

## The Curriculum Evaluation from Multi-stakeholder Perspectives: the Bachelor of Business Administration in Marketing, Rangsit University

Natetip Surasirikul<sup>1\*</sup> and Krit Witthawassamrankul<sup>2</sup>

<sup>1</sup>Faculty of Business Administration, Rangsit University, Pathum Thani, Thailand

<sup>2</sup>Aviation Personnel Development Institute, Kasem Bundit University, Pathum Thani, Thailand

\*Corresponding author, E-mail: natetip.s@rsu.ac.th

### Abstract

This research aimed to evaluate the curriculum of Bachelor of Business Administration in Marketing in 2018 by applying the CIPP model developed by Daniel I. Stufflebeam, consisting of 4 aspects in evaluation as 1) Context (C), 2) Input (I), 3) Process (P) and 4) Product (P). In order to evaluate the curriculum, a mixed method was utilized. The researcher developed the questionnaire and distributed it to 100 current students and 30 graduated students to evaluate the quality of the curriculum. The 5-range questionnaire's content validity and reliability was more than 0.86 from tryout. Descriptive statistics were frequency, percentage, mean and standard deviation. The researcher used interviews for 20 employers who used the students and conduct peer review with 5 instructors. The analysis was content analysis. The results of the questionnaire evaluation found that the context, input and product were rated at the highest level, except the process, which was at a high level. The results of the interview showed that the employers were satisfied with the quality of the students, particularly, creativity and marketing mind. The result of peer review showed the curriculum should increase more entrepreneurially, particularly in startup 4.0 by increasing students' opportunities to work in a workplace such as in Cooperative Education, do their creative project such as Project-Based Learning (PBL) and learn more IT knowledge, i.e. Digital and Online Marketing Course for the 21<sup>st</sup> century skills. The instructors, as coaches and mentors, should communicate via Line and Instagram. There should be more investment in modern learning equipment and facilities.

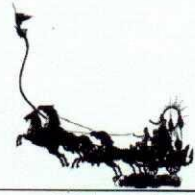
**Keywords:** Curriculum evaluation, CIPP model, Marketing

### 1. Introduction

The curriculum evaluation is vital since curriculums become dated when the environment changes. In Thailand, the curriculum should be revised every 5 years; therefore, there is a need to evaluate the curriculum every 5 year refers to the Commission of Higher Education. However, the curriculum evaluation can be done every year when it is found that the curriculum may not be suitable for the situation. A suitable curriculum should be evaluated based on the stakeholders, such as students, instructors, graduated students, employers and with an appropriate framework which fits the purposes of evaluation such as objectives, process, product, etc. (Witthawassamrankul, 2018). The reason is a good curriculum should be practical and meets the set objectives. In addition, evaluating curriculum can guarantee quality of the program or known as 'Quality Assurance' or QA. In Thailand, Quality Assurance covers major responsibilities of higher education as instruction management, learning outcome, research and innovation, content and learning materials and supporting service (Witthawassamrankul & Sinsiriroj, 2018).

The curriculum of Bachelors of Business Administration in Marketing, Faculty of Business Administration, Rangsit University needed to be evaluated since it has been used since 2016. Besides, the business context and situation has changed. The curriculum of Bachelor of Business Administration in Marketing has been challenged by innovation, technology, consumer behavior and students' learning style. Maesincee (2016) suggested that in the new economy, knowledge and innovation will drive the national government policy, Thailand 4.0. Thailand aimed to put a creative economy in order to stop middle income traps and being a high value producer by using innovation and technology. Universities and educational institutes are important parts. As a result, this research aimed to evaluate the curriculum of Bachelors of





Business Administration in Marketing by using a CIPP Evaluation Model from the stakeholders such as students, graduated students, employers and instructors.

## 2. Objectives

1. To evaluate the curriculum of Bachelor of Business Administration in Marketing from the perspectives of different stakeholders by using CIPP Model
2. To understand stakeholders' need and identify factors that needed to be improved in the curriculum

### 2.1 Scope of the Research

1. The researcher applied CIPP model (Stufflebeam's) to evaluate the curriculum of the Bachelor of Business Administration in Marketing for the year 2018.
2. Key informants and respondents of the curriculum evaluation are the stakeholders such as employers, instructors, students in the Bachelor of Business Administration in Marketing, Management, Faculty of Business Administration, Rangsit University.

### 2.2 Significance of the Study

1. The result of the study can be used for developing Quality Assurance (QA) for the academic year of 2019.
2. The results of the study can be used for modifying the curriculum to meet the demands of stakeholders as the students, graduated students, instructors and employers.

### 2.3 CIPP Evaluation Model by Stufflebeam as a Scope of the Study

There are numbers of curriculum evaluations such as Tyler's Model, Stake's Model, Roger's Model, Scriven's Model and Kirkpatrick's Model. Each model has different aspects and components to consider. The model can focus on students' progress towards objectives such as Tyler's Model, some focus on levels of education such as Kirkpatrick's Model (Reaction, Learning, Transfer, and Result). Some models focus on intention and actual procedures of the whole process such as the CIPP evaluation model. This model emphasized on process and transformation.

The CIPP evaluation model was developed by Daniel's Stufflebeam in 1960s (Stufflebeam, 1971, p.12). CIPP stands for C-Context, I-Input, P-Process and P-Product. The model is used for evaluating higher curriculum like Bachelor Degree or Master Degree curriculum, since it evaluates transformation process from beginning to end. Furthermore, rather than evaluating only the result of learning outcomes, the CIPP model included resource utilization and efficiency. Zhang (2011) concluded that the CIPP model was created from analytic and rational basis for programmed decision-making.

The examples of the CIPP evaluation model are:

- |             |   |
|-------------|---|
| Context (C) | : Philosophy, Objectives, Structure, Content            |
| Input (I)   | : Instructor, Student, Classroom and Learning Equipment |
| Process (P) | : Learning Management, Measurement and Evaluation       |
| Product (P) | : Graduated Students, Benefits, Reputation              |



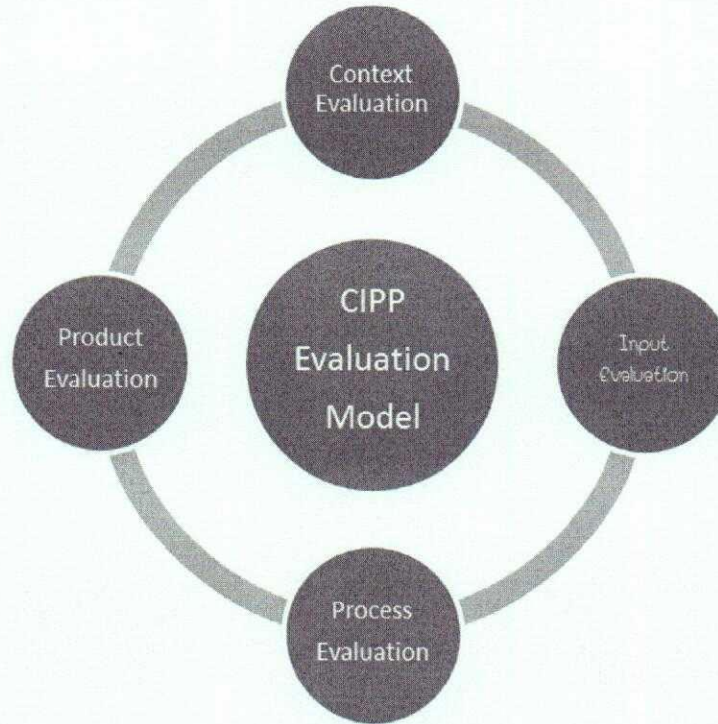


Figure 1 CIPP evaluation model (Stufflebeam's)

### 3. Materials and Methods

The researcher used mixed methods to evaluate the curriculum of Bachelor of Business Administration in Marketing under the frame of the CIPP model. The mixed method included the questionnaires, interview and peer review. All of them have been combined to gain clear information.

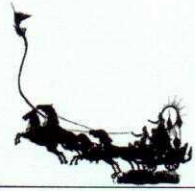
#### 1. Questionnaire as a Quantitative Instrument

The questionnaire was a quantitative instrument used to analyze frequency, percentage, mean and standard deviation. The questionnaires indicated 5 levels based on Likert's Scale from highest (5) to lowest (1). The questionnaires, which consisted of 40 questions, proved its content validity by 3 experts and its reliability was more than 0.86 after distributing 40 sets of the questionnaire to a similar program at Kasem Bundit University and the researcher distributed questionnaires to 160 respondents. There were 100 current students and 60 graduated students (sampled current and graduated students were more than 80% of population). The students were asked to rate every question. The score range of 0.80 which comes from maximum minus minimum over numbers of class and meaning of questionnaire 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

#### 2. Interview as a Qualitative Method

The interview was used with employers of the graduated students. Interview questions included the experience of using the graduates, their strengths and weaknesses and the skills or additional characteristics that the employers expected from the graduated students. There were 20 key informants from operational levels based on the types of organizations that used the graduated students as:



- Food Industry
- Automobile Industry
- Retailing and Department Stores
- Telecommunication Service
- Real Estates and Property Management

### 3. Peer Review as a Qualitative Method

Peer Review is a method which academic scholars and experts (such as experienced people) gather to evaluate and give an opinion towards a curriculum. This makes a useful, practical and academic evaluation. This study included 2 internal reviewers from the Marketing Department from Rangsit University and also 3 experts with 1 assistant professor and 2 doctoral degrees from marketing and service marketing and management curriculum.

#### 3.1 Data Collection and Analysis

1. The researcher distributed the questionnaires to the current students who study in the faculty more than 1 year and the graduated students who work in the marketing field after they graduated for more than 1 year. He analyzed descriptive statistics as frequency, mean, percentage, standard deviation.
2. The researcher interviewed the employers who used the graduated students from the marketing major and applied content analysis to analyze the information.
3. The researcher collected the information after the peer review meeting.

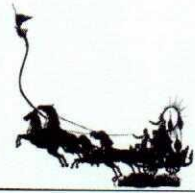
## 4. Results and Discussion

The researcher divided the results into 3 parts according to the instrument and methods used in the CIPP Evaluation Model (Context, Input, Process and Product). The research results of the questionnaire found that context, input, product, but process, were rated at the highest level.

**Table 1** The questionnaire results based on CIPP evaluation model

<b>CIPP Evaluation Model (Top Three Highest Scored Questions)</b>	<b>Mean</b>	<b>Meaning</b>
<b>1. Context (C)</b>		
<b>1.1 Philosophy</b>		
The philosophy clearly defines characteristics of the graduated students.	4.67	Highest
The philosophy covers the purposes of the curriculum.	4.50	Highest
The philosophy aims to develop profession in marketing.	4.69	Highest
<b>The overall score</b>	<b>4.70</b>	<b>Highest</b>
<b>1.2 Objectives</b>		
The long-term objectives for developing students' potential.	4.21	Highest
The objectives related with economic situation.	4.56	Highest
The objectives align with learning management.	4.27	Highest
<b>The overall score</b>	<b>4.33</b>	<b>Highest</b>
<b>1.3 Content</b>		
The content meets the demands of the students.	4.43	Highest
The content meets the demands of labor market.	4.63	Highest
The content helps the students to work in marketing department.	4.70	Highest
<b>The overall scores</b>	<b>4.22</b>	<b>Highest</b>

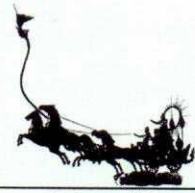




<b>CIPP Evaluation Model (Top Three Highest Scored Questions)</b>	<b>Mean</b>	<b>Meaning</b>
<b>2. Input (I)</b>		
<b>2.1 Instructors</b>		
Instructors give advices and are helpful.	4.67	Highest
Instructors professional in marketing.	4.71	Highest
Instructors develop students' abilities in learning.	4.51	Highest
<b>The overall score</b>	<b>4.63</b>	<b>Highest</b>
<b>2.2 Students</b>		
Students have good attitude towards marketing profession.	4.64	Highest
Students engage with class activities.	4.54	Highest
Students would like to participate in the class.	4.39	Highest
<b>The overall score</b>	<b>4.51</b>	<b>Highest</b>
<b>2.3 Learning Equipment</b>		
Enough equipment for learning.	4.22	Highest
Fast internet and networking.	4.23	Highest
Technology and IT are used in classroom.	4.25	Highest
<b>The overall score</b>	<b>4.21</b>	<b>Highest</b>
<b>3. Process (P)</b>		
<b>3.1 Learning Management</b>		
The curriculum encourages practical experience such as internship.	4.16	High
The curriculum offers alternative ways of learning.	4.15	High
The curriculum increases students' skills for occupation.	4.14	High
<b>The overall score</b>	<b>4.15</b>	<b>High</b>
<b>3.2 Administration and Services</b>		
Administration and supporting service for education.	4.10	High
Introduction for registration and studying.	4.00	High
Fast system for admission and documentation.	4.11	High
<b>The overall score</b>	<b>4.14</b>	<b>High</b>
<b>3.3 Measurement and Evaluation</b>		
Measurement and evaluation are fair.	4.14	High
Measurement and evaluation meet the course objectives.	4.20	High
Measurement and evaluation follow the determined structure.	4.17	High
<b>The overall score</b>	<b>4.18</b>	<b>High</b>
<b>4. Product (P)</b>		
<b>4.1 Graduated Students</b>		
The students can work in the marketing profession after graduating.	4.21	Highest
The students have disciplines in workplace after they graduate.	4.51	Highest
The students can tolerate to work and deal with difficulty.	4.43	Highest
<b>The overall score</b>	<b>4.54</b>	<b>Highest</b>

4.1 The Interview Results from the Employers who used the Graduated Students  
 The interview which used questions developed from the CIPP (Content, Input, Process and Product) model resulted that the employers using the graduated students were very satisfied with the graduated students'





moral and ethics. They informed that the students were responsible in their work and had good manners. The graduated students have strong knowledge in marketing and entrepreneurship. They are creative and have a business mindset. The students can adapt to the new circumstances in the workplace and they have good interpersonal skills. However, the employers suggested that the graduated students need to improve their English proficiency, particularly speaking and writing.

#### 4.2 The Peer Review Results from the Evaluation of Scholars and Experts

The peer review recommended the developmental approaches after evaluation of the curriculum under CIPP's.

1. Context (C) of the curriculum should increase more subjects related with entrepreneurship and creative thinking. The curriculum should direct the work and needs some coordination with the real workplace. The curriculum clearly puts the necessary courses prepared for the students who can further their work in diverse departments, including developing the students' own SMEs. In addition, the curriculum should provide some specialized courses which meet the demand of the labor market such as innovation and technology for marketing, creative thinking for marketing, online and digital marketing, etc. The objectives of marketing should be more than working in the marketing department, but working with other departments or having their own business. The international context should be put in the classroom, i.e. International Marketing for ASEAN SMEs, Marketing in China or CLMV.

2. Input (I) of the curriculum was good due to reliable selection and recruitment process of lecturers. The university and department selects and recruits the lecturer based on competency as a core competency, managerial competency, and functional competency. This meets RSU Skills as R: Requirement Skills, S: Soft Skills, and U: University Skills. In addition, the lecturers attend the developmental process based on IPAR: Individual Performance Assortment Report. The lecturers understand Knowledge Management (KM) which may help the learning organization. However, some input needs improvement, such as Wi-Fi, technology, new media for learning and the facilities. The equipment and facilities were recommended to the students since they can practice by role playing, simulation, training, etc. Some marketing and business software should be invested in. The university may have MOU for input import and use. In addition, the curriculum and instruction should apply the concept of the 21<sup>st</sup> century skills, which includes life and career skills, lifelong learning skills and information, media, and technological skills. The instructors from diverse marketing industries should be invited to envision the current and future marketing scenario.

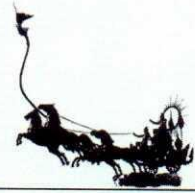
3. Process (P) of the curriculum was good. The processes were rated as good since the process got problems from inadequate input, such as internet, Wi-Fi, equipment and facilities. Some processes therefore have problems such as slow registration system, database breakdown, and slow communication by internet connection problem. The process problems however should be solved by correcting fundamental and assistance from lecturers and personnel. The assessment and development process should be various and much more opened. They should encourage the individual student's development and creativity, such as project-based.

4. Product (P) of the curriculum was decent. The graduated students worked in a business workplace. The students have an entrepreneurial mind and creative thinking, which are important for marketing. However, the students should have more opportunities to learn their future work before they graduate. Cooperative education is recommended for the students. Some 21<sup>st</sup> century skills should be put into the curriculum in order to cultivate the students' self-learning and IT learning, such as teaching necessary IT for self-study, increase some assignment or online project while students are learning.

#### 5. Conclusion

The research results found that context was rated at the highest level. The curriculum meets the philosophy and objectives. Philosophy: The overall scores was at the highest level (mean = 4.70). The students and the graduated students can apply knowledge in daily life and finding jobs. The input of the curriculum is rated at the highest level from the structure and useful course content that students feel that they benefit from the courses. However, the learning equipment was rated the lowest (mean =4.15). The





equipment and IT technology were not sufficient and ready for them. Therefore, the curriculum should increase more technological and learning media and they should be ready all the time. In addition, the program should seek more collaboration from abroad based on the opinion of peer review which many feel that the program would benefit more from international collaboration and networking. To discuss the results from internal stakeholders as instructors and external stakeholders as employers, it found that both of them give importance of experience and practice. Both of them agreed that the usable curriculum should be practical and develop the students' skills in work. Creativity and managerial skills should be emphasized. One of the good suggestions from the employers is the curriculum should increase some experience, such as an internship. Employers as the external stakeholders should also be included in the developed curriculum.

#### 6. Acknowledgements

The author would like thank Rangsit University for the research sponsorship and the instructors who provided the information of the curriculum and the participants who assisted in my research.

#### 7. References

- Maesincee, S. (2016). *Thailand 4.0 thriving in the 21st century through security, prosperity & sustainability*. Division of economic information, Department of international economic affairs, Ministry of foreign affairs, Thailand. Retrieved from <http://tinyurl.com/n69fmaq>
- Stufflebeam, D. (1971). *The relevance of the CIPP evaluation model for educational accountability*. <https://eric.ed.gov/?id=ED062385>, 1-31.
- Witthawassamrankul, K. (2018). A curriculum evaluation of the Master of Arts in Aviation Management, B.C.2017 and the developmental approaches. *Proceeding of the 3<sup>rd</sup> International Symposium on Innovative Education and Technology (ISIET) 2018*, Rajamangala University of Technology Thanyaburi, Pathumthani, Thailand, July 16-17, 68-72.
- Witthawassamrankul, K. and Sinsiroj, S. (2018). A curriculum evaluation of the bachelor of arts in Thai language for foreigners, Faculty of arts, Kasem Bundit University. *Kasem Bundit Journal*, 19, Special Edition. May-June, 308-317.
- Zhang, G. et al. (2011). Using the context, input, process, and product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57-84.