | Course codes in the proposed course program were changed in the final program prospectus, but no other notable discrepancies. |

## B6: Proposed Changes from MA-EME

| Intents   | Actualities   | Congruences/Discrepancies   |
|---|---|---|
| The data from this aspect will come from the BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017) and Graduate Program Prospectus (2018). | Course syllabus, program prospectus, and course materials, feedback from students | There are no significant discrepancies between the proposed curriculum and the approved curriculum of the MA EAE program, with all the proposed changes approved and evident. |

# RESULTS for Component B: Processes and Operations



## B7: Faculty

| Intents   | Actualities                                 | Congruences/Discrepancies   |
|---|---|---|
| <p>BOR Approved Document: Revision of Existing Master's Programs into OBGTEC (2017) List of Faculty</p> | <p>List of Actual Faculty in the MA-EAE</p> | <p>All the teachers that handle the general and specialization courses in the MA EAE have doctoral degree. Their specialization is directly related to the course that they handle in the program.</p> <p>- There are more than five full time faculty with doctoral degree in the program.</p> |

# RESULTS for Component C: Effects



1. Results gathered from the survey instruments.
2. Results from the one-on-one interview with a senior MA-EAE student.

| Intents   | Actualities   | Congruences/Discrepancies                              |
|---|---|--|
| <p>The program outcomes of the MA-EAE program is anchored on the Graduate Education Framework which aims to develop graduate students to become research scholars, expert practitioners, and educational leaders.</p> | <p><b>Education Leader: 3.05</b><br/><b>Research Scholar: 3.20</b><br/><b>Expert Practitioner: 3.25</b></p> <p>An interview was conducted with a senior student and he explained that he did not rate the components as 4.0 because for him, he is the one who still needs improvement.</p> | <p>The actualities are congruent with the intents.</p> |

# RESULTS for Component D: Social Impacts



| <b>Intents</b>  | <b>Actualities</b>  | <b>Congruences/<br/>Discrepancies</b>                   |
|---|---|---|
| <p>HEI aims to produce among its students the following:<br/>Education Leader<br/>Expert Practitioner<br/>Research Expert</p> | <p>EAE students (even before completing the program have reported to have participated in international conferences, conducted evaluation and test development studies, professional sharing, and school-wide research forums</p> | <p>The actualities are consistent with the intents.</p> |

# SUMMARY OF RESULTS AND CONCLUSIONS

In conclusion, the MA-EAE program of the HEI evaluated in this study have congruent intents and actualities according to Ochave's ABCD evaluation model.

Component A: Students. Only the admission requirement had a discrepancy as a few students were admitted who were below the GPA of 2.0 or equivalent. But, all the other requirements have been consistent. .

Component B: Processes and Operations, the HEI is compliant with the CMO 15, s.2019 requirements except for section 15 item 6 (Adviser to Student ratio).

Component C: Effects. The results from students' perception of the program yielded a high satisfactory score with students not choosing the perfect score due to desire for personal improvement.



# SUMMARY OF RESULTS AND CONCLUSIONS

Component D: Social impacts, the intents of the HEI to produce among them students, educational leaders, expert practitioners, and research experts are actualized even at an early stage (before completion of the program) as the students have been leading research and evaluation studies, test item developments, conducting seminars, and many others.

These influence the increase in research efforts among their respective workplaces that help improve the education sector in the country.

# RECOMMENDATIONS

1. Strictly implement admission protocols, and revise as necessary.
2. Continue to improve program offerings with reference to CMO 15, s. 2019, especially in program delivery areas, as only the conventional, online, and hybrid modalities are available as of the moment.
3. Be sure to have sufficient number of faculty assigned to oversee student progress overtime in the MA-EAE program.
4. From the interview, find ways to market the EAE program as it is helpful in training education leaders to be multi-disciplinary. *“In my experience, whichever field I am in, I know that I can be useful and successful—whether it is in the area of research, teaching, or being a master teacher.”*

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