

**THE CURRICULUM EVALUATION ON MASTER OF EDUCATION
PROGRAM IN CURRICULUM AND SUPERVISION, FACULTY OF
EDUCATION SILPAKORN UNIVERSITY**

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Abstract

The purposes of this study were to 1) evaluate context of curriculum 2) evaluate input factors of curriculum 3) evaluate processes of curriculum 4) evaluate product of curriculum 5) evaluate the impact of curriculum. The evaluation method used was the CIPPI Model. The target of this research were administrators, instructors, students, graduates and educates' employers. The research instruments included the interview form, the questionnaires, and focus group discussion. The collect data were analyzed by using percentage (%), mean (\bar{X}), standard deviation (S.D.) and content analysis. The results of the study were as follows:

1) The context of curriculum showed that the objectives in curriculum are clearly. Curriculum structure relate with title and objectives. The subjects in curriculum in overall are appropriate at highest level and appropriate arrange in educational plan.

2) The input factors of curriculum found that the overall were in high level. And have 2 items were at highest level: curriculum have learning resources that support learners and have good classrooms and materials management.

3) The process of curriculum for learning management in overall at highest level and found variety of learning management focus on classroom

interaction and integrate contents with works experience include implement concepts learning to solve problems by research system.

4) The product of curriculum found that graduates had transformation knowledge ability in curriculum, instruction and supervision in their works and academics committee and in learning management.

5) The impact of curriculum found that the product can transfer the knowledge and experiences in curriculum, instruction and supervision to role of work.

Keywords: curriculum evaluation; Master of Education Program in Curriculum and Supervision

Introduction

The higher education is the education to develop the intellectual growth and academic progress. The objective is to create a high level of academic and professional of manpower for the development of country by develop people in morality and a comprehensive knowledge of art and culture (Ministry of University Affairs, 1997: 1). The higher education institutions have a primary mission to produce the graduates both in Bachelor degree and Graduate studies courses. The Graduate studies will focus on the development of scholars and professional with a high level of skill and knowledge in various fields by research process in order to achieve new knowledge and integrate their expertise with other sciences continuously with good quality, also follow academic and professional ethic (Maream Nillapun and et.al., 2012: 1).

The curriculum of higher education institutions will define the philosophy and objectives in accordance with the development plan of higher education of the nation, both in higher education and its institution philosophy, standards of academic and professional disciplines in order to provide expertise and be able to perform better (Ministry of Education, 2015). The process of development will require plan, design and evaluation of curriculum (Sutep Uamcharoen, 2014: 8). When using a certain courses for a period of time, it need to be assessed according to the curriculum standard (2015) of Ministry of Education that assign to develop all courses in modern way and display the index update of standards and quality in education at least every 5 years (Ministry of Education, 2015). In addition, to provide quality assurance in education according to the National Education Act of 1999; Defined in section 47 to improve the quality of education, quality assurance and academic standards at all levels consists of both internal and external quality assurance system. Including section 48 that authorize the educational institutions to provide a quality assurance system and treat quality assurance as part of the education system that has to be done continuously by summit an annual report for to the authorities and relevant agencies. Aiming to contribute to improving the quality and standard of education and support the external quality assurance according to the Ministry of Education (2009). The Ministry has arranged Thai Qualification Framework for Higher Education (TGF: H.Ed) in 2009 in order to provide higher education institutions to develop or update course information

that leading to the quality standard continuously. The course evaluations intended to determine which course of action can achieve the objective or not then put the results into consideration about standard, efficient and effective quality by using the measurement results in various aspects (Maream Nillapun and et.al., 2012: 1).

The Evaluation is the process of gathering information about programs and activities in order to judge the quality of the course. The design of the assessment will consider whether to carry out an accurate assessment required by the reality, cover and meet the needs of those who will use the evaluation results. If considered with caution, some assessment forms are similar with curriculum evaluation of CIPP Model according to the concept of Daniel L. Stufflebeam (2003). The concept has focus on the assessment that decide about the course in 4 aspect (Maream Nillapun ,2010: 30-35) including 1) Context Evaluation is the evaluation that aim to achieve the principles and reason of the purpose. The Environment Assessment Program will help developers know the meaning of Environment-related education and how to solve the problem in the expected situation with actual conditions. 2) Inputs Evaluation aim to obtain the information and decide whether to use the available resources or assistance from external sources to achieve the goal. 3) Process Evaluation aim to search an advantage and weakness or the matter that should be developed the operations in the curriculum by using both quantitative and qualitative methods. 4) Product Evaluation aim verify that the consequences to the learner is as defined in the objectives of curriculum. The concept was expanded later by expanding the product into IEST: I (Impact), E (Effectiveness), S (Sustainable), T (Transportability). In this study, the researchers used a form of evaluation of CIPP Model by focus on the Impact Evaluation in order to consider to considering the other purpose that not include in curriculum according to the research of Maream Nillapun and et.al. (2012) about the evaluation of Master of Education (Curriculum and Supervision), Faculty of Education; Silpakorn University.

Master of Education (Curriculum and Supervision), Faculty of Education; Silpakorn University has been opened the courses since 1985, more than 30 years in total. In academic year of 2012 the faculty conducted research program by evaluating a course of study and used the results to improve and

develop into Master of Education (Curriculum and Supervision) in 2013. The course has been used for 4 years and will soon meet the cycle of assessment and curriculum development. The Department is aware of the importance of evaluating development programs and personal development that will contribute to the reform of national education so we decide to use the evaluation of CIPP Model because of the need to study the consequences of the graduates after graduation about 1) The ability to adapt the course into their work; 2) leadership; and 3) The performance in terms of curriculum, instruction and supervision. The result will be used to develop the curriculum of 2018 to reach the quality and standards and also produce good quality graduate to become a major force in the development of education in the future.

Research Objectives

To evaluate curriculum of Master of Education (Curriculum and Supervision) (Course improvement in 2013), Faculty of Education; Silpakorn University. The objectives of the research are as follows:

1. To evaluate the context of curriculum objectives, structure, course and credits.
2. To evaluate the input factors on teacher and student qualification, media, places and equipment.
3. To evaluate the process of learning curriculum, curriculum management, measurement and evaluation.
4. To evaluate the production of courses according to the 5 standards of higher education and learning management and special quality of the curriculum.
5. To evaluate the consequences of the graduates after graduation which is about to apply their abilities to work in related field, leadership, performance in curriculum, teaching and supervision.

The Scope of Research

The researchers have defined the scope of research as follows:

1. Scope of target, there are a total 64 people classified as follows:

- 1.1 The Administrators including the Dean, Academic Associate Dean, Management

Associate Dean and Head of the Department of Curriculum and Supervision. Total of 4 people.

1.2 The instructor of the Department of Curriculum and Supervision. Total of 10 peoples.

1.3 Master degree students of the Department of Curriculum and Supervision in academic year of 2013-2014. Total of 40 people.

1.4 Master degree graduates of the Department of Curriculum and Supervision. Total of 5 people.

1.5 Graduates. Total of 5 people.

2. Scope of assessment

The researcher evaluate the curriculum of curriculum of Master of Education (Curriculum and Supervision) (Course improvement in 2013), Faculty of Education; Silpakorn University by using CIPP Model that consist 1) Context Evaluation. It is evaluate the context of curriculum objectives, structure, course and credits; 2) Input Evaluation. It is evaluated the input factors on teacher and student qualification, media, places and equipment; 3) Process Evaluation. It is evaluated the process of learning curriculum, curriculum management, measurement and evaluation; 4) Product Evaluation. It is evaluated the production of courses according to the 5 standards of higher education and learning management and special quality of the curriculum. And 5) Impact Evaluation. It is evaluate the consequences of the graduates after graduation which is about to apply their abilities to work in related field, leadership, performance in curriculum, teaching and supervision.

Research Methodology

The researcher finds the result of Evaluation Research and Impact Evaluation by using CIPP Model. The researcher has conducted research on the steps by the details of the research scope, tools, collecting data and data analysis as follows:

1. The research tools

There are 3 tools that are used in this research including the interview of the Administrators, the interview of Master degree students and the issues for discussion of graduates.

2. The development and find the quality of tools

The details are as follows:

Step 1: Studies the document and research related to the curriculum in order to defining variables and behavioral indicator.

Step 2: Use the behavioral indicators in the definition of variables to build the issue in interviews and question by covers all the issues required.

Step 3: Bring the issue of interview and discussion of 3 experts in different area including curriculum, supervision and research and development. Examine the Content Validity by calculate the Index of Item (Objective Congruence: IOC). The Index of Item between the question and content is 0.67 – 1.00 and experts have suggestions for adapting the message to the media on issues that need to collect data on the use of language interpretation.

Step 4: Use these 3 tools to try out on none-target group.

Step 5: Bring these 3 tools to publish and collect the information on the target group.

3. Data and statistical analysis

The researcher performs an analysis statistics as follows:

1. Analyze the status and basic information of the sample group by using frequency and percentage.

2. Analyze the feedback on the curriculum by finding the average (\bar{X}) and standard Deviation (S.D.) then compared to the defined criteria (Maream Nillapun, 2010: 196).

3. Analyze the Open-end Questions, the result of the interview and discussion for classify the data and sequence of the answers for Content Analysis also presents the results in a descriptive manner.

The Results of the Data Analysis

Part 1: The analysis results of MBA students and Master Graduates.

The MBA students consist of 40 peoples mostly are female 82.5% consisted of 33 people and male 17.5 % consisted of 7 people. Most respondents are adult and have a position as teacher for 85 % consisted of 34 people, School administrators for 7.5% consisted of 3 people, University officials for 5% consisted of 2 people and Private employees for 2.5% consisted of only 1

people. Most respondents have experience in their current position for 1 – 5 years for 72.5% consisted of 29 people, 6-10 years for 17.5% consisted of 7 people, more than 16 years for 7.5% consisted of 3 people and 11-15 years for 2.5% consisted of only 1 people. Most student work in school for 85 % consisted of 34 people, College/vocational education for 5 % consisted of 2 people, University for 5% consisted of 2 people and Private organizations for 5% consisted of 2 people.

All Master Graduates are female consisted of 5 people. All of them are younger than 30 years old and also studied in special project.

Part 2: The result of curriculum context in terms of objectives, structure, course and credits.

The results showed that the context is appropriate overall at the highest level ($\bar{X} = 4.56$, S.D.= 0.44). The comments on various subjects in the curriculum are appropriate overall at the highest level ($\bar{X} = 4.57$, S.D.= 0.44). 462 525 is the course that MBA students give most suggestion because there are too much activities that cost money and they want more various activities to participate.

The results from the interviews show that

1. The objective, structure, course and credits are very appropriate because of its clarity.
2. 462 525 Practice of curriculum and supervision course originally have 4 activities that the student must spend their own expense so they want to reduce the number of activities or should receive supporting budget. The activities consisted of 1) Teaching and learning in the classroom; 2) Internship in the curriculum and supervision; 3) Educational trips abroad.; and 4) The seminar on curriculum and supervision.
3. Encourages student to increase skills, numerical analysis, communications and information technology.

Part 3: The evaluation of input factors, qualification of instructor and student, places and tools.

The results showed that the factor is appropriate overall at the high level ($\bar{X} = 4.33$, S.D.=0.48). The results from the interviews found that all factors is appropriate overall at the highest level except the internet that most of

interviewee suggest to improve the signal and increase more number of service area for searching the important information about study.

Part 4: The result of the process of learning, management, measurement and evaluation of curriculum

The results showed that the process of learning is appropriate overall at the highest level ($\bar{X} = 4.65$, S.D.=0.47). The results of interviews showed that the process is various ways both in theory and practice and most students are satisfied with current process.

The results showed that the management is appropriate overall at the highest level ($\bar{X} = 4.63$, S.D.= 0.47) . Most interviewees are satisfied with the management plan allow them to participate and cooperate with the instructor.

The results showed that the measurement and evaluation is appropriate overall at the highest level ($\bar{X} = 4.52$, S.D.= 0.53) . Most interviewees are satisfied with the process of evaluation in their project during the semester.

Part 5: The result of the output of curriculum according to the higher education standard.

The features of the curriculum according to the higher education standard are consisted of 6 management skill including 1) A knowledge in curriculum development, teaching and supervision.; 2) The moral and social responsibility.; 3) The curiosity.; 4) The research capabilities.; 5) The pursuit of self-knowledge.; and 6) The ability to communicate with others.

The results of interviews and discussion of graduates in Curriculum and Supervision achieve quality according to the curriculum. Moreover, the special characteristic of curriculum about knowledge is reflected from graduates who are the products of curriculum. They can transfer knowledge about curriculum, teaching and supervision through their work and conferences. Teaching skill can be revealed from the graduates are able to apply their abilities through their teaching and research.

Part 6: The result of the Master degree student after their graduation regarding the ability to adapt for their professional development.

The results of interviews with the graduates show that most of them use their knowledge from the curriculum to adapt with their real life with appropriate level.

Research Results

1. Context Evaluation. The results showed that the objective of the curriculum is clear and reach overall with highest level, and the sequence of courses are appropriately arranged according to the objective of the curriculum. The instructors try to encourage the student to improve their human relations skills and responsibilities, the ability to develop curriculum and supervision, ability to research and also encourage student to seek more additional knowledge by themselves. The instructor should provide more skill in numerical analysis, communication and information technology to the student.

2. Input Evaluation. The overview showed the result with high level by considering the factor such as the learning resources and generous support that met the needs in the learning progress, The qualification of both instructor and student and the media environment is comfortable and appropriate for teaching and learning. There are study rooms for research, laboratory course room and the thesis library of curriculum, instruction and supervision provide for the students in Master degree in Public day, Saturday and Sunday but they need more tools and internet service in order to support in their study project.

3. Process Evaluation. The results showed that the evaluation is appropriate overall at the highest level. The process of learning is various and Focus on the interaction between classes and academic comment and linked content integration with the work experience. As well as the application of knowledge in problem solving in the form of research when considering the overall management course. The manage plans are flexible by bringing information from the needs of the learner and the instructor, and is operated by the cooperation of all related parties. When considering the overall measurement and evaluation it was found that the assessment is on purpose with the variety of different methods. Some of student suggested that there should be a periodic evaluation and measurement instead of the final examination of scores at once in the end of semester.

4. Product Evaluation Master degree student which is the product of curriculum are able to convey the knowledge in their organizations and academic conferences with good performance. Additionally, the learning management designed in the curriculum could be applied by the students when conducting teaching and researching their works.

5. Impact Evaluation. The graduates in Curriculum and Supervision are able to use their Knowledge in their work and life. They also use appropriate leadership and follower skill for each assigned task.

Discussion

The results of evaluation of Master of Education (Curriculum and Supervision)(Course improvement in 2013), Faculty of Education; Silpakorn University are

1. Context Evaluation. The results showed that the objective of the curriculum is clear and reach overall with highest level. The course structure is in accordance with the course name and purpose also have an appropriate plan of development that cover the curriculum and teaching, supervision, research process and the development of professional ethics according to the ideas mentioned by several authors (Oliva 1988: 6), (Saylor and Lewis 1981: 8), (Beauchamp 1975:6), (Taba 1962:10), (Thamrong Buasri 1989: 240), (Sa-ngad Uthranun 1989: 34) and (Kanchana Kunarak 2000: 38). Plan for Learning helped the students to create variety of designs although the designs, generally, include several similar components. These could assist the students to acquire knowledge, skills, and attitude. They could also develop life-long learning skills which are all important for their living in the society. These results are in line with the previous study carried out Maream Nillapun (Maream Nillapun and et.al. (2011: Abstract)).

2. Input Evaluation.The overall result is appropriate at high level by considering the factor such as proper resources and tools for supporting in their study according to the research of Nuanchawee Prasertsuk and et.al. (2008: C-D) about the evaluation of Master of Arts (Community Psychology), Silpakorn University that suggest to improve develop thesis loan system and should have extended the service circulation on Saturday and Sunday. These results are in line with the previous study carried out by the research of Sutthilak (Sutthilak Kananun, 2005) which evaluated the Master of Education (Educational Administration) Program of the Faculty of Education, Uttaradit Rajabhat Institution. The study investigated basic factors by assessing the adequacy of instructors, students, learning places, tools, equipment and materials whether they are efficient to support the curriculum implementation.

3. Process Evaluation. The overall result is appropriate at highest level. There are several diverse learning management that focus on the interaction between classes and academic comments and linked content integration with the work experience. The overview of measurement and evaluation are at the highest level because the faculty and instructors are focus on bringing the course to organize the teaching process, structure, and purpose. As well as bringing knowledge applied in solution in the form of research. In accordance of (Beauchamp 1975: 164) and Sumit Kunanukorn (1980: 130) about the main priority of the transformation towards a course teaching and to improve the school environments for teaching. Similar with the research of Thirasak Unaromlert and et.al. (2009 L-M) about the evaluation of Master of Education (Development Education), Faculty of Education; Silpakorn University found that the process of 3 aspects include the teaching, measurement and evaluation and management of curriculum are all at highest level.

4. Product Evaluation Master degree student which is the product of curriculum are able to convey the knowledge in their organizations and academic conferences with good performance. The field of learning that reflects the knowledge gained from the study is applied for practice in the form of regular teaching and research teaching. This is probably because the program focusing on production of the professional and learning by research base, and focuses on the practice of educational agencies both at home and abroad in order use their experience to conduct the great performance in work. Also they have achieve the objective of curriculum according to the standard level of graduates of 2005 (2005:15). The courses aim to provide a consistent relationship with the National Education Development Plan, philosophy of education and both academic and professional standards that are universal.

5. Impact Evaluation. The graduates from this curriculum are able to use their knowledge in their work and life. They also use appropriate leadership and follower skill for each assigned task. This may be because the instructor and student have a close relationship. They have attend the seminar and the academic curriculum and supervision together. This is consistent with the objectives of the course focused on producing graduates with career advancement for supervision and curriculum development as well as the applications in various situations. In accordance with the research of Maream

Nillapun and et.al. (2011: Abstract) about the evaluation of Doctor of Philosophy (Curriculum and Instruction), Faculty of Education; Silpakorn University. It was found that the results of overall and detail affect are at highest level. Most of the Master students comment that the curriculum is very appropriate and use their knowledge to create innovative academic work or teaching and the performance of graduates affecting the operation of the agencies with most benefit.

Suggestions

Suggestions for bringing research results into use

1. Students should be more encouraged to have skills in numerical analysis, communication and information technology.
2. Improve the internet signal strength and increase more number of service area for searching the important information about study.
3. Focusing on the integration of teaching by Research Based Learning or using research curriculum and supervision focus on case studies.

Suggestions for further research

1. There should be an evaluation of the Master's degree program in Curriculum and Supervision to study the quality of students between regular and special (weekend) programs to find out if there are any different factors which affect their quality of learning.
2. There should be a follow-up research between current students and graduates.
3. There should be a synthesis of research on curriculum research and supervision.

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