The Application of the C.I.P.P. (Context, Input, Process and Product) Model to Archival Planning

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At a time when archives are facing growing competition for funds, inflationary pressures and the need to justify the importance of their services, due attention should be given to methods of evaluating archives' performance and demonstrating their immediate utility.

The C.I.P.P. model as put forward in this article is concerned only with the extent to which the archives satisfies the immediate tangible needs of its users. Excluded from serious consideration is the evaluation of archives in terms of their broader, intangible and largely immeasurable "benefits" to society.

Theory can be regarded as the development of universal laws, immutable and applicable at all times and in all places. Unlike the field of librarianship, there has been no elucidation of archival theories and models in the field of archival science. Concerning the paucity of theories, Burke[1] in one of the most thought-provoking articles of recent times on archival literature contended that:

> One must therefore separate theoretical from practical when considering whether or not there has been any universal laws abstractly developed in the archival world. One could refer to those laws developed from the piling up of empirical evidence and promulgated as the true faith on which we operate. Such are the laws of provenance, respect des fonds, unbroken custody or Registration prinzip. But on inspection we find two things: one, these laws are not immutable, but, being compiled from empirical studies, are limited in application to certain types of records in certain types of institutions.

If archivists have been slow to hammer out their own original theories and models, they have been tardier still in accepting ready-made theories and models from other disciplines. In support of this contention, Schellenberg[2] in a scathing criticism of archivists over a decade ago, was of the opinion that:

archivists should interest themselves in library techniques because librarians have provided an object lesson in how to develop a methodology. They have shown archivists how to bring a profession to a high degree of efficiency.

To be sure, since Schellenberg's indictment of archivists' lack of eclecticism, they have started to apply successfully some of the techniques[3],[4] found in other fields to resolve purely archival problems. It is in respect of this yawning gap in archival theory and model-building that the C.I.P.P. (Context, Input, Process and Product) model is put forward as a contribution towards the planning of archives.

It should be stated at the outset that models are not new to man, for he has presumably been constructing them subconsciously since the beginning of his existence and certainly for several centuries. Models do not have to be abstruse and mathematically involved to be useful. Indeed, Bertalanffy[5], a pace-setter in general systems theory, has this to say concerning the use of verbal language to explain models:

> The advantages of Mathematical models — unambiguity, possibility of strict deduction, verifiability by observed data — are well known. This does not mean that models formulated in ordinary language are to be despised or refused. A *verbal model* is better than no model at all, or a model which, because it can be formulated mathematically, is forcibly imposed and falsifies reality.

THE ADVANTAGES OF THE C.I.P.P. MODEL FOR ARCHIVAL PLANNING

Of course, when compared with other planning models, the C.I.P.P. model has the advantages of simplicity, ease of application and the availability of explanatory literature on its application. According to Michael[6], the C.I.P.P. is not an ingenious innovation but a coherent adaptation and modification of previous planning and design methods: system analysis, programmed instruction and programming, planning, budgeting systems (P.P.B.S.). Since the adoption and refinement of the C.I.P.P. model by the Evaluation Centre of the Ohio State University, it has been widely applied to educational and library systems, but unfortunately not to archives in spite of the similarities shared by the systems.

The C.I.P.P. model, being a planning model, has two immediate benefits for the planner of an archives system. The first benefit relates to operational efficiency and effectiveness. The C.I.P.P. model provides a means of measuring the progress of an organisation from stated goals and objectives to formal results. The second important benefit of the C.I.P.P. model relates to the concept of accountability. It requires that, internally, an organisation should have clearly articulated tasks and expectations for each professional officer and equally precise statements of management responsibilities. Externally, an organisation should be obliged to justify or account for the effectiveness of its essential mission.

THE FOUR MAJOR C.I.P.P. STAGES

The C.I.P.P. model consists of four major stages. Briefly these stages are:

1. **The Context Evaluation**
   Context evaluation provides information about needs, problems and opportunities in order to identify goals, objectives and their associated criteria.

2. **Input Evaluation**
   Input evaluation provides information about the strengths and weaknesses of a strategy prior to implementation so that it may be further strengthened or duly implemented.
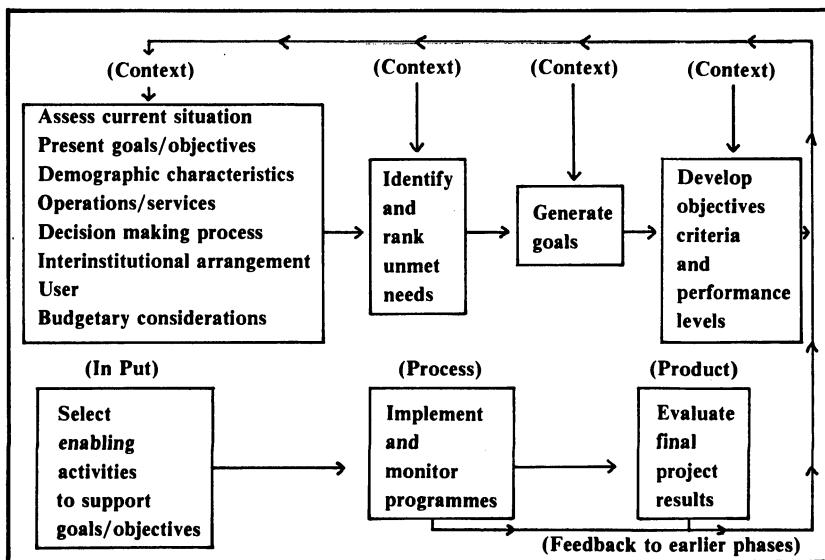
3. **Process Evaluation**
   Programmes become operational and are evaluated at intervals.

4. **Product Evaluation**
   Product evaluation provides information for determining whether objectives are being achieved and whether the procedure employed should be continued, modified or terminated.

Figure 1 — Block Diagram of the C.I.P.P. Model

Presented more elaborately, the C.I.P.P. model consists of:

1. **CONTEXT (Identifying the environment/setting goals and objectives)**
   Context evaluation involves a detailed description and assessment of the

environment of archives' systems. Major aspects of the environment that would need to be analysed at this stage include: archives user needs, competing sources of information, inter-institutional arrangements, personnel, financial strengths and weaknesses and the systems' decision-making structure. From this initial evaluation, tentative goals and objectives to meet future needs of the archives could be formulated. constructing measurable objectives for the archives is the most critical step in the context stage. In this regard, Michael[7] explained:

> a measurable objective should incorporate one or more directly measurable criteria or standards against which progress towards the objectives stated and purpose can be assessed. These criteria constitute the operational measures which are applied and analysed during the process and product phases of the C.I.P.P. model.

A   Defining the Decision Structure

In the context phase, there is need to define the decision structure. Examples of relevant questions that would be posed at this stage include the following:

(i)   What are the bases for decision-making in the archives system?

(ii)   Who has the legal authority to make decisions? Who has the delegated authority?

(iii) What agencies or groups should share in the decision process?

(iv)   Can problems be adequately dealt with through the existing structural framework, and if not, what changes would be necessary to cope with them?

(v)   What are the functions of the staff members?

(vi)   Who will direct the planning process and be responsible for decision-making?

B   Identifying General Parameters

In identifying the general parameters of the archives, the following questions are inevitably posed:

(i)   What is the nature of, say, the Methodist archives system, e.g., its present general purposes and institutionalised goals?

(ii)   What are the boundaries of the collecting or acquisition activities of the archives and what are the relationships with other archives, secular or religious?

(iii) What institutions might use the archvies, e.g., schools, higher institutions etc?

(iv)   What institutions are at present meeting some of the user needs for non-current records?

(v)   What is the archives situation situation in the area under study?

(a) What are the uses of the records? (These uses could be academic, practical or popular uses)

(b) What are the strengths and weaknesses of the archives system resources (e.g., financial support, buildings, staff etc)?

(vi) What political, legal and economic constraints are likely to affect the archives services?

C   Goals and Objectives

In the context phase, as stated earlier, an attempt is made to distinguish between goals and objectives. Goals are abstract and broad, reflecting the ideal towards which the system works. A broad goal of the archives would be, for example, to act as the memory of society. The goal would then be broken down into sub-goals. From sub-goals, broad objectives could then emerge; from broad objectives flow more specific objectives. The scenario would then be: Goals — sub-goals — broad objectives — specific objectives. Specific objectives as distinct from goals specify "What is to be done?", and "To what degree of success?", "For whom?", and probably, "By when?"

Measurable objectives enable a programme to be evaluated in a systematic manner and, by providing the stimulus for identifying strategies and activities to implement objectives, provide the basis for assigning responsibilities to individual staff members.

D   Assessment

Two major approaches to evaluating the impact of goals and objectives applicable to an archives system have been delineated by Stufflebean.[8]

(i) Assessment of programme effectiveness by leaders and administrators.

(a) Measurement of the programme against standards.
(b) Measurement of the programme against a hypothetical idea of what a "good programme" should be. (Unfortunately there is not as yet any measure in archives of what a "good programme" should be).
(c) Comparison of one system against another.
(d) Measurement of the amount of use and participation in the programme. It is assumed that increase in the use of the archives over time is a measure of a good programme.

(ii) Measurement of attitude change particularly by staff members, based on measurable objectives (at the moment, there are few standardised measurement techniques in the archival field).

2.   INPUT EVALUATION

Input evaluation involves consideration of alternative strategies to achieve stated objectives. It involves identification and analysis of the various possible approaches to implement an objective.

The following questions help in explaining the input phase:

A   Analysis of Alternatives

General

(i)   What are the alternative means of achieving targets?

(ii)   What changes in law, rules, regulations and standards might assist the archives system in reaching the set targets?

(iii)   What changes in organisational relationship, programmes and activities, if any, might assist the archives to reach its target?

(iv)   How feasible is each of the identified alternatives? This should be considered in terms of (1) cost and (2) organisational changes etc.

(v)   What resources are required to implement each alternative? This should be considered in terms of physical facilities, staff and other requirements.

(vi)   Are time scheduling, options and constraints equally relevant?

(vii)   What financial resources are required to implement the alternative?

B   Decision Structure

Who has authority among alternative options — the archivist, or other non-professional bodies associated with the running of the archives (e.g., in Nigeria, the role of the minister of Youth and Culture, in whose ministry the National Archives is placed)?

3.   PROCESS EVALUATION

In the process evaluation phase, programmes developed in the context and input stages become operational. Here the progress of programmes, using criteria stipulated in the objectives, is evaluated at periodic intervals.

A   Monitoring Criteria

Some of the questions, the answers to which would assist the archives planner at the process evaluation stage are:

(i)   Are the criteria specified in the objectives being used to evaluate progress?

(ii)   Is progress noted at regular intervals?

(iii)   Is evaluation data sufficient to provide a judgement of progress?

(iv)   Are the results of the process evaluation reviewed by the appropriate personnel?

B   Decision Structure

(i)   What is the nature of the decision structure entrusted with the responsibility for implementing and reviewing programmes?

(ii)   Are lines of authority and responsibility clearly described and known to all concerned?

4.   PRODUCT EVALUATION

Product evaluation, which is the last of the four parts of the C.I.P.P. model, involves a final estimate of how well the intentions stipulated in the objectives have been attained.

A   Measuring Attainment of Objectives

(i)   Are the measurement devices employed in data collection valid and reliable?

(ii)   What criteria, if any, in addition to those specified in the statement of objectives, are relevant to the final assessment?

(iii)   Are all persons connected with a programme expected to contribute their views?

B   Decision Structure

The same comments made in the process phase about decision-making also apply here.

APPLICATION OF THE C.I.P.P. MODEL TO THE METHODIST CHURCH ARCHIVES OF NIGERIA

In our discussion of the application of the C.I.P.P. model to the Methodist Church Archives of Nigeria, our emphasis will be on the context (planning) and the input (structure) phases. The two remaining phases, namely the process and the product, are not discussed in this case study, since no attempt at evaluation has as yet been undertaken by the Methodist Church.

The context and input phases which are discussed below present a resolution of numerous questions posed under these two phases.

Phase 1 — The Context (What are our objectives phase?)

A   *Goals*

The goal of the Methodist Church Archives of Nigeria is to serve as the corporate memory of the Methodist Church of Nigeria.

B   *Primary Objectives*

The primary objectives of the proposed Methodist Church Archives are:

(1)   To collect all non-current Methodist Church records of archival value.

(2)   To collect the papers of Methodist Church members who have made a significant contribution to the growth and development of the Church.

These are accomplished by:

(i) Knowing the history of the Church and the contribution of the Methodist Church members to the growth and development of the Church.

(ii) Selecting those persons who have contributed most significantly to the life of the church.

(iii) Soliciting the donation of the papers of these persons to the Church Archives.

(3) To preserve indefinitely these records and papers for posterity by:

(i) Storing the papers in a temperature-controlled environment.

(ii) Using acid-free document boxes and acid-free file folders.

(iii) If possible, microfilming relevant Methodist Church records not held within Nigeria and storing the master negative in a safe place.

(4) To index the private papers in progressively greater detail to facilitate their use, by:

(i) Dividing the collection into sub-groups, e.g., bound papers, loose papers, card files, pictorial records, memorabilia, sound recordings, cartographic records and blue prints etc.

(ii) Organising each subgroup according to the principle of provenance ("that records should be arranged according to their origin in an organic unity") and the principle of original order.

(iii) Making an inventory of the contents of each sub-group down to the file folder level.

(5) To assist researchers in the use of the archives and papers and to facilitate their research, by:

(i) Publicising the availability of the archival resources.

(ii) Answering ready-reference questions of an historical nature.

(iii) Guiding researchers in the use of the inventories.

(iv) Producing the documents requested by the researcher.

(v) Assisting the researcher in the use of documents (if necessary).

(6) To pursue an oral history of the Methodist Church in order to:

(i) Document the history of the Methodist Church Archives.

(ii) Describe the outstanding social, religious and economic achievements of the Methodist Church members.

(iii) Make the contents of the oral history interviews accessible to researchers through Oral History indexes.

C *Sources of Methodist Church Archives Holdings*

From an analysis of Methodist Church records in Nigeria, the following sources of Methodist Church holdings have been delineated.

(a) Church societies
(b) Church dioceses
(c) Church archdioceses and
(d) Church Patriarchate

Other possible sources are church committees, hospitals and schools. Figure 2 presents these possible sources.

Figure 2 — Sources of Holdings — Operational Objective for Methodist Church of Nigeria Archives
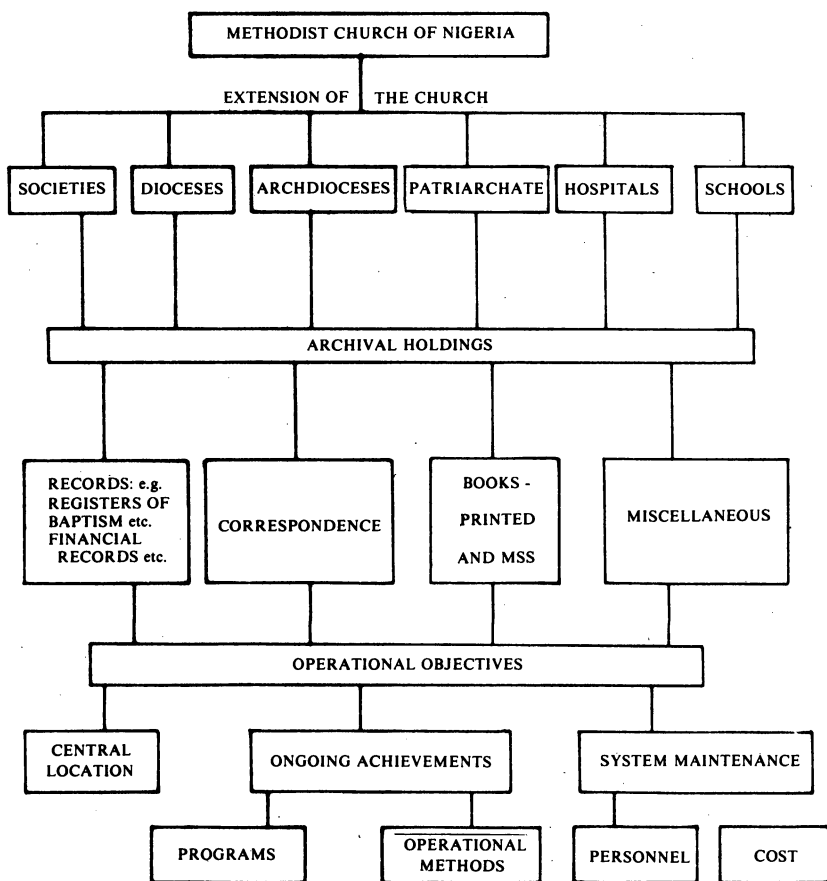
The materials that are likely to be preserved will include:

(a)   Pictorial
(b)   Cartographic
(c)   Textual
(d)   Museum objects, e.g., paraphernalia used by travelling missionaries, communion vessels, altar furnishings and other church related items.

D   *The Decision Structure*

As a first step in the planning process, it is necessary to have a clear denominational policy on records. One approach followed is to establish a committee on Church Archives and History. The committee's function is to draw up guiding principles on the Rules and Regulations for the Archives of the Methodist Church of Nigeria. The Rules and Regulations cover, *inter alia:*

(a)   The ownership of records,
(b)   Control of records
(c)   Use of archival materials,
(d)   Types of materials that should be collected,
(e)   The Methodist Church policy on records management programmes.

Other items that are entrenched in the Rules and Regulations are recommended policies regarding the retention and disposal of records of the personnel and committees of the Methodist Church of Nigeria.

The next important need in the context phase is the selection of suitable staff to man the church archives.

Phase 2 — The Input (structuring phase)

The input phase is the structuring phase or "what are the alternative strategies?" Once the right strategy is selected, the problem of implementation inevitably poses itself. Three possible alternative strategies for preserving Methodist Church records in Nigeria are:

(a)   The preservation of the Methodist Church records in the National Archives of Nigeria.

(b)   The establishment of an interdenominational Archives to preserve the records of all or some of the Nigerian churches.

(c)   The establishment of a Methodist Church Archives.

With regard to the first strategy (a) above, Methodist Church personnel would rather have their own central archives than have their records preserved at the National Archives of Nigeria.

The second strategy, or (b) above, i.e., the establishment of an interdenominational Archives, though attractive, is even less feasible at the present time. Although the second strategy would appear more economical in the long run, being a joint venture of some or all of the

Nigerian churches, prevailing circumstances among Nigerian churches are not favourable to the success of the scheme. It is an open secret that the Nigerian churches even up to the moment of writing, have not been able to co-operate. A recent attempt to bring some of the churches together ended in a fiasco.

The only feasible strategy, for the moment, is the preservation in its own archives of Methodist Church records. The input phase also covers the compiling of inventories for Methodist Church records, their appraisal and finally, their retention or disposition.

Phases 3 and 4, namely the process and the product phases, constitute the implementation and the assessment of the final result stages. since no evaluation of this system has as yet taken place, it is premature to make a report at this time.

FOOTNOTES

1. Burke, F.G., The Future Course of Archival Theory in the United States, *The American Archivist*, Winter 1981, p.40.

2. Schellenberg, T.R., *The Management of Archives*, New York, Columbia Press, 1965, p.5.

3. Maher, W.J., Measurement and Analysis of Processing Costs in Academic Archives, *College and Research Libraries*, 43, January 1982, pp.59-67.

4. Wilsted, Thomas, Scoring Archival Goals in: Andrew Lemon, ed., *Archives Conference Proceedings 1977*, Australian Society of Archivists, 1978, pp.19-29.

5. Bertalanffy, L.V., *General Systems Theory*, New York, Braziller, 1968, p.37.

6. Michael, M. and Young, A., *Planning and Evaluating Library System Services in Illinois*, University of Illinois, 1974, p.5.

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8. Stufflebean, D.P., "The Relevance of the C.I.P.P. Evaluation Model for Educational Accountability" in David D. Thomson, ed., *Planning and Evaluation for Statewide Library Development: New Directions*, pp.24-33.