

A Curriculum Evaluation of the Bachelor of Liberal Arts in Thai Language for Foreigners, Faculty of Liberal Arts, Kasem Bundit University

Krit Witthawassamrankul¹

Sirinthon Sinsiroj²

ABSTRACT

The objectives of this research were to evaluate the curriculum of the Bachelor of Liberal Arts in Thai Language for Foreigners, Faculty of Liberal Arts, Kasem Bundit University, Thailand regarding Stufflebeam's CIPP Model as 1) Context Evaluation (C) 2) Input Evaluation (I) 3) Process Evaluation (P) and 4) Product Evaluation (P). The key informants in the research were 32 current, 8 graduated students and 5 instructors. The research instruments were questionnaires. The statistical procedures for data analysis were percentage, mean, standard deviation and content analysis. The research found that overall the curriculum was evaluated at a highest level (Mean = 4.42). The students meet the curriculum objectives. They like the environment that encourages them to learn Thai language and culture. They can apply the knowledge which they gained in the workplace. The students were satisfied with instructors as input of the program. They appreciate the learning management process that combines both theories and practice, including Thai language and cultural activities. In the output, the graduated students rated at the highest level. They informed that they could use the knowledge of Thai language in workplaces in both Thailand and China.

Keywords: Curriculum Evaluation, Thai Language for Foreigners, CIPP Model

¹Instructor,

558/346 Ratchadapisek Road, Samsen Nok Subdistrict, Huai Kwang District, Bangkok, 10310

E-Mail: krit.wit@kbu.ac.th

²Instructor

60 Romklao Road, Min Buri Subdistrict, Min Buri District, Bangkok, 10510

E-Mail: sirinthon.sin@kbu.ac.th

Introduction

Evaluating a curriculum of higher education institutions is needed since it assures the quality of a higher education curriculum in term of academic quality assurance. In addition, evaluating a curriculum is also essential in term of market demand, for both employers who use the graduates from the curriculum and employees who graduate from the curriculum. Generally, a curriculum evaluation can be for different purposes, depending on objectives and time. For example, a curriculum evaluation can be done based on the objective of instruction management and educational measurement and evaluation. A curriculum evaluation can be done based on time or period of annual evaluation such as within an academic year. In Thailand, every university' curriculum is evaluated based on an academic year. The task for evaluating the curriculum is known as 'Quality Assurance' or QA. Besides, a curriculum evaluation has to be conducted in order to study before the curriculum development or revision. In every five

year, every curriculum in Thailand has to be developed or revised in order to be update and meet the needs of the labor market or employers who use the graduates from the curriculum. Basically, a curriculum evaluation helps planning and allocating the resources, such as equipment, learning materials, tools, which are required to be utilized for the study. (Kasem Bundit University, 2012).

A curriculum evaluation of Bachelors of Liberal Arts in Thai Language for Foreigners (B.A. in Thai Language for Foreigners), Faculty of Arts, Kasem Bundit University is also mandatory because the curriculum, which consists of 135 credits, has opened more than 5 years (Figure 1). (Stufflebeam,1971). The foreign graduates from this curriculum work in diverse occupations related with applying Thai language for communication, such as interpreters, journalists, international businesspeople. Even though the current curriculum was satisfied with the students and graduates, it needs to be developed and revised to meet the change of labor market and technology. The curriculum

instructors, with the academic advisers, agreed that the curriculum has to be evaluated before developing the new one not only because of Thai Commission of Higher Education (CHE) rule but also the benefits of the future stakeholders, particularly the students who will be using the new curriculum. As a result, this research aims to evaluate

the curriculum of Bachelors of Liberal Arts in Thai Language for Foreigners by using CIPP Evaluation Model, developed by Dr.Daniel Stufflebeam and his colleagues.

▼ Program Structure (Total Credits for Graduation 135 Credits Hours)

General Education		30	Credits
- Languages		12	Credits
i. Thai Language		4	Credits
ii. English Language		6	Credits
iii. Foreign Languages		2	Credits
- Social Sciences		6	Credits
- Humanities		3	Credits
- Science and Mathematics		4	Credits
- Physical Education		1	Credits
- Elective Courses (any of 5 groups)		4	Credits
Core Courses		99	Credits
- Introduction to Thai usage		Non-credit	
- Major Required Courses		36	Credits
- Major Required Elective Courses		21	Credits
- Major Elective Courses (Linguistics, Literature, Thai skill, Thai for Jobs)		24	Credits
- Minor Courses (English for Communication, Hotel Management, Tourism Management, International Transportation)		18	Credits
Free Elective Courses		6	Credits

Figure 1: Program Structure of B.A. in Thai Language for Foreigners, Faculty of Liberal Arts, Kasem Bundit University (Kasem Bundit University, 2012)

Research Objectives

- 1.To evaluate the context on objectives of the curriculum.
- 2.To evaluate the inputs of the curriculum structure, course

content, instruction media, the characteristics of instructors and students of the curriculum.

3. To evaluate the learning management process of the curriculum.
4. To evaluate the products of the curriculum.

Scope of the Research

1. The researcher applied CIPP evaluation model (Stufflebeam's Model), which includes the context on objective, initial inputs of the curriculum structure, course content, learning media, the characters of instructors and students, the learning management process, and the products of the curriculum or the graduates.

2. Key informants of this curriculum are the related person as the current students, the graduated students and the instructors in the Bachelor of Liberal Arts in Thai Language for Foreigners, Faculty of Liberal Arts, Kasem Bundit University.

Significance of the Study

1. The result of the study can be used in developing new curriculum of the Bachelor of Liberal Arts in Thai Language for Foreigners, Faculty

of Liberal Arts, Kasem Bundit University in 2018.

2. The results of the study can be utilized for the quality assurance (QA) in 2017.

CIPP Evaluation Model by Stufflebeam

The CIPP evaluation model was developed by Stufflebeam. (Zhang, G. et al., 2011) It aims to systematically evaluate the model. The evaluation includes the context on objective, initial inputs of the curriculum structure, course content, learning media, the characters of instructors and students, the learning management process, and the products of the curriculum or the graduates (Figure 2). The CIPP evaluation is commonly used in Thai education for course development since it fits the process-based and follows the patterns of Thai education evaluation, which preferred transformation process.

The CIPP framework is recommended as a good judgment since it was created from analytic and rational basis for programmed decision-making. Its evaluation combines whole process of evaluation of context, input, process

and product evaluation.(Chulabhorn Graduate Institute, 2016) Numbers of curriculum evaluators in Thailand apply this model since it fits Thai Commission of Higher Education's Key Performance

Indicator (KPI), which aims to evaluate the whole process for continuous improvement, known as PDCA cycle (Plan-Do-Check-Act) in the annual quality assurance.

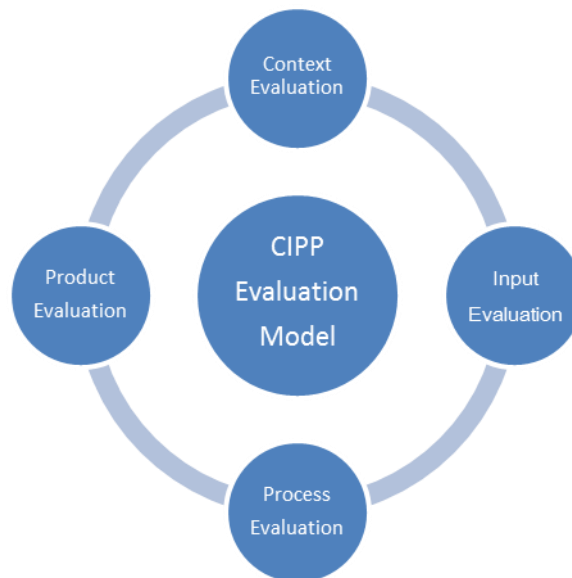


Figure 2: CIPP Evaluation Model (Stufflebeam, 1971)

Research Methodology

The researcher selected the key informants and applied data collection as below:

Key Informants

Three groups of the key informants were used in this research as:

1. 32 current students from the population of 47 current students in this curriculum

2. 8 graduated students from the population of 27 graduated students in this curriculum
3. 5 instructors from the population of 11 instructors in this curriculum

Research Instrument and Data Collection

1. The researcher collected the information of the

current students by the questionnaires. The questionnaires were distributed to 32 students from the curriculum. The questionnaires have been proven its contents validity from the 5 experts and reliability analysis from a tryout of 40 sets of the questionnaires. The accepted reliability was 0.86. The questionnaire was also used in evaluating the curriculum in the academic year of 2015.

2. The researcher interviewed and distributed the questionnaires to 8 graduated students during rehearsal for the graduation ceremony.
3. The researcher used peer review with the instructors of the curriculum as a method.

Data Analysis

The questionnaire instrument was analyzed to find frequency, percentage, mean, and standard deviation and showed that results with explanation. The questionnaires were distributed to the students, both current and graduated students. Based on the constructed questionnaire used Likert's Scale, which ranges from 5-1 (Highest-

Lowest), an acceptable evaluation criterion of the mean has to be more than 3.50. The score range and meaning of the questionnaire from 5-1 was as below:

4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

Interview and peer review were analyzed by content analysis. Interview was used with the graduated students and peer review was made with the instructors.

The analysis of the curriculum evaluation was done under CIPP evaluation model by Stufflebeam as 1) Context Evaluation (C) 2) Input Evaluation (I) 3) Process Evaluation (P) and 4) Product Evaluation (P) with the following Key Performance Indicator (KPI) of the curriculum as:

- 1) Context Evaluation KPI: Course Objectives, Language Knowledge, Values, Ethics

2) Input Evaluation KPI: Course Contents, Instruction Media, Instructors Characteristics

3) Process Evaluation KPI: Instruction, Management, Service Provision, Supporting

4) Product Evaluation KPI: Graduates' Satisfaction, Employment, Application

Research Results

1. The graduates, students and instructors strongly agreed that the overall context on the course objectives were at the highest level (Mean = 4.35) as 1) emphasizing the students on virtue, ethics and volunteer spirits and social responsibilities (Mean = 4.48) 2) emphasizing the students having impression with Thai values and have good attitudes toward Thailand and Thai culture (Mean = 4.41), and 3) emphasizing the students to have Thai language knowledge and the related communication skills in Thai (Mean = 4.37).

2 . The graduates, students and instructors agreed that overall the input evaluation were at the highest level

(Mean = 4.39). When considering each item, it found that 1) the structure contains sufficient subjects (135 credits), which were rated at the highest level (Mean = 4.46) 2) the instructors' qualification and experience were rated at the highest level (Mean = 4.41), 3) instruction media, such as lab room and equipment, was rated at the highest level (Mean = 4.42) and 4) facilities of instruction management, such as library, document and teaching material were also rated at the highest level (Mean = 4.38). In addition, the graduates, students and instructors agreed that the input was at the highest level (Mean = 4.39). When considering each item, it found that 1) the curriculum content is useful for the occupation and further study were rated at the highest level (Mean = 4.32), 2) the curriculum containing modern courses, which are necessary to the economic and social situation, were rated at the highest level (4.37), 3) The curriculum encourages communication skills in daily life was rated at the highest level (4.38).

3. The overall process delivery was rated at the highest level (Mean = 4.33). The interview results showed that

the students like the course preparation and organization. The students informed that they like the class environment, which was not formal and flexible. The instructors also gave them opportunities to learn outside the classrooms such as going to Thai cultural trips at temples and palaces. The peer review results showed that the educational measurement and evaluation meet the requirement of courses and the objectives. The students have been developed their cognitive domain from written exams, affective domain from cultivating and joining Thai language and cultural activities and psychomotor domain from in-class presentation and outside the class activities such as joining Thai cultural events.

4. The overall product evaluation was at the highest level. The average GPA of the majority of the students was more than 2.50. When considering each item in the questionnaire, it found that the graduates were satisfied with the curriculum and they can use the knowledge of the curriculum in getting jobs at the highest level (Mean = 4.38). The graduates and the students were

satisfied with educational measurement and evaluation. They informed that marking and grading were fair and effective. The instructors explain the marking criteria and assessment (Mean = 3.89).

Conclusion and Discussion

1. From the research results, it found that context on the objectives was rated at the highest level. The curriculum meets the philosophy and objectives. The students and the graduates can apply the knowledge in daily life and finding jobs. Moreover, the curriculum can develop ethics and morality related with Thai cultures.

2. The inputs of the curriculum were rated at the highest level from the structure and essential courses which the students feel that the courses are useful such as Thai Language for Tourism, Thai Language for Journalism, Translation in Thai Language, Thai Language for News Reporters and Thai Literature. The instruction media was rated at the highest level since the students can use them such as lab room, equipment. Besides library, document, teaching materials can

facilitate the students. Instructors' characteristics were also rated at the highest level because they possess the relevant qualifications at least with the master degree and sufficient experience in teaching Thai language to foreigners. Therefore, the instructors understand nature and language acquisition of foreign learners.

3. The process evaluation was rated at the highest level since the instructors prepared the course, objectives and activities before they begin their classes. Therefore, the students prefer learning both inside and outside class with the instructors' organization. In addition, because the instructors use PDCA cycle in developing the course every time they teach, their classes increase the development and meet the needs of the students from the previous evaluation (in the prior semester).

4. The product evaluation was rated at the highest level Since the graduates informed that they could use the knowledge in daily life and apply for jobs. Also, the measurement and evaluation were fair and effective to the

students. They know marking criteria and assessment before starting the class. The instructors planned and used objectives to measure and evaluated courses in the curriculum. Therefore, the students develop all three domains which the instructors expected to deliver to the students.

Recommendation

1. The curriculum should increase more alternative instruction media for developing students' learning engagement and effectiveness such as games, e-learning, learning kits, particularly in subjects that need self-practicing.

2. The curriculum should be revised and developed based on employers and market demands, rather than depending on academic experts only.

3. The curriculum should be continuously examined and evaluated. Then, it should be compare the curricula offered between the different universities in Thailand and the other nations.

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