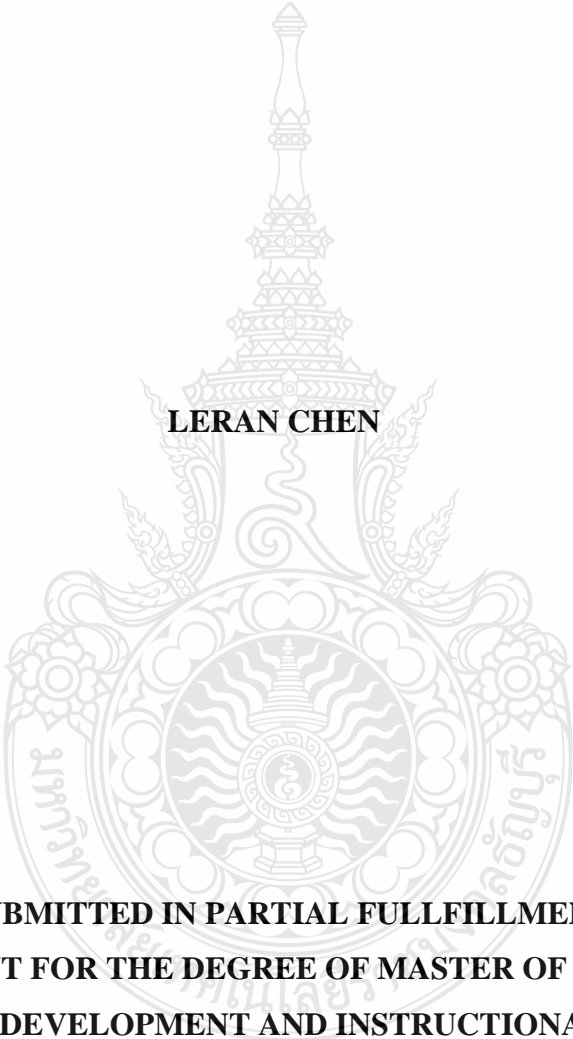


**CURRICULUM EVALUATION OF BACHELOR'S DEGREE OF  
SOCIAL SPORTS MAJOR AT HAINAN TROPICAL OCEAN UNIVERSITY  
USING CIPP MODEL**

**LERAN CHEN**



**A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION  
IN CURRICULUM DEVELOPMENT AND INSTRUCTIONAL INNOVATION  
FACULTY OF TECHNICAL EDUCATION  
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI  
ACADEMIC YEAR 2022  
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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ยังเป็นนักศึกษาอยู่ใน คณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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คณะครุศาสตร์อุตสาหกรรม

มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

<b>Thesis Title</b>	Curriculum Evaluation of Bachelor's Degree of Social Sports Major at Hainan Tropical Ocean University Using CIPP Model
<b>Name - Surname</b>	Mr. Leran Chen
<b>Program</b>	Curriculum Development and Instructional Innovation
<b>Thesis Advisor</b>	Assistant Professor Pranom Punsawai, Ph.D.
<b>Academic Year</b>	2022

### **ABSTRACT**

The study aimed to evaluate curriculum of social sports major at Hainan Tropical Ocean University using CIPP model focusing on the aspects of context, input, a process, and a product.

The samples consisted of 332 respondents, who were selected by stratified random sampling from the total population of 1,496. The participants included 6 course instructors, 20 instructors, 226 students, 50 undergraduate students, and 30 employers involving the Social Sports curriculum at Hainan Tropical Ocean University. The instruments comprised five sets of questionnaires, with the validity of 1.00 and the reliability level of .89. Statistics used to analyze the data were percentages, means, and standard deviations.

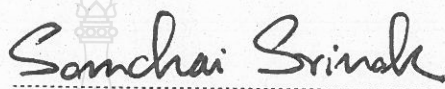
The results indicated that the overall level of the curriculum at Hainan Tropical Ocean University was high. Regarding each aspect, it was found that the context, the input, the process, and the product of the curriculum were all at the high level.


**Keywords:** curriculum evaluation, CIPP model, social sports

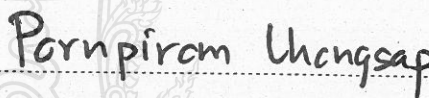
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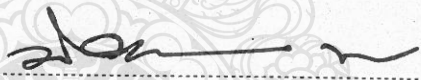
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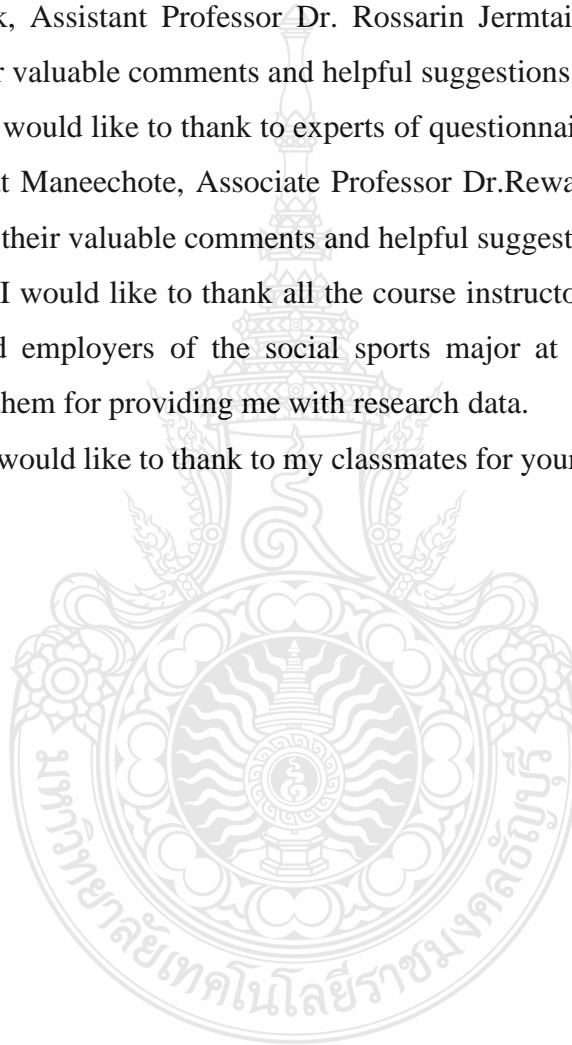
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background and Statement of the Problems

With the rapid development of global politics, economy, science, technology, and culture, the demand for sports in modern society has been constantly improving, leading to the worldwide prosperity of sports. nowadays, whether it was competitive sports, mass sports, or school sports, their scales have been continuously expanding, involving more departments and personnel. The relationship between sports and society has become increasingly close, and sports is also considered a social phenomenon. After the national fitness program was promulgated in 1995, China's social sports began to enter the stage of residents' own participation. With the successful hosting of the 2008 Olympic Games, the development of China's social sports entered a new stage. In 2011, a new round of the national fitness plan was launched, which explained various aspects of mass sports and the sports industry, leading to the rapid development of China's social sports (Yuechun et al., 2016, pp.51-60).

Today, China has established "healthy China" as a national strategy, which signifies that China's sports reform has entered a new phase of development. It indicates the development direction for China's sports reform and the implementation of the national fitness plan, and serves as an important foundation for colleges and universities to cultivate social sports talents (Guoling, 2017, pp.214). As the driving force behind national fitness activities, the cultural literacy and professional knowledge reserve of social sports talents play a significant role in determining the scientific approach to national fitness. Therefore, from the perspective of "national fitness," it holds immense importance to recognize the existing issues in the training of social sports talents in colleges and universities, identify effective training methods, and enhance the education of social sports professionals. This is crucial for deepening the sports reform in colleges and universities, nurturing service-oriented professionals who align with the development requirements of "healthy China," and implementing the national fitness plan. Moreover, it is essential for expediting the realization of the "Chinese dream, healthy dream."

To further advance the development of social sports, it is necessary to build upon the implementation of the national fitness strategy. This can be achieved by fostering a robust public service system for national fitness and encouraging and supporting citizens to engage in fitness activities. Additionally, we should execute the youth and school sports activity promotion plan in colleges and universities. This entails enhancing the working system for youth and school sports, cultivating and heightening awareness of youth physical fitness, propelling the progress and widespread adoption of youth and school sports activities, and ultimately promoting the physical and mental well-being as well as the physical fitness of adolescents (TNSC., 2022, pp.2-3).

At present, the training of social sports professionals in China has reached a considerable scale. Practically all provinces and cities in China have established training centers for social sports professionals, which has significantly enhanced the quality of social sports professional courses in colleges and universities across the country. This development reflects the growing demand for social sports professionals in the context of national fitness. For colleges and universities, the cultivation standards for social sports talents stipulate that students must acquire a solid grasp of the fundamental theories and methods of social sports. They should possess the ability to guide fitness activities, plan and organize mass sports events, as well as operate and manage the sports industry. Competence in social sports is also expected. To fulfill these requirements, it is imperative to align with social demands and formulate a new curriculum that focuses on training the abilities of social sports professionals in colleges and universities throughout China (MOE., 2014, p.3).

When formulating the training plan for social sports professionals and designing the curriculum system, it is crucial to prioritize ability development. This entails integrating theoretical instruction with practical training and ensuring a well-rounded development of knowledge, skills, and qualities. In constructing the knowledge framework for social sports professionals, it is essential to consider both the breadth and depth of knowledge, as well as foster an interdisciplinary perspective. This includes incorporating fundamental theoretical knowledge, specialized technical knowledge, political theory knowledge, as well as physical fitness training, practical skill development,

and comprehensive quality enhancement. By encompassing these diverse aspects, we can broaden the horizons of social sports professionals (Jin Xu, 2012, pp.30).

The Social Sports program at Hainan Tropical Ocean University is a provincial applied transformation pilot program in Hainan Province. It was nationally recruited in 2012 and successfully underwent a degree evaluation in 2016. To date, it has produced nearly 300 sports professionals for the nation. The core curriculum of the Social Sports program includes various courses such as Introduction to Social Sports, Fitness Theory and Guidance, Sports Marketing, Sports Prescription Theory and Practice, Taijiquan, Badminton, Aerobics, Swimming and Lifesaving, among others. The quality of the curriculum directly influences the quality of talent training in colleges and universities. Hence, curriculum evaluation holds significant importance throughout the process of constructing the Social Sports curriculum (Wen Zhou, 2015, pp.144).

The CIPP evaluation mode differs from the target behavior mode of "prioritizing results over process." It places emphasis on the developmental aspect of evaluation and provides timely feedback information to inform decision-making activities. Therefore, the CIPP evaluation mode aligns more closely with the evaluation concept of "people-oriented and promoting development" (Yan Liu, 2015, pp.96). Utilizing the CIPP evaluation mode to construct a multi-level and diversified curriculum quality evaluation system for the Social Sports specialty, in accordance with the teaching practices of the field, holds significant importance for the advancement and talent development of the Social Sports specialty in Chinese colleges and universities.

Undergraduate education holds a central position in the structure of higher education in China and serves as the primary component of higher education. The evaluation of the social physical education curriculum holds significant importance as it is the fundamental factor influencing the quality of social physical education. For colleges and universities, curriculum evaluation offers several benefits. Firstly, it facilitates an understanding of the effectiveness of undergraduate curriculum construction in the Social Sports major, enabling the timely identification of shortcomings in the curriculum development process and allowing for necessary adjustments. Secondly, it promotes the exchange and sharing of knowledge regarding social sports curriculum construction among colleges and universities, thus enhancing the level of curriculum design and

teaching quality within the field. Lastly, for students, curriculum evaluation provides timely feedback to teaching managers, enabling a better alignment between social sports courses and students' individual needs. This, in turn, facilitates effective learning experiences, promotes the development of students' comprehensive qualities, and contributes to their personal growth (Lihao Qian, 2019, p.6).

Based on the aforementioned points, the significance of curriculum evaluation for the progress of social sports in China becomes evident. Firstly, as the institutions responsible for nurturing social sports professionals, colleges and universities should align their curriculum construction with societal demands and talent development. Secondly, the evaluation of social sports curriculum aims to assess the extent to which the curriculum achieves the desired outcomes (Ralph, 2014, pp.112-113). This process allows for timely identification of effective aspects within social sports professional courses, as well as areas that require improvement. By doing so, the curriculum can better meet the societal demand for social sports talents.

The CIPP evaluation model was introduced by Stufflebeam, a renowned American expert in educational evaluation, during the 1960s and 1970s. It encompasses four components: context evaluation, input evaluation, process evaluation, and product evaluation (Qi Xiang, 2017, p.16). Distinguished from Taylor's evaluation model, the CIPP evaluation model is a curriculum theory evaluation model that centers around decision-making and aligns with social needs as its value orientation. As stated by Stufflebeam, "the primary purpose of evaluation is not to prove, but to improve" (Stufflebeam, 2007, p.650). Consequently, when utilizing the CIPP model to evaluate the social sports curriculum, evaluators can adopt appropriate evaluation strategies based on the requirements of social development to further enhance the curriculum.

To enhance and establish a comprehensive evaluation index system for the social sports professional curriculum, it is necessary to conduct empirical analysis and practical application. This will enable a thorough examination of the scientific nature, rationality, and feasibility of the evaluation index system for the social sports professional curriculum. Additionally, it will allow for the formulation of measures to improve the social sports professional curriculum (Xingmin Liang, 2013, p.2).

In this study, the social sports curriculum at Hainan Tropical Ocean University was evaluated using the CIPP model. The purpose was to identify the strengths and weaknesses of the social sports curriculum and offer recommendations for curriculum construction. The aim is to enhance the overall competencies of social sports students at Hainan Tropical Ocean University.

## **1.2 Purpose of the Study**

1.2.1 To evaluate curriculum of social sports major at Hainan Tropical Ocean University using CIPP model focusing on aspects of context, input, process, and product.

## **1.3 Scopes of the Study**

1.3.1 Population: the population in this study consisted of 1,496 individuals.

1.3.2 Sample: the sample in this study are 6 course instructors, 20 instructors, 226 students, 50 undergraduates and 30 employers from social sports major in Hainan Tropical Ocean University.

1.3.3 Scope of Contents

The evaluate curriculum of social sports major in Hainan Tropical Ocean University using CIPP model: 1) C: Context evaluation, 2) I: Input evaluation, 3) P: Process evaluation, and 4) P: Product evaluation.

1.3.4 Scope of Time

The study will be conducted from September 2022 to March 2023.

## **1.4 Definition of Terms**

For ease of understanding, the following terms were hereby defined conceptually and or operationally:

Curriculum evaluation is evaluators use certain methods to check whether the curriculum itself has achieved the curriculum objectives and to what extent, so as to determine the effect of the curriculum, and make decisions to improve the curriculum according to the feedback information.

1.4.1 CIPP model is also called decision-making oriented mode, which is a process of providing information services for managers to make decisions. It is divided

into four parts: context evaluation, input evaluation, process evaluation and product evaluation.

1.4.2 Context evaluation is a diagnostic evaluation of the program objective according to the needs of social development and evaluation objects.

1.4.3 Input evaluation is to evaluate the required resources, tools, methods and other conditions.

1.4.4 Process evaluation is to study and judge the implementation status of the education program, and take the feedback information obtained as the basis for improving the education program.

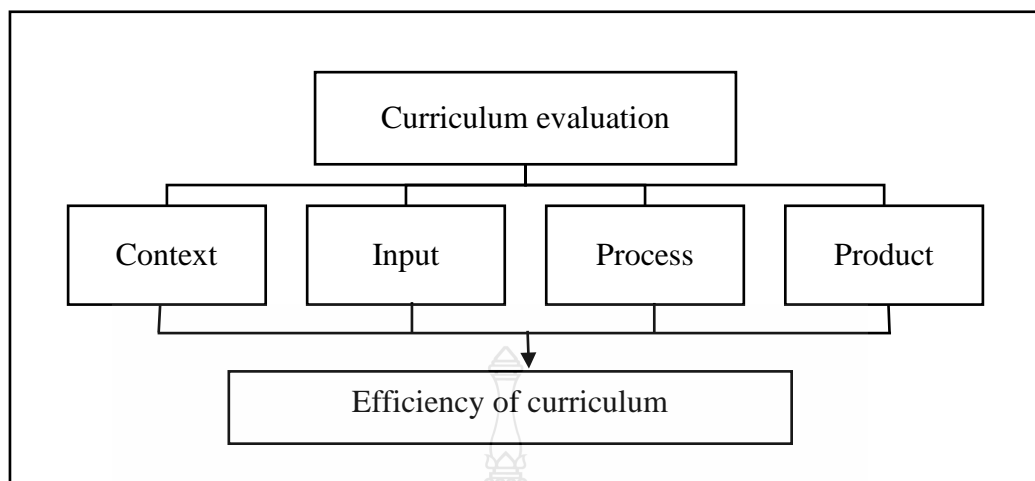
1.4.5 Product evaluation is the value judgment of the achievements of the implementation of education programs. by analyzing the implementation results of the education programs to determine whether to continue to use, modify or terminate the programs.

1.4.6 Curriculum is social sports major in Hainan Tropical Ocean University is major of social sports belongs to the school of physical education and health of Hainan Tropical Ocean University. The training goal is based on the ability-oriented curriculum system, focusing on cultivating applied professionals who master the basic theory, knowledge and skills of social sports, have the ability of social sports guidance and management, and can serve as fitness and sports guidance, sports health care and rehabilitation, outdoor expansion training, and mass sports organization.

## **1.5 Conceptual Framework**

Since this research paper will employ experimental research design, the framework below will serve as the researcher's guide in the conduct of the study:





**Figure 1.1** Conceptual Research Framework

## 1.6 Benefits

1.6.1 It can evaluate the scientific and rationality of the social sports curriculum of Hainan Tropical Ocean University and understand the advantages and disadvantages of the current curriculum.

1.6.2 Make useful suggestions to improve the curriculum.

1.6.3 Provide guidelines for the development of social sports curriculum.

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

This chapter focused on reviewing the previous studies related to the following area relevant to this research.

#### 2.1 Curriculum Evaluation

2.1.1 The meaning and definition of curriculum evaluation

2.1.2 Model of curriculum evaluation

2.1.3 Principle of curriculum evaluation

2.1.4 Steps (or procedure) of curriculum evaluation

#### 2.2 CIPP Model

2.2.1 The meaning and definition of CIPP Model

2.2.2 Steps (or procedure) of CIPP Model

2.2.3 The measurement of CIPP Model

2.2.4 Advantages and disadvantages of CIPP Model

2.3 Curriculum of Bachelor's Degree of Social Sports Major (Hainan Tropical Ocean University)

2.3.1 History of bachelor's degree of social sports major

2.3.2 The current situation of bachelor's degree of social sports major

#### 2.4 Relevant Research

2.4.1 Domestic research

2.4.2 Foreign research

### **2.1 Curriculum Evaluation**

#### 2.1.1 The meaning and definition of curriculum evaluation

Curriculum evaluation is not only a fundamental concern during the curriculum development process but also a central component. Ralph W. Tyler, a renowned American educator and curriculum theory expert, considered curriculum evaluation as one of the four essential elements in the "Basic Principles of Curriculum and Instruction" published in 1949. Subsequently, research on curriculum evaluation has emerged as a significant area within the field of curriculum studies.

According to Yanbing Li (2000, p.3), curriculum evaluation is regarded as the process of assessing the value or characteristics of curriculum plans, activities, outcomes, and other associated aspects in a particular manner. Liangfang Shi (1996) defines curriculum evaluation as the process of examining the value of the curriculum, encompassing activities that appraise the curriculum's worth in enhancing students' learning (Liangfang Shi, 1996, p.149). Similarly, Yukun Chen (2001, p.135) asserts that curriculum evaluation encompasses the assessment of curriculum plans, curriculum standards, textbooks, and the impact of curriculum implementation.

In conclusion, "curriculum" in curriculum evaluation pertains to the curriculum outlined in the school's teaching plan, while "evaluation" refers to the value judgment of the object being evaluated. Curriculum evaluation involves the utilization of scientific and rational methods to assess and elucidate the value and effectiveness of teaching content, the teaching process, and related factors. In essence, curriculum evaluation aims to comprehensively and systematically evaluate the curriculum system and its quality by employing established procedures, unified indexes, and standards. The objective of evaluation is to enhance the curriculum's quality, advance curriculum construction, and promote curriculum reform.

#### 2.1.2 Model of curriculum evaluation

There have been various evaluation models utilized in curriculum evaluation, and the following are four commonly employed curriculum evaluation models:

Mode 1: Taylor's evaluation model is a result of extensive research and practical application in the field of psychology, developed to meet the demands of American political and economic growth during the 1940s. It places objectives at the core and foundation of evaluation, thereby being referred to as the "objective-oriented evaluation model" (Shengyu, Piao, 2008, p.58). Taylor's evaluation model compares students' learning achievements with set goals and focuses on assessing whether the attained outcomes align with the intended objectives. It directly highlights the disparities between students' achievements and the desired goals, providing valuable insights into their learning progress. Furthermore, it allows for feedback on teaching and integrates

evaluation with instructional activities, resulting in a significantly enhanced effectiveness of evaluation.

Taylor's evaluation model was readily embraced, understood, and implemented by many due to its straightforward process, concise structure, and minimal constraints (Jie, Zhu, 2009, p.20).

Mode 2: CIPP model - Differing from Taylor's approach, Stufflebeam posits that the primary objective of evaluation is not to demonstrate, but to enhance and improve. Evaluation serves as a valuable tool that supplies information for decision-making.

Based on this concept, Stufflebeam developed the CIPP model, which encompasses four distinct stages in the evaluation process. The first stage involves context evaluation, where the alignment of existing goals and priorities with user needs is examined, and the goals themselves are assessed. The second stage is input evaluation, which assesses the feasibility of the program, including the achievability of objectives, cost considerations, and resource allocation. The third stage is process evaluation, which evaluates the implementation of the program and gathers feedback information. The fourth and final stage is product evaluation, which measures, explains, and evaluates the outcomes of the curriculum program in relation to the established objectives (Lijing, Jiang, 2005, p.43).

Mode 3: In 1967, Scriven introduced the "Goal-free model" as a critique of the objective-oriented approach. The most significant difference between this model and the Taylor and CIPP models is that the evaluation is not based on the targets set by the program developer. Instead, the focus shifts from reflecting the intentions of managers and decision-makers to reflecting the perspectives of external stakeholders. As a result, the goal-free model emphasizes greater objectivity and highlights the independence of evaluators and the democratic notion that views the educational process as a personal endeavor for self-creation, self-realization, and free development of learners. It fundamentally embodies the evaluation standard that places personal needs as the guiding value orientation (Fan Yi, 2013, p.64).

Mode 4: The Consumer-oriented Evaluation Approach, which emerged during the curriculum reform movement in the United States in the 1960s, is evaluation

model that prioritizes meeting practical needs as the standard. It adopts a consumer-centric perspective, considering the viewpoints of students, society, and businesses. This approach emphasizes that evaluation should not only summarize the objects being evaluated but also take into account the process and reasons behind the results. It aims to comprehensively and systematically assess the strengths and weaknesses of entities. When applied to educational evaluation, evaluators are expected to determine the actual outcomes and values of educational tools based on consumer needs, regardless of predetermined goals (Fengqi, Wei, 2017, p.135).

In conclusion, each evaluation mode possesses its distinct characteristics. When assessing the curriculum, it is important to select the appropriate evaluation mode based on the requirements of the school and the specific circumstances of the curriculum.

### 2.1.3 Principle of curriculum evaluation

As curriculum evaluation activities encompassed all levels of the curriculum, the principles of curriculum evaluation should serve as the overarching requirements for the various levels involved in these evaluation activities.

According to Siyi Deng (2013, p.266), the principles of curriculum evaluation should adhere to the principles of directionality and development. This principle is primarily proposed to address the relationship between evaluation and objectives. It emphasizes the importance of providing accurate guidance in course and teaching evaluation to facilitate effective curriculum implementation and enhance teaching quality. Evaluation activities should contribute to the comprehensive development of students' physical and mental well-being, guide the school's overall direction in a correct manner, and prevent any misdirection in teachers' work and students' learning.

According to Chunhua Su (2015, p.12), curriculum evaluation should adhere to the principle of authenticity. To enhance curriculum improvement, it is essential for curriculum evaluation to authentically assess all aspects of the curriculum, identify and reflect on issues, and utilize this as a basis for formulating strategies and enhancing the curriculum. The evaluation of students and teachers should also align with this principle, providing an objective assessment of all aspects. It is important not only to

acknowledge strengths but also to identify weaknesses, thus fostering the development of both teachers and students.

Hanfeng Zhou (2019, p.150) argues that curriculum evaluation should adhere to the principle of feasibility. During the evaluation process, the index system serves as the "yardstick" for assessing the characteristics of the evaluation object. It is crucial to have a practical and achievable index system in place. The design of the indexes should accurately reflect the current state of the curriculum, with clear connotations for each indicator. The level and quantity of the indexes should be reasonable. The content and standards of the indexes should encompass the concepts, objectives, content, environment, methods, processes, quality, and effects of both teachers' teaching and students' learning. Whether qualitative or quantitative, the indicators should yield clear and direct conclusions.

Na Li (2014, pp.83-84) asserts that curriculum evaluation should adhere to the principles of diversity, multi-level, and holistic approach. In addition to teaching management personnel, the evaluation of the curriculum should also involve teacher evaluation, student evaluation, evaluation by industry and enterprise experts, and societal evaluation. The participation of industry, enterprise experts, and society is crucial as they hold the most authority in terms of job requirements. A broad range of participants ensures that the curriculum aligns with the demands of the workforce and society, thereby effectively enhancing its quality. Furthermore, curriculum evaluation should not be limited to assessing teaching effectiveness and student learning outcomes alone. The evaluation system should encompass diverse and multi-level indexes. This includes evaluating curriculum design, curriculum implementation, curriculum standards, curriculum content, curriculum teaching methods, teaching environment, teaching staff, student learning outcomes, student employment prospects, and the overall process of curriculum development, enabling a comprehensive and multidimensional evaluation.

In summary, during curriculum evaluation, it is essential to ensure the alignment of the evaluation direction with the direction of curriculum development. Furthermore, a comprehensive evaluation of all aspects of the curriculum should be conducted to accurately identify existing issues and facilitate timely improvements. The feasibility of evaluation indicators should be analyzed, and the design of indexes must

encompass all relevant aspects of the evaluation object. The scope of evaluators should be expanded beyond teaching managers, as the objective of the curriculum is to nurture talents who can meet the demands of social development. Therefore, all individuals involved in the talent cultivation process should be taken into consideration.

#### 2.1.4 Steps (or procedure) of curriculum evaluation

For each curriculum evaluation mode, the steps of evaluation may vary. Scholars have expressed different opinions on the steps of curriculum evaluation, as outlined below:

Yonghong Wang (2011, p.12) believed that curriculum evaluation should follow the following four steps based on the study of Taylor's evaluation model:

1) Establishing evaluation objectives: The essence of evaluation is to determine the degree to which the curriculum objectives were actually achieved. Therefore, the evaluation objectives should be predefined. In teaching, goals are typically categorized as "content" and "behavior". "Content" refers to the specific subject matter to be taught, while "behavior" refers to the expected actions of students based on the materials.

2) Determining the evaluation situation: For instance, when evaluating students' oral expression ability, it is necessary to create situations that require students to engage in dialogue and communication, thereby assessing their oral expression skills. Similarly, evaluating students' social communication ability would involve establishing social communication situations, such as role-playing scenarios.

3) Designing evaluation methods: The chosen evaluation methods should align with the evaluation situation. Both quantitative and qualitative methods can be employed. Tests can be utilized to evaluate students' proficiency and mastery of knowledge and skills, while observation and conversation can be used to examine changes in students' thinking and emotions.

4) Utilizing the evaluation results: The evaluation results serve as a means to assess the discrepancy between the anticipated goals and the actual outcomes. They provide insights into areas of the curriculum that require improvement.

Yukun Chen (2004, pp.27-28) believed that curriculum evaluation could be divided into three steps:

1) Planning stage: Prior to the evaluation, it is essential to establish the objectives of the curriculum and identify the teaching activities associated with the course.

2) Process phase: During the implementation of the curriculum, it is important to assess the alignment between the curriculum activities and the curriculum plan. Any necessary measures to enhance the curriculum should be identified.

3) Results phase: Upon the completion of the curriculum, an assessment should be conducted to determine the overall effectiveness of the curriculum. Additionally, future improvement measures should be formulated.

Shangzhi Zou (2008, pp.168-169) believed that curriculum evaluation could be divided into six steps:

1) Establish a dedicated curriculum evaluation team comprising members such as the Curriculum Development Committee, curriculum experts, education administrators, teachers, students, and parents.

2) Clarify the criteria for curriculum evaluation by studying and determining the evaluation objectives, principles, indicators, methods, technologies, and tools.

3) Collect evaluation information by specifying the time, channels, and sample size for data collection.

4) Analyze the collected evaluation information using mathematical statistics or descriptive methods to assess the potential impact and effectiveness of the curriculum implementation.

5) Prepare an evaluation report summarizing the quality and issues of the curriculum, and provide recommendations for improvement.

6) Communicate the evaluation results to relevant individuals and implement specific measures for improvement.

To summarize, while the steps of curriculum evaluation may vary, the evaluation process generally revolves around three key aspects: curriculum objectives, curriculum content, and curriculum implementation. It is important to flexibly adjust the evaluation steps for each aspect based on the specific circumstances of the curriculum.



## 2.2 CIPP Model

### 2.2.1 The meaning and definition of CIPP model

The CIPP evaluation model was founded by Stufflebeam in 1967 as a curriculum evaluation model. It differs from Taylor's behavior goal evaluation model and is instead a decision-making oriented evaluation model. Some evaluators also refer to it as a decision-making oriented evaluation model.

Stufflebeam believed that evaluation is the process of providing useful information to school managers and teachers for revising the formulated plan when necessary. Evaluation serves as an information service to decision makers (Yuanjun, Xiao, 2003, pp.42-45). The CIPP evaluation model includes four evaluation stages: Context evaluation, Input evaluation, Process evaluation, and Product evaluation.

In conclusion, the CIPP evaluation model aligns with the process of teaching development and serves as a comprehensive evaluation mode.

### 2.2.2 Steps of CIPP Model

Scholars have expressed the following opinions regarding the steps of the CIPP evaluation model:

Na Li (2022, pp.55-56) believed that the CIPP mode should be evaluated following the steps outlined below:

Step 1: Evaluate the environmental basis and objective setting of the school curriculum. Based on an understanding of the curriculum's background, it is necessary to clarify the type of talents the course aims to cultivate, whether it aligns with the needs of teachers and students, whether the curriculum objectives were clear, appropriate, and measurable, and what the general and specific objectives of the curriculum were.

Step 2: Evaluate the feasibility of the curriculum implementation plan, the effectiveness of the curriculum organization, and the adaptability of human, financial, and material resources. It is necessary to clarify the scientificity, rationality, practicality, and operability of the curriculum implementation plan, whether the teaching teachers are suitable, whether the capital investment is sufficient, whether the classroom facilities are complete, whether the network platform is convenient, and whether the teaching materials are appropriate.

Step 3: Evaluate the entire process of the specific implementation and operation of the curriculum. It is necessary to clarify the students' enthusiasm for participating in the classroom and the teachers' enthusiasm for teaching, whether teachers are acknowledged by students, whether the teaching methods of teachers are appropriate, whether the classroom atmosphere and the relationship between teachers and students are harmonious, whether the overall curriculum implementation process is smooth and reasonable, and whether any emergencies arise during the implementation process and how they are handled.

Step 4: Evaluate the value and significance of teaching achievements and clarify the satisfaction of students and teachers. Determine whether the expected curriculum objectives have been achieved, whether students have gained knowledge and skills, whether teachers' abilities have improved, and identify the shortcomings of the curriculum and the lessons learned from the evaluation process.

Yun Xia (2022, pp.128-129) believes that the CIPP model should be evaluated according to the following steps:

Step 1: Based on a comprehensive understanding of the policy background of the curriculum and the actual needs of the teaching objects, evaluate whether the teaching process met the requirements of the state and society, and whether it could meet the real needs of students.

Step 2: Conduct diagnostic evaluation on the teaching resource construction and teaching implementation plan required for the implementation of the curriculum.

Step 3: Evaluate the process of teaching implementation, assisting teachers in timely understanding the classroom teaching situation, and continuously adjusting and revising the curriculum plan.

Step 4: Evaluate the students' learning achievements and the extent to which the course objectives have been achieved.

To sum up, the steps of the CIPP mode are conducted in accordance with the four steps of context evaluation, input evaluation, process evaluation, and product evaluation. Based on the indicators of each step, the curriculum is comprehensively evaluated.

### 2.2.3 The measurement of CIPP Model

Curriculum measurement was the premise and foundation of curriculum evaluation. Scholars had the following opinions on the measurement of the CIPP mode.

Zhili Hu (2022, pp.125-126) believed that in the context evaluation, the measurement indexes included policy support, social needs, training objectives, training plans, and teaching management systems. In the input evaluation, the measurement indexes encompassed teaching funds, teacher resources, teaching bases, and cooperative enterprises. In the process evaluation, the measurement indexes consisted of curriculum setting, basic theory teaching methods and contents, practical teaching methods and contents, enterprise internships, curriculum construction, and assessment methods. In the product evaluation, the measurement indexes were the employment of students, the degree of social recognition, student satisfaction, enterprise efficiency, and reform and innovation.

Fan Wu (2021, p.101) believed that in the context evaluation, it was necessary to measure the positioning of the curriculum objectives and the curriculum standards. In the input evaluation, the measurement focused on teachers' strength and teaching resources. In the process evaluation, the measurement encompassed teachers' organizational ability, teaching ability, and students' learning ability. In the product evaluation, the measurement considered the effect of teaching management, teaching effect, learning effect, and teaching satisfaction.

Lihao Qian (2019, p.3) believed that in the context evaluation, the objectives and training direction of the curriculum system could serve as measurement indexes. In the input evaluation, the measurement indexes included the teaching plan, teaching staff, and teaching equipment. In the process evaluation, the measurement indexes focused on the specific implementation of the curriculum system and the approach to curriculum assessment. In the product evaluation, the measurement indexes encompassed the improvement of students' comprehensive ability, the satisfaction of employers with undergraduates, and the social reputation of the school.

To summarize, the curriculum evaluation using the CIPP mode relies on refining the context evaluation, input evaluation, process evaluation, and product

evaluation. These refined indexes are then measured to accomplish the curriculum evaluation.

#### 2.2.4 Advantages and disadvantages of CIPP Model

Each evaluation mode has its own advantages and disadvantages, and the CIPP evaluation mode is no exception. The following are the advantages and disadvantages of the CIPP evaluation mode believed to exist by scholars.

##### 1) Advantages:

Qixiang Xu (2017, p.17) believed that the CIPP model broke through the behavior goal-oriented evaluation model of the Taylor model and highlighted the important position of decision-making orientation and formative evaluation in curriculum evaluation. The CIPP mode met the objective requirements of current curriculum evaluation, emphasizing the combination of process evaluation and improvement. It viewed curriculum evaluation as a means to enhance education and teaching rather than a mere appraisal tool, and placed significant emphasis on feedback.

Huixin Chen (2021, p.30) believed that adopting CIPP mode as the theoretical basis of the evaluation system could assist in reflecting the changes in supply and demand, the dynamics of development, the process of development, and the outcomes of the curriculum.

Xiao Zhang (2020, p.10) believed that the CIPP price model conformed to the process of teaching development and was a comprehensive evaluation model. It not only included the diagnostic evaluation of talent training objectives but also took into account the formative evaluation in the teaching process and the result evaluation that reflected the training effect. It avoided the singleness of traditional teaching evaluation methods.

##### 2) Disadvantages:

Lujun Hao (2007, p.129) believed that the CIPP evaluation model had not completely departed from the framework of goal-oriented evaluation, and the recognition of human subjectivity was not complete. Secondly, in terms of the treatment of evaluation results, there was still a requirement to express them in a quantitative manner, and too little attention was paid to qualitative evaluation.

Xiameng Jin (2016, pp.49-50) believed that the CIPP evaluation model had the following disadvantages.

1) The implementation process of the CIPP evaluation model was cumbersome. It involved numerous steps and content in the evaluation process, resulting in a heavy workload for evaluators.

2) The evaluation content was not clear. While the literature provides a clear definition of the evaluation tasks to be accomplished in each stage of the CIPP evaluation model, there was a lack of corresponding evaluation scales, content, or schemes required for the evaluation. This necessitated the evaluator to develop numerous evaluation scales and standards based on the evaluation object, placing high demands on the evaluator's capabilities.

In conclusion, the advantage of the CIPP evaluation mode is its comprehensive nature, encompassing all aspects of the course and contributing significantly to course improvement. However, its drawback lies in the excessive emphasis on quantitative results and the complex implementation process, which places high demands on the evaluator's capabilities.

## **2.3 Curriculum of Bachelor's Degree of Social Sports Major (Hainan Tropical Ocean University)**

### **2.3.1 History of bachelor's degree of social sports major**

Hainan Tropical Ocean University is a full-time undergraduate provincial university jointly established by the People's Government of Hainan Province, the State Oceanic Administration, China National Offshore Oil Corporation, Sanya Municipal People's Government, and Sansha Municipal People's Government. The School of Physical Education and Health is one of the schools within Hainan Tropical Ocean University. With the aim of serving Hainan, the School of Physical Education and Health is actively developing a direction focused on maritime sports and national traditional sports. It offers three undergraduate majors: Physical Education, Social Sports, and Leisure Sports.

The Social Sports major is one of the distinctive programs offered by the School of Physical Education and Health at Hainan Tropical Ocean University. This

major started nationwide recruitment in 2012 and has thus far produced nearly 400 skilled sports professionals for the country. The training objective of the Social Sports major is to emphasize an ability-oriented curriculum system and focus on cultivating applied professionals who possess a solid foundation in the basic theory, knowledge, and skills of social sports. These professionals are equipped with the abilities to provide guidance and management in the field of social sports, and are involved in fitness instruction, sports healthcare and rehabilitation, outdoor adventure training, and the organization of mass sports activities (HTOUEB., 2022, p.41).

In summary, since its establishment, the Social Sports major has made significant contributions to Hainan Tropical Ocean University. It has developed a relatively mature curriculum system that effectively meets the societal demand for professional talents to a certain extent.

#### 2.3.2 The current situation of bachelor's degree of social sports major

As one of the three majors within the School of Physical Education and Health, Social Sports is described as follows:

In the Social Sports major, there are 226 students and 13 full-time teachers. The professional title, knowledge, and educational background of the full-time teachers are relatively reasonable. Approximately 84.6% of the teachers hold master's degrees, and around 85% of them have senior titles. In recent years, the Social Sports major has made significant advancements in teaching, scientific research, competitions, and community services. It has been awarded one provincial teaching achievement award, two school-level teaching achievement awards, two school-level first-class curricula, and one school-level online excellent curriculum. Additionally, more than 20 off-campus practice and training bases have been established (HTOUEB, 2022, p.41).

To sum up, the teaching level of the Social Sports major has been continuously improving. It possesses a strong team of teachers and has achieved significant results in various aspects.

## 2.4 Relevant Research

### 2.4.1 Domestic research

Zhili Hu (2022) Research on the Evaluation Model of Training Application-oriented Talents in Colleges Based on CIPP/ Statistics collected through surveys and interviews were analyzed with the CIPP evaluation model, to establish 4 first-level indexes and corresponding second-level indexes for evaluating training quality of application-oriented talents in colleges and determining the weights from the perspectives of background, investment, process, and result. The results show that in terms of background evaluation, the training objectives should be clear; in terms of investment evaluation, the teaching facilities and the school-enterprise cooperation should be strengthened; in terms of process evaluation, the practical teaching content and process should be paid more attention; in terms of result evaluation the influence of the college should be improved, featured disciplines should be cultivated, so that the application-oriented talents can better serve the local society.

Shuxiu Zang & Feng Sun (2022) Construction of Ideological and Political Evaluation Index System for Physical Education Professional Courses Based on CIPP Model/ In order to thoroughly implement the "14<sup>th</sup> Five-Year" Sports Development Plan and the spirit of the National College Ideological and Political Work Conference, integrate ideological and political elements into the teaching of physical education, and train college students and a new generation of physical education teachers in the new era, the ideological and political courses of physical education major are studied through the methods of literature review, expert consultation, logical analysis, and analytic hierarchy process. According to the CIPP evaluation model, the construction of the ideological and political evaluation system of the physical education professional curriculum is carried out from four major aspects including the physical education major's curriculum objectives and educational environment, the ideological and political implementation basis, the ideological and political implementation links, and the ideological and political teaching achievements. Finally, 4 first-level indicators, 5 second-level indicators and 20 third-level indicators were screened out. It aims to promote the ideological and political construction of physical education professional courses in colleges and universities, and

improve the teaching ability and moral quality of the new generation of physical education teachers.

Fan Wu (2021) Construction of Curriculum Quality Evaluation Index System of Preschool Specialty Based on CIPP Mode/ As colleges and universities continue to pay more attention to the quality of teaching, the quality of preschool professional courses in vocational colleges is becoming more and more important, and effective evaluation can promote the improvement of curriculum quality. However, there are many problems in the current professional curriculum evaluation in vocational colleges. Based on the CIPP evaluation model theory, a whole process quality evaluation index system with 4 primary indicators, 11 secondary indicators and 40 tertiary indicators, is constructed through three steps, which is suitable for the preschool professional curriculum in vocational colleges, which is in line with the diversity, long-term development of curriculum evaluation. It is the inevitable trend of quality evaluation and guarantee of preschool professional curriculum.

Na Li (2022) Study on the evaluation of community education curriculum quality based on CIPP evaluation model/ The quality evaluation of community education curriculum is a powerful guarantee for the sustainable development of community education curriculum. CIPP evaluation model is a decision-making oriented evaluation model, emphasizing that evaluation runs through the whole process of curriculum development. Based on the analysis of the appropriateness and evaluation principles of CIPP evaluation mode applied to the quality evaluation of community education courses, this paper establishes the corresponding evaluation of community education courses' objectives, resource allocation, implementation and operation, and achievement performance around the four levels of "Context, Input, Process, Product", and constructs the evaluation framework of community education courses' quality.

Yan Liu (2015) Construction of teaching quality evaluation standard of teacher education curriculum based on CIPP evaluation model/ Teacher education curriculum is the key to improve the quality of teacher education. a scientific and reasonable standard of teacher education curriculum teaching evaluation is an important factor to train high-level teachers and an effective guarantee for the continuous improvement of teacher education and teaching quality. At present, many problems in the



teaching of teacher education curriculum in China are related to the standards of teaching evaluation of teacher education curriculum. Under the background of the current "quality project" of higher education and the reform of teacher education curriculum in China, the application of CIPP evaluation model to evaluate the teaching quality of teacher education curriculum is of great value to promote the development of students, teachers, curriculum improvement and the optimal allocation of teaching resources.

#### 2.4.2 Foreign research

Uğur Akpur (2016) Evaluation of the curriculum of English preparatory classes at Yıldız Technical University using CIPP model/ The purpose of this study is to evaluate the instruction program of preparatory classes at Yıldız Technical University using CIPP model. A total of 54 teachers and 753 university students attending preparatory classes in the Academic Year of 2014-2015 formed the study group. The research is based on a questionnaire applied to teachers and students. For the analysis of the data, the means and the standard deviation scores were determined separately. Furthermore, to figure out the differences between teachers' and students' responses, independent samples t-test technique was applied. The findings have indicated that although the teachers and students have some apprehensions on a few items such as balancing of skills, lacking audio-visual materials, not acquiring the habit of studying in groups and the knowledge of English for different areas, they generally hold positive ideas towards the curriculum. It has also been revealed from the responses that, except for the context factor of the instruction program, the difference between the teachers' and students' opinions about the other factors of the instruction program are not significant.

Yogesh Patil & Sunil Kalekar (2015) CIPP model for school evaluation/ CIPP model is a popular model for curriculum evaluation given by Stufflebeam. C-Context, I-Input, P-Process and P-Product. The authors believe that the model can be effectively applied for school evaluation. Context refers to the background, History, goals and objectives of the school. Inputs refer to material and human resources needed for effective functioning of the school. Process refers to implementation of different school practices. Product refers to the quality of students learning and its usefulness for the individual and for society. The paper focuses on some practical aspects which can be considered while evaluating schools with respect to elements of CIPP model. The paper

explains use of this model formative and summative evaluation as well. This model can indeed be extended further and could be called Decision/Accountability oriented evaluation.

Shamsa Aziz, Munazza Mahmood, Zahra Rehman (2018) Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study/ Evaluation denotes the monitoring of progress towards desired goals and objectives. The purpose of this study was to evaluate educational quality at schools using Stufflebeam's CIPP evaluation model (1983). The population comprised the principal, heads of each wing and teachers of various branches of a Welfare School System in Rawalpindi. Data were collected through the CIPP evaluation checklist (2002), semi structured interviews, document analysis and observations. Data were analyzed via content and thematic analysis. Findings indicated that this group of welfare schools focused on quality education by using different means, such as advanced technology, effective communication, relevant courses as well as teaching and learning strategies; however, it was found that teachers focused more on theoretical work and rote learning, which put pressure on students and had a negative effect on their intellectual abilities. Moreover, there was lack of proper space, effective environment and the schools were situated in rented buildings.

Pratiwi Pujiastuti, Herwin Herwin, Fery Muhamad Firdaus (2021) Thematic learning during the pandemic: CIPP evaluation study/ This research is an evaluative study to evaluate thematic learning during the Covid-19 pandemic in elementary schools based on the components of context, input, process and product. The subjects of this study were principals, teachers, parents, and students. The data collection of this research was done by interview, documentation, and questionnaire. The data analysis technique used in this research is qualitative analysis. The results of the study indicate that the context in thematic learning is carried out so that students can master and develop various subject competencies in one particular theme. The thematic learning input component during the pandemic is applied on the basis of a simplified national curriculum by selecting essential competencies. Teachers, students, and parents collaborate in the success of thematic learning. The learning process is carried out synchronously and asynchronously. The learning outcomes obtained have been in the good category.

### Warjuunesa(2016) Educational Program Evaluation using CIPP Model/

There are many models of evaluation that can be used to evaluate a program. However, the most used is the context, input, process, output (CIPP) evaluation models. CIPP evaluation model developed by Stufflebeam and Shinkfield in 1985. The evaluation context is used to give a rational reason a selected program or curriculum to be implemented. A wide scale, context can be evaluated on: the program's objectives, policies that support the vision and mission of the institution, the relevant environment, identification of needs, opportunities and problems specific diagnosis. Evaluation input to provide information about the resources that can be used to achieve program objectives. Evaluation inputs used to: find a problem-solving strategy, planning, and design programs. Evaluation process serves to provide feedback to individuals to account for the activities of the program or curriculum. The evaluation process is conducted by: monitoring sources can potentially cause failure, prepare a preliminary information for planning decisions, and explain the process that actually happened. Product evaluation measure and interpret the achievement of goals. Evaluation of the products also come to: the measurement of the impact of the expected and unexpected. The evaluation is conducted: during and after the program. Stufflebeam and Shinkfield suggest product evaluation conducted for the four aspects of evaluation: impact, effectiveness, sustainability, and transportability. The decision-making process is done by comparing the findings / facts contained in context, input, process and product standards or criteria that have been set previously.

In this study, curriculum evaluation is considered an indispensable factor within the curriculum, playing a crucial role in its improvement. Existing literature reveals that researchers have extensively employed the CIPP evaluation model to conduct evaluation research, resulting in a wealth of findings. This demonstrates that the CIPP evaluation model aligns with the requirements of contemporary curriculum development, specifically addressing societal needs to a certain extent. The training direction of the social sports major precisely aims to meet societal demands. Consequently, utilizing the CIPP evaluation model to assess the curriculum of social sports majors allows for the identification of curriculum issues and their subsequent improvement, ultimately better serving society.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The research on curriculum evaluation of the social sports major utilizing the CIPP model was conducted, employing the following research methodology details:

- 3.1 Population and Sample
- 3.2 Research Instrument
- 3.3 Instrument Development
- 3.4 Data Collection
- 3.5 Data Analysis
- 3.6 Statistics used in Research

#### **3.1 Population and Sample**

##### 3.1.1 Population

The population in this study consisted of 1,496 individuals.

##### 3.1.2 Sample

The sample in this study consisted of 6 course instructors, 20 instructors, 226 students, 50 undergraduates, and 30 employers from the social sports major in Hainan Tropical Ocean University.

#### **3.2 Research Instrument**

In this study, researchers used questionnaires as research tools.

3.2.1 This study collected quantitative data in the form of questionnaires. The specific contents were as follows:

1) The questionnaire for the course instructors. The curriculum evaluation questionnaire for social sports majors was divided into five parts:

Part 1: personal information.

Part 2: context: research background, learning activities and learning content.

Part 3: input: Instructors /teachers students and materials.

Part 4: process: course implementation and instructional processes.

Part5: product: knowledge performance /skill and attribute.

It was characterized by a five-point system, with five grades ranging from the lowest to the highest.

2) The questionnaire for instructors. The curriculum evaluation questionnaire for social sports majors was divided into five parts:

Part 1: personal information.

Part 2: context: curriculum objectives, curriculum construction, content of subject.

Part 3: input: factors of learning management.

Part 4: process: learning management.

Part 5: product: knowledge performance / skill and attribute.

It was characterized by a five-point system, with five grades ranging from the lowest to the highest.

3) The questionnaire for students. The curriculum evaluation questionnaire for social sports majors was divided into five parts:

Part 1: personal information.

Part 2: context: curriculum objectives, curriculum construction.

Part 3: input: instructors /teachers, factor of learning management

Part4: process: learning management.

Part5: product: knowledge performance / skill and attribute.

It was characterized by a five-point system, with five grades ranging from the lowest to the highest.

4) The questionnaire for undergraduates. the curriculum evaluation questionnaire for social sports majors was divided into five parts:

Part 1: personal information.

Part 2: context: curriculum objectives, curriculum construction, content of subject.

Part 3: input: instructors /teachers, factor of learning management.

Part 4: process: learning management.

Part 5: product: knowledge performance /skill and attribute.

It was characterized by a five-point system, with five grades ranging from the lowest to the highest.

5) The questionnaire for employers. The curriculum evaluation questionnaire for social sports majors was divided into three parts:

Part 1: personal information.

Part 2: context: curriculum objectives, curriculum construction, content of subject.

Part 3: product: knowledge performance /skill and attribute.

It was characterized by a five-point system, with five grades ranging from the lowest to the highest.

### **3.3 Instrument Development**

For the evaluation questionnaire of the social sports curriculum, the specific implementation methods of the researchers were as follows:

3.3.1 The researchers studied the information and literature related to curriculum evaluation and established the framework for evaluating the curriculum of the social sports major according to the CIPP evaluation model.

3.3.2 The researchers determined the questions for each part of the questionnaire and drafted the questionnaire.

3.3.3 The researchers submitted the draft of the social sports major curriculum evaluation questionnaire to the advisor for examination, and the advisor provided suggestions.

3.3.4 Based on the suggestions provided by the advisor, the researchers improved the social sports major curriculum evaluation questionnaire.

3.3.5 The researchers found three experts, including one curriculum expert and two evaluation experts, to review the accuracy and consistency of the exam items and learning objectives. The analysis results revealed that the IOC value ranged from 1.00.

3.3.6 By conducting Cronbach's alpha coefficient analysis, the researchers determined that the reliability coefficient is 0.89.

3.3.7 The curriculum evaluation questionnaire of the social sports major was improved and refined based on the suggestions provided by the experts.

3.3.8 To ensure its feasibility, a sample group of 30 individuals was selected to assess the reliability of the questionnaire using Cronbach's alpha, which measures the internal consistency.

3.3.9 The completed curriculum evaluation questionnaire for social sports majors was used as ongoing research samples.

### **3.4 Data Collection**

In order to collect data for the evaluation of social sports major, the researcher needed to complete the following three points:

3.4.1 Before collecting the information of the research sample, the consent forms of the research subjects (graduates) were signed.

3.4.2 The researcher determined the time for collecting information (data).

3.4.3 The researcher verified the completeness of the returned questionnaires.

### **3.5 Data Analysis**

3.5.1 The quantitative data from the questionnaire were analyzed using statistical analysis methods such as percentage, mean, and standard deviation. The mean values of the five levels were analyzed as follows:

Mean	4.50 – 5.00	Highest level
Mean	3.50 – 4.49	High level
Mean	2.50 – 3.49	Moderate level
Mean	1.50 – 2.49	Low level
Mean	1.00 – 1.49	Lowest level

### **3.6 Statistics used in Research**

In this study, the statistical data used for the returned questionnaires were as follows:

3.6.1 Validity: The concordance index between survey questions and research objectives was calculated using the formula for IOC (Index of Item Objective Congruence).

$$IOC = \frac{\sum R}{N}$$

3.6.2 Reliability was measured using Cronbach's alpha to assess the internal consistency.

$$r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum s_i^2}{s_t^2} \right)$$

In Which

- $r_{kk}$  = the computed Cronbach's alpha
- $k$  = the number of items
- $s_i^2$  = the variance of every item
- $s_t^2$  = the variance of the total scale

3.6.3 The proportion of relevant data was calculated using percentages.

$$\text{Percentage (\%)} = (\text{Partial Value} / \text{Total Value}) * 100$$

3.6.4 Analysis with mean ( $\bar{x}$ )

$$\bar{x} = \frac{x_1 + x_2 + \dots + x_n}{n}$$

$\bar{x}$  = the average value

$n$  = the number of data points

3.6.5 Analyze with standard deviation (S.D.).

$$S.D. = \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N(N-1)}}$$

S.D. = represents the standard deviation

$N$  = represents the number of data points.

$\Sigma$  = represents the summation symbol, indicating the sum of all data

$X_i$  = each data point

$\mu$  = the mean (average) of the data



## CHAPTER 4

### RESEARCH RESULT

This research Curriculum evaluation of bachelor's degree of social sports major, Hainan tropical ocean university using CIPP model research result follow:

4.1 Personal Information: course instructors, instructors, students, undergraduates and employers.

4.2 Context: course instructors, instructors, students, undergraduates and employers.

4.3 Input: course instructors, instructors, students, undergraduates and employers

4.4 Process: course instructors, instructors, students, undergraduates and employers.

4.5 Product: course instructors, instructors, students, undergraduates and employers.

4.6 CIPP: course instructors, instructors, students, undergraduates and employers.

#### **4.1 Personal Information: course instructors, instructors, students, undergraduates, and employers.**

**Table 4.1** Number and percentage of personal information for course instructors.

List/Question	Number	Percentage (%)
1. Gender		
1.1 Male	2	33.33
1.2 Female	4	66.67
Total	6	100
2. Position held		
2.1 Dean	1	16.67
2.2 Vice President	2	33.32
2.3 Department staff	1	16.67
2.4 Professor	1	16.67

**Table 4.1** Number and percentage of personal information for course instructors. (Cont.)

List/Question	Number	Percentage (%)
2.5 Researcher	1	16.67
Total	6	100
3. Title held		
3.1 Teaching Assistant	0	0
3.2 Lecturer	2	33.33
3.3 Associate Professor	0	0
3.4 Professor	4	66.67
Total	6	100
4. Experience in curriculum		
4.1 1-3 years	0	0
4.2 4-6 years	0	0
4.3 7-10 years	3	50
4.4 more 10 years	3	50
Total	6	100

From the table 4.1, it can be observed that the course instructors consist of 1 dean and 2 vice presidents from the College of Physical Education and Health, 1 office director from the College of Physical Education and Health, 1 person in charge of the social sports major, and 1 researcher involved in social sports research. The gender ratio is 33.33% male and 66.67% female. Regarding their titles, there are 2 lecturers, accounting for 33.33%, and 4 professionals, accounting for 66.67%. Furthermore, all 6 instructors involved in the curriculum have more than 7 years of experience.

**Table 4.2** Number and percentage of personal information for instructors.

List/Question	Number	Percentage (%)
1. Gender		
1.1 Male	12	60
1.2 Female	8	40
Total	20	100
2. Position held		
2.1 Department staff	0	0
2.2 Professor	20	100
2.3 Researcher	0	0
Total	20	100
3. Title held		
3.1 Professor	4	20
3.2 Associate Professor	6	30
3.3 Lecture	10	50
3.4 Teaching Assistant	0	0
Total	20	100
4. Experience		
4.1 1-3 years	2	10
4.2 4-6 years	8	40
4.3 7-10years	5	25
4.4 more 10 years	5	25
Total	20	100

From the table 4.2, it can be observed that all the instructors are teachers of social sports. Among them, there are 12 male teachers and 8 female teachers, with a gender ratio of 60% and 40% respectively. The position held by all 20 instructors is professor. In terms of titles, there are 4 professionals, 6 associate professionals, and 10 lecturers. Regarding their teaching experience, 2 instructors have 1-3 years of experience, 8 instructors have 4-6 years of experience, 5 instructors have 7-10 years of experience, and 5 instructors have more than 10 years of experience.

**Table 4.3** Number and percentage of personal information for students.

List/Question	Number	Percentage (%)
1. Gender		
1.1 Male	103	45.58
1.2 Female	123	54.42
Total	226	100
2. Grade		
2.1 freshman	53	23.45
2.2 sophomore	64	28.32
2.3 junior	63	27.88
2.4 senior	46	20.35
Total	226	100

From the table 4.3, it can be seen that all 226 students are from the social sports major. Among them, there are 103 boys and 123 girls, accounting for 45.58% and 54.42% respectively. Further breakdown by academic year reveals that there are 53 freshmen, 64 sophomores, 63 juniors, and 46 seniors.

**Table 4.4** Number and percentage of personal information for undergraduates.

List/Question	Number	Percentage (%)
1. Gender		
1.1 Male	27	54
1.2 Female	23	46
Total	50	100
2. Graduation time (year)		
2.1 1-2	17	34
2.2 3-5	13	26
2.3 6-10	20	40
2.4 more than 10	0	0
Total	50	100

**Table 4.4** Number and percentage of personal information for undergraduates. (Cont.)

List/Question	Number	Percentage (%)
3. Age		
3.1 21-25	17	34
3.2 26-30	33	66
3.3 31-35	0	0
3.4 36-40	0	0
3.5 41-45	0	0
3.6 46-50	0	0
3.7 51-55	0	0
3.8 56-60	0	0
3.9 more than 60	0	0
Total	50	100

From the table 4.4, it can be observed that all 50 undergraduates have successfully graduated from the social sports major. Among them, there are 27 males and 23 females, accounting for 54% and 46% respectively. The distribution of graduates by years of experience is as follows: 17 graduates with 1-2 years of experience, 13 graduates with 3-5 years of experience, and 20 graduates with 6-10 years of experience. Additionally, there are 17 graduates aged 21-25 and 33 graduates aged 26-30 years.

**Table 4.5** Number and percentage of personal information for employers.

List/Question	Number	Percentage (%)
1. Gender		
1.1 Male	17	56.67
1.2 Female	13	43.33
Total	30	100
2. Industry engaged		
2.1 Government agency	9	30
2.2 Private	21	70
Total	30	100

**Table 4.5** Number and percentage of personal information for employers. (Cont.)

List/Question	Number	Percentage (%)
3. Time in the industry (year)		
3.1 1-2	7	23.33
3.2 3-5	10	33.34
3.3 6-10	9	30
3.4 more than 10	4	13.33
Total	30	100

From the table 4.5, it can be observed that among the employers, there are 17 males and 13 females, accounting for 56.67% and 43.33% respectively. In terms of employment sectors, 9 individuals work in government agencies, while 21 individuals work in private enterprises. Furthermore, the distribution of work experience is as follows: 7 individuals have worked for 1-2 years, 10 individuals have worked for 3-5 years, 9 individuals have worked for 6-10 years, and 4 individuals have worked for more than 10 years.

#### 4.2 Context: course instructors, instructors, students, undergraduates and employers.

**Table 4.6** Mean and standard deviation of context for course instructors.

Question	Mean	S.D.	Level
1. Curriculum objectives lead to learning management efficiently.	3.50	0.55	High
2. The objectives of the curriculum are in line with social needs.	3.50	1.05	High
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability	4.00	1.10	High
4. The objectives have been popularized among teachers and students	3.83	1.33	High

**Table 4.6** Mean and standard deviation of context for course instructors. (Cont.)

Question	Mean	S.D.	Level
5. Course arrangements of the teaching profession are consistent with curriculum objectives.	3.50	1.38	High
6. The number of credits for each course is appropriate.	3.83	1.33	High
7. The educational management plans are appropriate.	3.83	1.17	High
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.	4.83	0.41	Highest
9. The proportion of course content in each module is appropriate and reasonable.	4.17	0.98	High
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students.	3.83	0.98	High
11. The content of subject keeps pace with the times and has an international perspective.	4.33	1.21	High
12. The content of subject can highlight the professional characteristics.	4.17	0.75	High
Total	3.94	1.02	High

From the table 4.6, it can be observed that the context for course instructors is at a high level. Specifically, the statement "Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative" has the highest mean value of 4.83.

**Table 4.7** Mean and standard deviation of context for instructors.

Question	Mean	S.D.	Level
1. Curriculum objectives lead to learning management efficiently.	3.70	0.92	High
2. The objectives of the curriculum are in line with social needs.	3.90	1.17	High
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability	3.55	1.00	High
4. The objectives have been popularized among teachers and students.	3.60	1.10	High
5. Course arrangements of the teaching profession are consistent with curriculum objectives.	3.70	1.08	High
6. The number of credits for each course is appropriate.	3.50	1.10	High
7. The educational management plans are appropriate.	3.50	0.95	High
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge themselves and to be creative.	3.80	1.20	High
9. The proportion of course content in each module is appropriate and reasonable.	3.90	0.91	High
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students.	3.85	0.88	High
11. The content of subject keeps pace with the times and has an international perspective	3.80	1.15	High



**Table 4.7** Mean and standard deviation of context for instructors. (Cont.)

Question	Mean	S.D.	Level
12. The content of subject can highlight the professional characteristics	3.90	1.21	High
Total	3.73	1.05	High

From the table 4.7, it can be observed that the context for instructors, both in total and for each item, is at a high level. Specifically, the statements "The objectives of the curriculum are in line with social needs," "The proportion of course content in each module is appropriate and reasonable," and "The content of the subject can highlight the professional characteristics" have the highest mean value of 3.90.

**Table 4.8** Mean and standard deviation of context for students.

Question	Mean	S.D.	Level
1. Understand the objectives of the curriculum	3.73	1.03	High
2. The objectives of the curriculum are clearly stated	3.81	1.07	High
3. The objectives of the curriculum are in line with social needs.	3.73	1.04	High
4. The curriculum objectives are consistent with the actual level of learning ability.	3.72	1.11	High
5. Course arrangements of the teaching profession are consistent with curriculum objectives.	3.80	1.00	High
6. The number of credits for each course is appropriate.	3.74	1.03	High
7. The educational management plans are appropriate.	3.78	1.03	High

**Table 4.8** Mean and standard deviation of context for students. (Cont.)

Question	Mean	S.D.	Level
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.	3.78	1.02	High
9. The proportion of course content in each module is appropriate and reasonable.	3.80	1.02	High
Total	3.77	1.04	High

From the table 4.8, it can be observed that the context for students, both in total and for each item, is at a high level. Specifically, the statement "The objectives of the curriculum are clearly stated" has the highest mean value of 3.81.

**Table 4.9** Mean and standard deviation of context for undergraduates.

Question	Mean	S.D.	Level
1. Curriculum objectives lead to learning management efficiently.	4.02	0.87	High
2. The objectives of the curriculum are in line with social needs.	3.78	1.09	High
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability.	3.76	1.02	High
4. The objectives have been popularized among teachers and students.	3.50	1.28	High
5. Course arrangements of the teaching profession are consistent with curriculum objectives.	3.68	1.19	High
6. The number of credits for each course is appropriate.	3.52	1.07	High

**Table 4.9** Mean and standard deviation of context for undergraduates. (Cont.)

Question	Mean	S.D.	Level
7. The educational management plans are appropriate.	3.70	1.25	High
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.	3.76	1.24	1.24
9. The proportion of course content in each module is appropriate and reasonable.	3.46	0.97	Moderate
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students.	3.54	1.11	High
11. The content of subject keeps pace with the times and has an international perspective.	3.74	1.01	High
12. The content of subject can highlight the professional characteristics	3.64	1.08	High
Total	3.68	1.10	High

From the table 4.9, it can be observed that the context for undergraduates, in total, is at a high level. The specific statement "The proportion of course content in each module is appropriate and reasonable" has the lowest mean value of 3.46. On the other hand, the specific statement "Curriculum objectives lead to learning management efficiently" has the highest mean value of 4.02.

**Table 4.10** Mean and standard deviation of context for employers.

Question	Mean	S.D.	Level
1. Curriculum objectives lead to learning management efficiently.	3.77	0.94	High
2. The objectives of the curriculum are in line with social needs.	4.00	0.91	High
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability.	4.10	0.92	High
4. The objectives have been popularized among teachers and students.	3.93	1.01	High
5. Course arrangements of the teaching profession are consistent with curriculum objectives.	3.90	0.88	High
6. The number of credits for each course is appropriate.	3.80	1.00	High
7. The educational management plans are appropriate.	3.93	0.91	High
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.	3.93	0.87	High
9. The proportion of course content in each module is appropriate and reasonable.	3.77	0.94	High
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students.	4.27	0.98	High
11. The content of subject keeps pace with the times and has an international perspective.	3.90	0.92	High
12. The content of subject can highlight the professional characteristics.	4.07	0.87	High
Total	3.95	0.93	High

From the table 4.10, it is evident that the context for employers, both in total and for each item, is at a high level. The specific statement "The difficulty of the content of the subject is moderate, which conforms to the actual level of students" has the highest mean value of 4.27.

#### 4.3 Input: course instructors, instructors, students, undergraduates and employers.

**Table 4.11** Mean and standard deviation of input for course instructors.

Question	Mean	S.D.	Level
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching	4.00	1.26	High
2. Instructors are knowledgeable and capable of giving students' academic counseling and other areas.	3.67	0.82	High
3. The number of instructors meets the teaching needs.	3.17	0.75	Moderate
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good.	3.67	1.03	High
5. The students have basically reached the foundation of learning the professional courses.	3.67	0.82	High
6. Students' knowledge level is at a good level.	4.00	1.10	High
7. Teaching media and equipment are sufficient for teachers and students.	3.50	1.38	High
8. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers.	4.00	1.26	High

**Table 4.11** Mean and standard deviation of input for course instructors. (Cont.)

Question	Mean	S.D.	Level
9. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.	3.67	1.51	High
10. Abundant internship resources enable students to get full practice opportunities.	3.17	0.75	Moderate
Total	3.65	1.07	High

From the table 4.11, it can be observed that the input for course instructors, in terms of the total score, is at a high level. The specific statements "The number of instructors meets the teaching needs" and "Abundant internship resources enable students to get full practice opportunities" have the lowest mean values of 3.17. On the other hand, the specific statements "Instructors are knowledgeable and have rich experience in theoretical and practical teaching," "Students' knowledge level is at a good level," and "The university has perfect hardware and software facilities, which can meet the teaching needs of teachers" have the highest mean values of 4.00.

**Table 4.12** Mean and standard deviation of input for instructors.

Question	Mean	S.D.	Level
1. Teaching media and equipment are sufficient for teachers and students.	3.95	0.89	High
2. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers.	3.65	1.04	High
3. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.	3.90	1.12	High
4. Textbooks and teaching aids are highly applicable to students.	3.75	1.16	High

**Table 4.12** Mean and standard deviation of input for instructors. (Cont.)

Question	Mean	S.D.	Level
5. Abundant internship resources enable students to get full practice opportunities.	3.75	1.21	High
6. Sufficient funds to support teaching activities.	3.75	1.02	High
Total	3.79	1.07	High

From the table 4.12, it can be observed that the input for instructors, in terms of the total score and each specific item, is at a high level. The specific statement "Teaching media and equipment is sufficient for teachers and students" has the highest mean value of 3.95.

**Table 4.13** Mean and standard deviation of input for students.

Question	Mean	S.D.	Level
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching.	3.80	1.08	High
2. Instructors are knowledgeable and capable of giving students' academic counseling and other areas.	3.83	1.04	High
3. The number of instructors meets the teaching needs.	3.81	1.02	High
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good.	3.79	1.08	High
5. Teaching media and equipment are sufficient for teachers and students.	3.79	1.01	High

**Table 4.13** Mean and standard deviation of input for students. (Cont.)

Question	Mean	S.D.	Level
6. The university has perfect hardware and software facilities to meet the learning needs of students.	3.71	1.03	High
7. The textbook is highly applicable to students.	3.74	1.04	High
8. Abundant internship resources enable students to get full practice opportunities.	3.73	1.06	High
Total	3.77	1.04	High

From the table 4.13, it is evident that the input for students, both in terms of the total score and each specific item, is at a high level. The specific statement "Instructors are knowledgeable and capable of giving students' academic counseling and guidance in other areas" has the highest mean value of 3.83.

**Table 4.14** Mean and standard deviation of input for undergraduates.

Question	Mean	S.D.	Level
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching.	3.56	1.25	High
2. Instructors are knowledgeable and capable of giving students' academic counseling and other areas.	3.62	0.97	High
3. The number of instructors meets the teaching needs.	3.58	1.26	High
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good.	3.46	1.01	Moderate



**Table 4.14** Mean and standard deviation of input for undergraduates. (Cont.)

Question	Mean	S.D.	Level
5. The students have basically reached the foundation of learning the professional courses.	3.42	1.13	Moderate
6. Students' knowledge level is at a good level.	3.34	1.02	Moderate
7. Teaching media and equipment are sufficient for teachers and students.	3.66	1.17	High
8. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers.	3.54	1.11	High
9. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.	3.44	1.23	Moderate
10. Abundant internship resources enable students to get full practice opportunities.	3.36	1.16	Moderate
Total	3.50	1.13	High

From the table 4.14, it can be observed that the input for undergraduates, considering the total score, is at a high level. The specific statement "Abundant internship resources enable students to get full practice opportunities" has the lowest mean value of 3.36. On the other hand, the specific statement "Teaching media and equipment are sufficient for teachers and students" has the highest mean value of 3.66.

#### 4.4 Process: course instructors, instructors students, undergraduates and employers.

**Table 4.15** Mean and standard deviation of process for course instructors.

Question	Mean	S.D.	Level
1. Plan of curriculum for development by continue.	3.50	1.52	High
2. Encourage the development of appropriate academic knowledge and necessary skills.	4.33	0.82	High
3. Regularly supervise and follow up on teaching and learning outcomes.	3.83	1.47	High
4. Have curriculum evaluation of data for Curriculum evaluation development.	3.67	1.37	High
5. Learning management by term work and thinking.	3.50	0.84	High
6. You have done your teaching plans by clearly specifying objectives, learning activities, and evaluation.	3.67	1.51	High
7. Be able to link theory into practice consistently and appropriately.	3.50	1.52	High
8. Learning management by doing.	3.83	1.47	High
9. Students are allowed to ask appropriate questions and problems about their knowledge.	3.33	1.37	Moderate
Total	3.69	1.32	High

From the table 4.15, it can be observed that the process for course instructors, considering the total score, is at a high level. The specific statement "Encourage the development of appropriate academic knowledge and necessary skills" has the highest mean value of 4.33.

**Table 4.16** Mean and standard deviation of process for instructors.

Question	Mean	S.D.	Level
1. Complete the teaching plan by clearly defining objectives, learning activities and assessments.	4.00	1.03	High
2. Be able to link theory into practice consistently and appropriately.	3.65	1.04	High
3. The teaching contents closely follow the course objectives, with corresponding breadth and depth.	3.65	0.99	High
4. Be able to adopt flexible and diverse teaching methods and actively and effectively use teaching aids.	3.70	1.17	High
5. Active and enthusiastic in class, with correct attitude.	4.10	0.91	High
6. The teaching organization is reasonable, and the interaction between teachers and students is sufficient.	3.70	0.98	High
7. Students actively participate in course learning.	3.70	0.98	High
8. Various, scientific and reasonable assessment methods for curriculum.	3.80	1.11	High
Total	3.79	1.03	High

From the table 4.16, it can be observed that the process for instructors, considering both the total score and individual items, is at a high level. The specific statement "Active and enthusiastic in class, with a correct attitude" has the highest mean value of 4.10.

**Table 4.17** Mean and standard deviation of process for students.

Question	Mean	S.D.	Level
1. The teaching contents closely follow the course objectives, with corresponding breadth and depth.	3.66	0.99	High
2. Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids.	3.82	1.07	High
3. The teaching organization is reasonable and the interaction between teachers and students is sufficient during class.	3.74	1.02	High
4. Positive enthusiasm and correct attitude towards learning the course.	3.79	1.05	High
5. Various and scientific assessment methods.	3.74	1.04	High
Total	3.75	1.03	High

From the table 4.17, it can be seen that the process for students, both in terms of the total score and individual items, is at a high level. The specific statement "Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids" has the highest mean value of 3.82.

**Table 4.18** Mean and standard deviation of process for undergraduates.

Question	Mean	S.D.	Level
1. The teaching contents closely follow the course objectives, with corresponding breadth and depth.	3.70	1.18	High
2. Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids.	3.42	1.25	Moderate
3. The teaching organization is reasonable and the interaction between teachers and students is sufficient during class.	3.74	1.08	High
4. Positive enthusiasm and correct attitude towards learning the course.	3.78	1.18	High
5. Various and scientific assessment methods.	3.66	1.10	High
Total	3.66	1.16	High

From the table 4.18, it can be observed that the process for undergraduates, in terms of the total score, is at a high level. The specific statement "Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids" has the lowest mean value of 3.42. On the other hand, the specific statement "Positive enthusiasm and correct attitude towards learning the course" has the highest mean value of 3.78.

**4.5 Product: course instructors, instructors, students, undergraduates and employers.**

**Table 4.19** Mean and standard deviation of product for course instructors.

Question	Mean	S.D.	Level
1. Master the basic theory, knowledge and skills of social sports.	3.67	1.03	High
2. Be able to apply the knowledge learned to practice.	3.67	0.82	High
3. Have the ability to guide and manage social sports.	3.83	1.17	High
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.	3.83	0.75	High
5. Be enthusiastic to work.	3.67	1.21	High
6. Have good moral and cultural accomplishment.	4.00	1.26	High
Total	3.78	1.04	High

From the table 4.19, it can be observed that the product for course instructors, in terms of the total score, is at a high level. The specific statement "Have good moral and cultural accomplishment" has the highest mean value of 4.00.

**Table 4.20** Mean and standard deviation of product for instructors.

Question	Mean	S.D.	Level
1. Master the basic theory, knowledge and skills of social sports.	4.15	0.81	High
2. Be able to apply the knowledge learned To practice.	3.80	1.01	High
3. Have the ability to guide and manage social sports.	3.65	1.04	High
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.	4.20	0.95	High
5. Be enthusiastic to work.	3.85	1.04	High
6. Have good moral and cultural accomplishment.	3.55	1.15	High
Total	3.87	1.00	High

From the table 4.20, it can be observed that the product for instructors, in terms of the total score and individual items, is at a high level. The specific statement "Be able to engage in fitness guidance, sports health care and rehabilitation, and other related work" has the highest mean value of 4.20.

**Table 4.21** Mean and standard deviation of product for students.

Question	Mean	S.D.	Level
1. Master the basic theory, knowledge and skills of social sports.	3.79	1.04	High
2. Be able to apply the knowledge learned to practice.	3.69	1.04	High
3. Have the ability to guide and manage social sports.	3.75	1.01	High
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.	3.71	1.04	High
5. Be enthusiastic to work.	3.76	1.05	High
6. Have good moral and cultural accomplishment.	3.68	0.99	High
Total	3.73	1.03	High

From the table 4.21, it is evident that the product for students, both in terms of the total score and individual items, is at a high level. The specific statement "Master the basic theory, knowledge, and skills of social sports" has the highest mean value of 3.79.



**Table 4.22** Mean and standard deviation of product for undergraduates.

Question	Mean	S.D.	Level
1. Master the basic theory, knowledge and skills of social sports.	3.58	1.03	High
2. Be able to apply the knowledge learned to practice.	3.64	1.16	High
3. Have the ability to guide and manage social sports.	3.70	1.16	High
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.	3.30	1.22	Moderate
5. Be enthusiastic to work.	3.68	1.17	High
6. Have good moral and cultural accomplishment.	3.60	1.01	High
Total	3.58	1.12	High

From the table 4.22, it can be observed that the product for undergraduates, as indicated by the total score, is at a high level. The specific statement "Be able to engage in fitness guidance, sports health care, and rehabilitation, and other related work" has the lowest mean value of 3.30. On the other hand, the specific statement "Have the ability to guide and manage social sports" has the highest mean value of 3.70.

**Table 4.23** Mean and standard deviation of product for employers.

Question	Mean	S.D.	Level
1. Graduates' professional knowledge is at a good level.	3.77	0.97	High
2. Be able to apply the knowledge learned to practice.	3.90	0.92	High
3. Have the ability to guide and manage social sports.	3.93	0.98	High
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.	4.03	0.85	High
5. Be enthusiastic to work.	4.13	1.07	High
6. Have good moral and cultural accomplishment.	3.93	0.91	High
7. Good interpersonal skills and sense of teamwork.	3.73	0.94	High
8. Have good psychological endurance and adjustment ability.	4.03	0.93	High
Total	3.93	0.95	High

From the table 4.23, it can be observed that the product for employers, as indicated by the total score, is at a high level. The specific statement "Be enthusiastic to work" has the highest mean value of 4.13.

#### 4.6 CIPP: course instructors, instructors, students, undergraduates and employers.

**Table 4.24** Mean and level of curriculum evaluation using CIPP model.

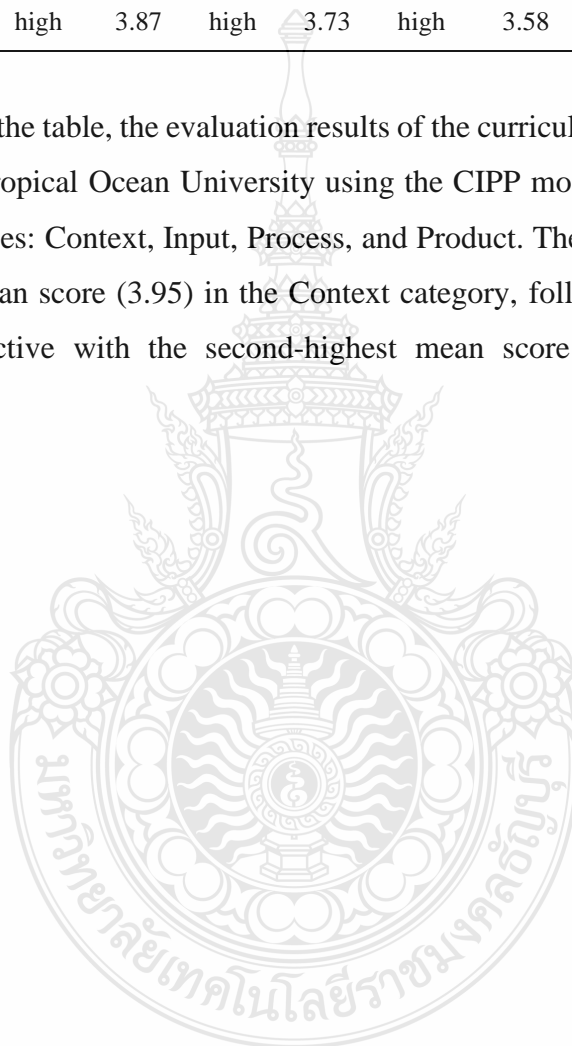
	CIPP model	Mean	S.D.	Level
Context	1. Curriculum Objectives	3.77	.19	high
	2. Curriculum Construction	3.80	.30	high
	3. Content of Subject	3.89	.24	high
	Total Context	3.82	.06	high
Input	1. Instructor	3.66	.21	high
	2. Student	3.67	.33	high
	3. Factors of learning Management	3.67	.21	high
	Total Input	3.67	.01	high
Process	1. Curriculum Administration	3.75	.48	high
	2. Learning Management	3.70	.17	high
	Total Process	3.73	.04	high
Product	1. Knowledge	3.78	.17	high
	2. Skill	3.77	.24	high
	3. Ethics	3.80	.18	high
	Total Product	3.78	.02	high
Total		3.75	.06	high

From the tables 4.24, it can be observed that the overall evaluation of the bachelor's degree curriculum in social sports using the CIPP model is at a high level. specifically, the context evaluation, input evaluation, process evaluation, product evaluation is at a high level. Among the context, “Content of Subject” has a high score.

**Table 4.25** Mean and level of curriculum evaluation using CIPP model.

CIPP model	Curriculum instructor		Instructor		Student		Graduate student		Employers	
	Mean	Level	Mean	Level	Mean	Level	Mean	Level	Mean	Level
Context	3.94	high	3.73	high	3.77	high	3.68	high	3.95	high
Input	3.65	high	3.79	high	3.77	high	3.50	high	-	-
Process	3.69	high	3.79	high	3.75	high	3.66	high	-	-
Product	3.78	high	3.87	high	3.73	high	3.58	high	3.93	high

Based on the table, the evaluation results of the curriculum for the Social Sports major at Hainan Tropical Ocean University using the CIPP model indicate a high level across five categories: Context, Input, Process, and Product. The employer's perspective had the highest mean score (3.95) in the Context category, followed by the curriculum instructor's perspective with the second-highest mean score (3.94) in the Context category.



## **CHAPTER 5**

### **CONCLUSION DISCUSSION AND RECOMMENDATION**

The research to study of curriculum evaluation of bachelor's degree of social sports major, Hainan tropical ocean university using CIPP model focusing on aspects of context, input, process, and product. The sample consisted of 332 individuals who were selected through stratified random sampling from a population of 1,496, including 6 course instructors, 20 instructors, 226 students, 50 undergraduate students, and 30 employers from the Social Sports major at Hainan Tropical Ocean University. This study established five sets of questionnaires, namely, the questionnaire for course instructors, the questionnaire for instructors, the questionnaire for students, the questionnaire for undergraduates, and the questionnaire for employers. The statistic was analyzed using percentages, means, and standard deviations.

#### **5.1 Conclusion of research**

5.1.1 Conclusion of Personal Information: course instructors, instructors, students, undergraduates and employers.

There was a total of 6 course instructors, with 4 females (66.67%) and 4 professors (66.67%). Among the 20 instructors, there were 12 males (60%), all of whom were professors (100%), and 10 lecturers (50%) with 4-6 years of experience (8 people, 40%). The student population consisted of 226 individuals, including 123 females (54.42%) and 64 sophomores (28.32%). Among the 50 undergraduates, there were 27 males (54%), 20 individuals with a graduation time of 6-10 years (40%), and 33 individuals aged 26-30 (66%). Lastly, there were a total of 30 employers, including 17 males (56.67%), 21 working in private companies (70%), and 10 individuals with 3-5 years of industry experience (33.34%).

5.1.2 Conclusion of context: course instructors, instructors, students, undergraduates and employers.

The average score for context was 3.82. When considering each element, it was found that "Content of Subject" received the highest score (3.89), followed by "Curriculum Construction" with the second highest score (3.80).

5.1.3 Conclusion of input: course instructors, instructors, students, undergraduates and employers.

The average score for input was 3.68. When considering each element, it was found that "Student" and "Factors of Learning Management" received the highest score (3.67).

5.1.4 Conclusion of process: course instructors, instructors, students, undergraduates and employers.

The average score for process was 3.72. When considering each element, it was found that "Curriculum Administration" received the highest score (3.75), followed by "Learning Management" with the second highest score (3.70).

5.1.5 Conclusion of Product: course instructors, instructors, students, undergraduates and employers.

The average score for product was 3.78. When considering each element, it was found that "Ethics" received the highest score (3.80), followed by "Knowledge" with the second highest score (3.78).

5.1.6 Conclusion of CIPP: course instructors, instructors, students, undergraduates and employers.

The evaluation results of the curriculum for the Social Sports major at Hainan Tropical Ocean University using the CIPP model indicated a high level (3.75) across five categories: Context, Input, Process, and Product. Specifically, Context received a score of 3.82, Input received a score of 3.68, Process received a score of 3.72, and Product received a score of 3.78.

## **5.2 Discussion**

The results indicated that the curriculum of the social sports major at Hainan Tropical Ocean University is generally at a high level. The utilization of the CIPP model for evaluating the curriculum allows for assessing its effectiveness, identifying current issues, and providing relevant recommendations. The following four research findings serve as discussion points:

### 5.2.1 Context

Overall, the performance of the social sports courses in the context aspect was satisfactory, and there was a high level of satisfaction. Based on the results, the course structure and content were well-developed and aligned with the requirements of the social sports profession. This finding is supported by the research conducted by Biggs and Tang (2011), who emphasized the importance of a well-designed and relevant subject content in promoting student engagement and improving learning outcomes. Thoughtful selection and organization of subject content significantly enhanced students' learning experience and outcomes.

Furthermore, the structure and organization of the curriculum proved to be effective in facilitating student learning and progression. This finding is supported by the research conducted by Nilson (2016), which emphasized the importance of a coherent and logical curriculum structure in promoting student success and satisfaction. Well-structured courses enhanced students' understanding of the subject matter, fostered their progress within the curriculum, and contributed to their overall satisfaction with the educational experience.

### 5.2.2 Input

Overall, the performance of the social sports courses in the input aspect was satisfactory, and there was a high level of satisfaction. The results indicate that students possessed the necessary prerequisite knowledge and skills required for effective engagement with the curriculum. Furthermore, the students' knowledge level was assessed to be at a good level, indicating a satisfactory understanding and mastery of the subject matter. The school provided sufficient multimedia devices, hardware, and software facilities to meet the teaching needs of teachers and the independent learning needs of students. Additionally, ample internship resources were provided to offer students extensive practical opportunities. Hidi and Renninger (2006) argued that students with a strong foundation in learning professional courses were better equipped to comprehend and apply advanced concepts and skills. Kalyuga et al. (2003) suggested that the level of students' knowledge directly influenced their ability to understand complex concepts, actively participate in discussions, and successfully complete academic tasks. Teng Yue (2020) suggested that well-equipped classrooms and resources

promoted active learning, stimulated students' curiosity, and facilitated the use of diverse instructional approaches. The well-designed and well-equipped facilities contributed to a conducive learning environment, fostered collaborative learning experiences, and enabled students to access information and resources for independent learning. Mainga et al. (2022) believed that internships allowed students to gain valuable industry experience, enhance their employability, and develop a deeper understanding of the practical aspects of their field of study.

### 5.2.3 Process

Overall, the performance of the social sports courses in the process aspect was satisfactory, and there was a high level of satisfaction. The results indicated the effectiveness of the administrative processes in managing the curriculum and learning. Proper curriculum administration and learning management ensured that the curriculum aligned with the desired learning outcomes, met the needs of students and stakeholders, and remained up-to-date with industry standards. Shoba (2009) pointed out the well-designed and structured curriculum, efficiently managed by competent administrators, provided students with a clear roadmap for their learning journey. Changwong et al. (2018) argued that instructors who implemented effective learning management strategies created a supportive and inclusive learning environment that catered to the diverse needs and learning styles of students.

### 5.2.4 Product

Overall, the performance of the social sports courses in the product aspect was satisfactory, and there was a high level of satisfaction. The results indicated that students had achieved one of the fundamental goals of education by acquiring knowledge and building a foundation for understanding and applying concepts and principles in the field of social sports. Additionally, students recognized the importance of ethical principles and values within the curriculum. Ethical education was crucial for fostering responsible decision-making, upholding professional integrity, and addressing complex moral dilemmas in students' future careers. Wiggins and McTighe (2005) argued for curriculum development that prioritized the systematic progression of knowledge, ensuring that students established a solid foundation and were adequately prepared for advanced learning. Hersh and Schneider (2005) asserted that incorporating ethics



education in the curriculum cultivated a sense of ethical responsibility among students, equipping them with the necessary knowledge and skills to navigate ethical challenges in their chosen fields.

#### 5.2.5 CIPP

The context was at a high level. the results of the context category reflected an understanding of the importance of creating a conducive learning environment and incorporating relevant subject content in the curriculum. Pujiastuti et al. (2021) highlighted the importance of aligning the curriculum with students' needs and interests, ensuring that it reflects current trends and developments in the field. This alignment enhances the overall context of the course and contributes to the attainment of learning outcomes.

The input was at a high level. the results of the input category reflected positive evaluations of various factors related to learning management and students' preparedness for participation in the course. Aziz (2018) emphasized the significance of student-centered approaches and effective learning management practices in enhancing student engagement, achievement, and professional development. They stressed the importance of adequate resources, including teaching media and equipment, as well as hardware and software facilities to support the learning needs of both teachers and students.

The process was at a high level. the results of the process category indicated a positive evaluation of the course management and learning management processes. Bashri et al. (2020) highlighted the significance of student-centered approaches, effective learning management practices in enhancing student engagement, achievement, and professional development. They emphasized that a cohesive and well-structured curriculum can promote students' success and satisfaction, ensure the smooth implementation of the curriculum, and support students' learning experience.

The product was at a high level. The research results indicated a positive evaluation of the product. This category primarily highlighted the importance of ethics and knowledge acquisition. Lu Chen (2015) asserted that moral education played a crucial role in enhancing students' moral awareness, promoting responsible decision-making, and cultivating professional ethics.

## 5.3 Research Recommendations

### 5.3.1 Suggestions for applying the research results.

Based on the research results, the following suggestions are proposed to improve the curriculum of the social sports major:

#### 1) Context

In the past, there has been ambiguity and lack of clarity regarding the proportion of curriculum content for undergraduates in the social sports major. However, the evaluation results indicate significant improvement in this aspect. Nonetheless, it is important to recognize that establishing an appropriate balance between compulsory and elective courses for social sports majors is an ongoing process of continuous improvement and optimization.

In the future, universities should consider the variations in talent development programs and professional orientations. They should also align the curriculum structure of specific professional courses with relevant national standards corresponding to different career paths. By doing so, universities can better cater to the diverse needs of students and ensure the curriculum aligns with industry requirements.

#### 2) Input

The establishment of a competent and qualified teaching team is crucial to ensure the effectiveness of the social sports major curriculum. When faced with the challenge of inadequate teaching resources, universities can implement a combination of "internal training" and "external guidance" approaches. This involves fully tapping into the potential of teachers within the campus, nurturing them as professional educators, and also leveraging the sharing of teacher resources with other universities in the region that offer social sports programs. These measures aim to address the shortage of qualified teachers and enhance the overall teaching quality in the field of social sports education.

The orientation and social demand of social sports majors emphasize the significance of practical training and experiential learning closely linked to businesses and society in the process of cultivating talent. To achieve this, educational institutions should prioritize the establishment of professional practice bases through strengthening "school-enterprise cooperation." This collaborative approach enables students to actively apply and develop their professional skills through practical experiences, aligning their

learning with the demands of the industry and society. By fostering strong ties between the school and various enterprises, students are provided with ample opportunities to enhance their practical abilities and contribute effectively to their future professional endeavors.

The main source of students majoring in social sports is twofold: physical education candidates and cultural candidates. After admission, the university assesses students' cultural qualities and athletic abilities to determine their professional orientation. Subsequently, students are taught according to their aptitude and professional foundation, ensuring a tailored approach to their education.

### 3) Process

During the learning process, teachers should encourage students to discover and ask questions on their own. They should facilitate self-evaluation, group evaluation, and teacher evaluation of the questions raised by students. Furthermore, teachers should guide students in mastering the methods of questioning through imitation, gradually enhancing their ability to ask questions. The goal is to cultivate students' proficiency in questioning and their overall questioning skills.

### 4) Product

In the process of talent cultivation, curriculum planning should be strictly aligned with the training objectives. This ensures that students are fully equipped with the necessary skills and qualifications for their future work in the field of social sports upon graduation.

#### 5.3.2 Suggestions for further research.

This study utilized the CIPP model to evaluate the overall status of social sports professional courses. Therefore, for future studies, the author recommends applying the CIPP model to other courses within the major to conduct a more comprehensive evaluation and uncover deeper issues.

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**APPENDIX A**

- **List of Experts Reviewing Research Instruments**
- **Letter to Experts and Specialists for Research Tools Validation**

## List of Experts Reviewing Research Instruments

### Specialists

1. Asso. Prof. Dr Tiwat Maneechote  
Faculty of School of Creative Educational Management,  
Panyapiwat Institute of Management. Thailand
2. Asso. Prof. Dr Rewadi krahamvong  
Faculty of Education, Thaksin University. Thailand
3. Dr. Sujin Nukaew  
Faculty of Education, Nakhon Si Thammarat Rajabhat University.  
Thailand



## Letter to Experts and Specialists for Research Tools Validation

No. 0649.02/0209



Faculty of Technical Education  
Rajamangala University of Technology  
Thanyaburi  
39 Moo 1, Rangsit-Nakhon Nayok Road,  
Klong Hok, Klong Luang, Pathum Thani  
Postal Code 12110, Thailand

23 February 2023

**Subject** Invitation letter inviting experts to validate research instruments

**Dear** Asso. Prof. Dr Tiwat Maneechote

Due to Mr. Leran Chen, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Curriculum evaluation of bachelor degree of social sports major at Hainan tropical ocean university using CIPP model" with Asst. Prof. Dr. Pranom Punsawai, a research advisor.

In relation to this, the researcher has a strong desire to be assisted with regard to the validation of the instruments required studies. The curriculum administration committee consider that you are the most qualified professional with knowledge and capabilities to provide such, the researcher has chosen and would like to ask approval from your good office to be the evaluator. I would like to invite you to be an expert to the validation research instruments for Mr. Leran Chen for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

(Asst. Prof. Arnon Niyomphol)  
Dean, Faculty of Technical Education

Department of Education  
Tel: +66-2549-3207  
Fax: +66-2577-3207

No. 0649.02/0208



Faculty of Technical Education  
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Thanyaburi  
39 Moo 1, Rangsit-Nakhon Nayok Road,  
Klong Hok, Khlong Luang, Pathum Thani  
Postal Code 12110, Thailand

23 February 2023

**Subject** Invitation letter inviting experts to validate research instruments

**Dear** Asso. Prof. Dr Rewadi krahamvong

Due to Mr. Leran Chen, a student who is taking up Master of Education Program in Curriculum Development and Instructional Innovation, Faculty of Technical Education, Rajamangala University of Technology Thanyaburi (RMUTT), is currently processing a thesis for this semester entitled "Curriculum evaluation of bachelor degree of social sports major at Hainan tropical ocean university using CIPP model" with Asst. Prof. Dr. Pranom Punsawai, a research advisor.

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23 February 2023

**Subject** Invitation letter inviting experts to validate research instruments

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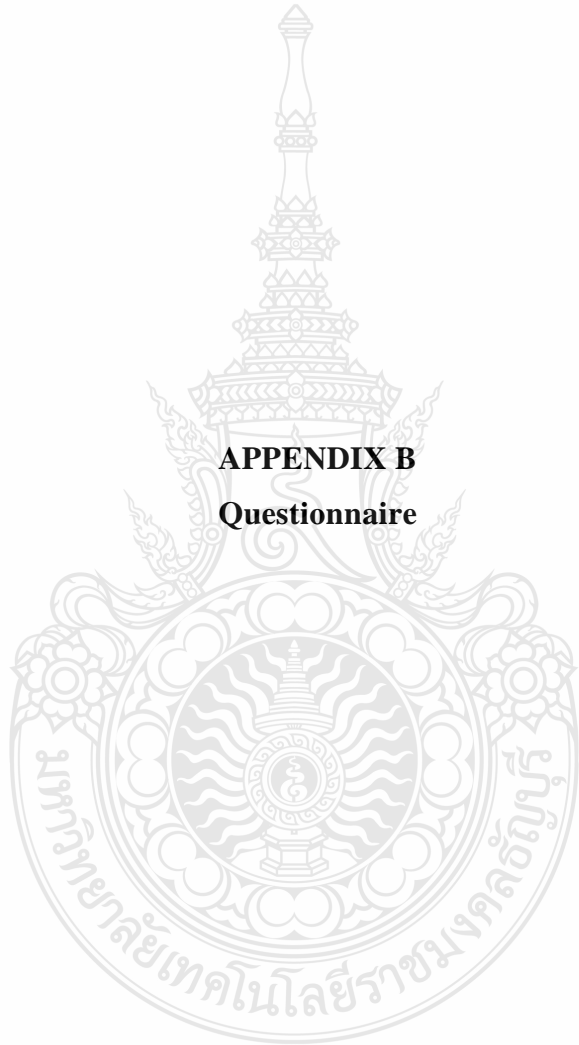
Thank you for your kind consideration.

Sincerely Yours,

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**APPENDIX B**  
**Questionnaire**



**Questionnaire**  
**Questionnaire for Course Instructors**  
**Curriculum evaluation of bachelor degree of social sport major**  
**at Hainan Tropical Ocean University using CIPP model**

**Instructions:**

This Curriculum Evaluation is divided into 5 parts as follows: Part I Personal Information Part 2 Context, Part 3 Input, Part 4 Process, Part 5 Product.

Insert a mark (✓) into your comment box. The criteria for considering conformity are as follows:

Level 5 means Highest level.

Level 4 means High level.

Level 3 means Moderate level.

Level 2 means Low level.

Level 1 means Lowest level.

**Part 1 Personal Information**

1. Gender: Male ( ) Female ( )
2. Position held: Dean ( ) Vice President ( ) Department staff ( ) Professor ( )  
Researcher ( )
3. Title held: Teaching Assistant ( ) Lecturer ( ) Associate Professor ( )  
Professor ( )
4. Experience in curriculum: 1-3 years ( ) 4-6 years ( ) 7-10 years ( )  
more 10 years ( )

**Part 2 Context: Research background, learning activities and learning content.**

Question	Level				
	1	2	3	4	5
<b>Curriculum objectives</b>					
1. Curriculum objectives lead to learning management efficiently.					
2. The objectives of the curriculum are in line with social needs.					
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability					
4. The objectives have been popularized among teachers and students					
<b>Curriculum construction</b>					
1. Course arrangements of the teaching profession are consistent with curriculum objectives.					
2. The number of credits for each course is appropriate.					
3. The educational management plans are appropriate.					
4. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.					
5. The proportion of course content in each module is appropriate and reasonable.					



Question	Level				
	1	2	3	4	5
<b>Content of subject</b>					
1. The difficulty of the content of subject is moderate, which conforms to the actual level of students					
2. The content of subject keeps pace with the times and has an international perspective					
3. The content of subject can highlight the professional characteristics					

### Part 3 Input: Instructors /teachers students and materials

Question	Level				
	1	2	3	4	5
<b>Instructor/Teachers</b>					
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching.					
2. Instructors are knowledgeable and capable of giving students academic counseling and other areas.					
3. The number of instructors meets the teaching needs.					
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good.					

Question	Level				
	1	2	3	4	5
<b>Students</b>					
1. The students have basically reached the foundation of learning the professional courses.					
2. Students' knowledge level is at a good level					
<b>Factors of learning management</b>					
1. Teaching media and equipment are sufficient for teachers and students.					
2. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers.					
3. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.					
4. Abundant internship resources enable students to get full practice opportunities.					

#### Part 4 Process: Course Implementation and Instructional Processes

Question	Level				
	1	2	3	4	5
<b>Course administration</b>					
1. Plan of curriculum for development by continue.					
2. Encourage the development of appropriate academic knowledge and necessary skills.					

Question	Level				
	1	2	3	4	5
3. Regularly supervise and follow up on teaching and learning outcomes.					
4. Have curriculum evaluation of data for Curriculum evaluation development.					
<b>Learning management</b>					
1. Learning management by term work and thinking.					
2. You have done your teaching plans by clearly specifying objectives, learning activities, and evaluation.					
3. Be able to link theory into practice consistently and appropriately.					
4. Learning management by doing.					
5. Students are allowed to ask appropriate questions and problems about their knowledge.					

**Part 5 Product: Knowledge Performance /skill and Attribute**

Question	Level				
	1	2	3	4	5
<b>Knowledge</b>					
1. Master the basic theory, knowledge and skills of social sports					
2. Be able to apply the knowledge learned to practice.					
<b>Skills</b>					
1. Have the ability to guide and manage social sports					

Question	Level				
	1	2	3	4	5
2. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.					
<b>Attribute</b>					
1. Be enthusiastic to work.					
2. Have good moral and cultural accomplishment.					

**Suggestions**

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**Thank you very much for your cooperation**



**Questionnaire for Instructors**  
**Curriculum evaluation of bachelor degree of social sport major**  
**at Hainan Tropical Ocean University using CIPP model**

**Instructions:**

This Curriculum Evaluation is divided into 5 parts as follows: Part I Personal Information Part 2 Context , Part 3 Input , Part 4 Process, Part 5 Product.

Insert a mark (✓) into your comment box. The criteria for considering conformity are as follows:

Level 5 means Highest level.

Level 4 means High level.

Level 3 means Moderate level.

Level 2 means Low level.

Level 1 means Lowest level.

**Part 1 Personal Information**

1. Gender: Male ( ) Female ( )
2. Position held: Department staff ( ) Professor ( ) Researcher ( )
3. Title held: Teaching Assistant ( ) Lecturer ( ) Associate Professor ( ) Professor ( )
4. Experience: 1-3 years ( ) 4-6 years ( ) 7-10 years ( ) more 10 years ( )

**Part 2 Context**

Question	Level				
	1	2	3	4	5
<b>Curriculum objectives</b>					
1. Curriculum objectives lead to learning management efficiently.					
2. The objectives of the curriculum are in line with social needs.					

Question	Level				
	1	2	3	4	5
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability					
4. The objectives have been popularized among teachers and students					
<b>Curriculum construction</b>					
1. Course arrangements of the teaching profession are consistent with curriculum objectives.					
2. The number of credits for each course is appropriate.					
3. The educational management plans are appropriate.					
4. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.					
5. The proportion of course content in each module is appropriate and reasonable.					
<b>Content of subject</b>					
1. The difficulty of the content of subject is moderate, which conforms to the actual level of students					
2. The content of subject keeps pace with the times and has an international perspective					
3. The content of subject can highlight the professional characteristics					

### Part 3 Input

Question	Level				
	1	2	3	4	5
<b>Factors of learning management</b>					
1. Teaching media and equipment are sufficient for teachers and students.					
2. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers.					
3. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.					
4. Textbooks and teaching aids are highly applicable to students					
5. Abundant internship resources enable students to get full practice opportunities.					
6. Sufficient funds to support teaching activities					

### Part 4 Process

Question	Level				
	1	2	3	4	5
<b>Learning management</b>					
1. Complete the teaching plan by clearly defining objectives, learning activities and assessments					
2. Be able to link theory into practice consistently and appropriately.					

Question	Level				
	1	2	3	4	5
3. The teaching contents closely follow the course objectives, with corresponding breadth and depth.					
4. Be able to adopt flexible and diverse teaching methods and actively and effectively use teaching aids					
5. Active and enthusiastic in class, with correct attitude					
6. The teaching organization is reasonable, and the interaction between teachers and students is sufficient					
7. Students actively participate in course learning.					
8. Various, scientific and reasonable assessment methods for curriculum.					

### Part 5 Product

Question	Level				
	1	2	3	4	5
<b>Knowledge</b>					
1. Master the basic theory, knowledge and skills of social sports					
2. Be able to apply the knowledge learned to practice.					
<b>Skills</b>					
1. Have the ability to guide and manage social sports					



Question	Level				
	1	2	3	4	5
2. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.					
<b>Attribute</b>					
1. Be enthusiastic to work.					
2. Have good moral and cultural accomplishment.					

**Suggestions**

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**Thank you very much for your cooperation**



**Questionnaire for Students**  
**Curriculum evaluation of bachelor degree of social sport major**  
**at Hainan Tropical Ocean University using CIPP model**

**Instructions:**

This Curriculum Evaluation is divided into 5 parts as follows: Part I Personal Information Part 2 Context , Part 3 Input , Part 4 Process, Part 5 Product.

Insert a mark (✓) into your comment box. The criteria for considering conformity are as follows:

Level 5 means Highest level.

Level 4 means High level.

Level 3 means Moderate level.

Level 2 means Low level.

Level 1 means Lowest level.

**Part 1 Personal Information**

1. Gender: Male ( ) Female ( )
2. Grade: Freshman ( ) Sophomore ( ) Junior ( ) Senior ( )

**Part 2 Context**

Question	Level				
	1	2	3	4	5
<b>Curriculum objectives</b>					
1. Understand the objectives of the curriculum					
2. The objectives of the curriculum are clearly stated					
3. The objectives of the curriculum are in line with social needs.					

Question	Level				
	1	2	3	4	5
4. The curriculum objectives are consistent with the actual level of learning ability					
<b>Curriculum construction</b>					
1. Course arrangements of the teaching profession are consistent with curriculum objectives.					
2. The number of credits for each course is appropriate.					
3. The educational management plans are appropriate.					
4. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.					
5. The proportion of course content in each module is appropriate and reasonable.					

### Part 3 Input

Question	Level				
	1	2	3	4	5
<b>Instructors /Teachers</b>					
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching.					
2. Instructors are knowledgeable and capable of giving students academic counseling and other areas.					
3. The number of instructors meets the teaching needs.					

Question	Level				
	1	2	3	4	5
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good.					
<b>Factor of learning management</b>					
1. Teaching media and equipment are sufficient for teachers and students.					
2. The university has perfect hardware and software facilities to meet the learning needs of students.					
3. The textbook is highly applicable to students.					
4. Abundant internship resources enable students to get full practice opportunities.					

#### Part 4 Process

Question	Level				
	1	2	3	4	5
<b>Learning management</b>					
1. The teaching contents closely follow the course objectives, with corresponding breadth and depth					
2. Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids.					
3. The teaching organization is reasonable and the interaction between teachers and students is sufficient during class.					

Question	Level				
	1	2	3	4	5
4. Positive enthusiasm and correct attitude towards learning the course.					
5. Various and scientific assessment methods					

### Part 5 Product

Question	Level				
	1	2	3	4	5
<b>Knowledge</b>					
1. Master the basic theory, knowledge and skills of social sports					
2. Be able to apply the knowledge learned to practice.					
<b>Skills</b>					
1. Have the ability to guide and manage social sports					
2. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.					
<b>Attribute</b>					
1. Be enthusiastic to work.					
2. Have good moral and cultural accomplishment.					

### Suggestions

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**Thank you very much for your cooperation**

**Questionnaire for Undergraduate**  
**Curriculum evaluation of bachelor degree of social sport major**  
**at Hainan Tropical Ocean University using CIPP model**

**Instructions:**

This curriculum evaluation is divided into 5 parts as follows: Part I Personal Information Part 2 Context , Part 3 Input , Part 4 Process, Part 5 Product.

Insert a mark (✓) into your comment box. The criteria for considering conformity are as follows:

Level 5 means Highest level.

Level 4 means High level.

Level 3 means Moderate level.

Level 2 means Low level.

Level 1 means Lowest level.

**Part 1 Personal Information**

1. Gender: Male ( ) Female ( )
2. Graduation time (year): 1-2 ( ) 3-5 ( ) 6 -10 ( ) more than 10 ( )
3. Age: 21-25 ( ) 26-30 ( ) 31-35 ( ) 36-40 ( ) 41-45 ( ) 46-50 ( ) 51-55 ( )

## Part 2 Context

Question	Level				
	1	2	3	4	5
<b>Curriculum objectives</b>					
1. Curriculum objectives lead to learning management efficiently.					
2. The objectives of the curriculum are in line with social needs.					
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability					
4. The objectives have been popularized among teachers and students					
<b>Curriculum construction</b>					
1. Course arrangements of the teaching profession are consistent with curriculum objectives.					
2. The number of credits for each course is appropriate.					
3. The educational management plans are appropriate.					
4. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.					
5. The proportion of course content in each module is appropriate and reasonable.					

Question	Level				
	1	2	3	4	5
<b>Content of subject</b>					
1. The difficulty of the content of subject is moderate, which conforms to the actual level of students					
2. The content of subject keeps pace with the times and has an international perspective					
3. The content of subject can highlight the professional characteristics					

### Part 3 Input

Question	Level				
	1	2	3	4	5
<b>Instructor/Teachers</b>					
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching.					
2. Instructors are knowledgeable and capable of giving students academic counseling and other areas.					
3. The number of instructors meets the teaching needs.					
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good.					



Question	Level				
	1	2	3	4	5
<b>Factors of learning management</b>					
1. Teaching media and equipment are sufficient for teachers and students.					
2. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers.					
3. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.					
4. Abundant internship resources enable students to get full practice opportunities.					

#### Part 4 Process

Question	Level				
	1	2	3	4	5
<b>Learning management</b>					
1. The teaching contents closely follow the course objectives, with corresponding breadth and depth					
2. Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids.					
3. The teaching organization is reasonable and the interaction between teachers and students is sufficient during class.					
4. Positive enthusiasm and correct attitude towards learning the course.					

Question	Level				
	1	2	3	4	5
5. Various and scientific assessment methods					

### Part 5 Product

Question	Level				
	1	2	3	4	5
<b>Knowledge</b>					
1. Master the basic theory, knowledge and skills of social sports					
2. Be able to apply the knowledge learned to practice.					
<b>Skills</b>					
1. Have the ability to guide and manage social sports					
2. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.					
<b>Attribute</b>					
1. Be enthusiastic to work.					
2. Have good moral and cultural accomplishment.					

### Suggestions

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**Thank you very much for your cooperation**

**Questionnaire for employers**  
**Curriculum evaluation of bachelor degree of social sport major**  
**at Hainan Tropical Ocean University using CIPP model**

This Curriculum Evaluation is divided into 3 parts as follows: Part I Personal Information Part 2 Context , Part 3 Product.

Insert a mark (✓) into your comment box. The criteria for considering conformity are as follows:

Level 5 means Highest level.

Level 4 means High level.

Level 3 means Moderate level.

Level 2 means Low level.

Level 1 means Lowest level.

**Part 1 Personal Information**

1. Gender: Male ( ) Female ( )
2. Industry engaged: Government agency ( ) Private ( )
3. Time in the industry (year): 1-2 ( ) 3-5 ( ) 6-10 ( ) More than 10 ( )

**Part 2 Context**

Question	Level				
	1	2	3	4	5
<b>Curriculum objectives</b>					
1. Curriculum objectives lead to learning management efficiently.					
2.The objectives of the curriculum are in line with social needs.					
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability					

Question	Level				
	1	2	3	4	5
4. The objectives have been popularized among teachers and students					
<b>Curriculum construction</b>					
1. Course arrangements of the teaching profession are consistent with curriculum objectives.					
2. The number of credits for each course is appropriate.					
3. The educational management plans are appropriate.					
4. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative.					
5. The proportion of course content in each module is appropriate and reasonable.					
<b>Content of subject</b>					
1. The difficulty of the content of subject is moderate, which conforms to the actual level of students					
2. The content of subject keeps pace with the times and has an international perspective					
3. The content of subject can highlight the professional characteristics					

### Part 3 Product

Question	Level				
	1	2	3	4	5
<b>Knowledge</b>					
1. Graduates' professional knowledge is at a good level					
2. Be able to apply the knowledge learned to practice.					
<b>Skills</b>					
1. Have the ability to guide and manage social sports					
2. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work.					
<b>Attribute</b>					
1. Be enthusiastic to work.					
2. Have good moral and cultural accomplishment.					
3. Good interpersonal skills and sense of teamwork					
4. Have good psychological endurance and adjustment ability					

### Suggestions

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**Thank you very much for your cooperation**



**APPENDIX C**

**IOC (Index of Item Objective Congruence)**

**Questionnaire for course instructors, instructors, students,  
undergraduates and employers,  
Hainan Tropical Ocean University**

**IOC (Index of Item Objective Congruence)**  
**Questionnaire for course instructors, instructors, students,**  
**undergraduates and employers,**  
**Hainan Tropical Ocean University**

**1. Questionnaire for course instructors**

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>1. Personal Information</b>						
1. Gender						
1.1 Male	1	1	1	3	1	yes
1.2 Female	1	1	1	3	1	yes
2. Position held						
2.1 Dean	1	1	1	3	1	yes
2.2 Vice President	1	1	1	3	1	yes
2.3 Department staff	1	1	1	3	1	yes
2.4 Professor	1	1	1	3	1	yes
2.5 Researcher	1	1	1	3	1	yes
3. Title held						
3.1 Teaching Assistant	1	1	1	3	1	yes
3.2 Lecturer	1	1	1	3	1	yes
3.3 Associate Professor	1	1	1	3	1	yes
3.4 Professor	1	1	1	3	1	yes
4. Experience in curriculum						
4.1 1-3 years	1	1	1	3	1	yes
4.2 4-6 years	1	1	1	3	1	yes
4.3 7-10 years	1	1	1	3	1	yes
4.4 more 10 years	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>2. Context</b>						
1. Curriculum objectives lead to learning management efficiently.	1	1	1	3	1	yes
2. The objectives of the curriculum are in line with social needs	1	1	1	3	1	yes
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability	1	1	1	3	1	yes
4. The objectives have been popularized among teachers and students	1	1	1	3	1	yes
5. Course arrangements of the teaching profession are consistent with curriculum objectives	1	1	1	3	1	yes
6. The number of credits for each course is appropriate	1	1	1	3	1	yes
7. The educational management plans are appropriate	1	1	1	3	1	yes
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative	1	1	1	3	1	yes
9. The proportion of course content in each module is appropriate and reasonable.	1	1	1	3	1	yes



Section	Expert results			Total	IOC	Result
	1	2	3			
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students	1	1	1	3	1	yes
11. The content of subject keeps pace with the times and has an international perspective	1	1	1	3	1	yes
12. The content of subject can highlight the professional characteristics	1	1	1	3	1	yes
<b>3. Input</b>						
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching	1	1	1	3	1	yes
2. Instructors are knowledgeable and capable of giving students' academic counseling and other areas	1	1	1	3	1	yes
3. The number of instructors meets the teaching needs	1	1	1	3	1	yes
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
5. The students have basically reached the foundation of learning the professional courses	1	1	1	3	1	yes
6. Students' knowledge level is at a good level	1	1	1	3	1	yes
7. Teaching media and equipment are sufficient for teachers and students	1	1	1	3	1	yes
8. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers	1	1	1	3	1	yes
9. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning.	1	1	1	3	1	yes
10. Abundant internship resources enable students to get full practice opportunities	1	1	1	3	1	yes
<b>4. Process</b>						
1. Plan of curriculum for development by continue	1	1	1	3	1	yes
2. Encourage the development of appropriate academic knowledge and necessary skills	1	1	1	3	1	yes
3. Regularly supervise and follow up on teaching and learning outcomes	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
4. Have curriculum evaluation of data for Curriculum evaluation development	1	1	1	3	1	yes
5. Learning management by term work and thinking	1	1	1	3	1	yes
6. You have done your teaching plans by clearly specifying objectives, learning activities, and evaluation	1	1	1	3	1	yes
7. Be able to link theory into practice consistently and appropriately	1	1	1	3	1	yes
8. Learning management by doing	1	1	1	3	1	yes
9. Students are allowed to ask appropriate questions and problems about their knowledge	1	1	1	3	1	yes
<b>5. Product</b>						
1. Master the basic theory, knowledge and skills of social sports	1	1	1	3	1	yes
2. Be able to apply the knowledge learned to practice	1	1	1	3	1	yes
3. Have the ability to guide and manage social sports	1	1	1	3	1	yes
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
5. Be enthusiastic to work	1	1	1	3	1	yes
6. Have good moral and cultural accomplishment	1	1	1	3	1	yes

## 2. Questionnaire for instructors

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>1. Personal Information</b>						
1. Gender						
1.1 Male	1	1	1	3	1	yes
1.2 Female	1	1	1	3	1	yes
2. Position held						
2.1 Department staff	1	1	1	3	1	yes
2.2 Professor	1	1	1	3	1	yes
2.3 Researcher	1	1	1	3	1	yes
3. Title held						
3.1 Professor	1	1	1	3	1	yes
3.2 Associate Professor	1	1	1	3	1	yes
3.3 Lecture	1	1	1	3	1	yes
3.4 Teaching Assistant	1	1	1	3	1	yes
4. Experience						
4.1 1-3 years	1	1	1	3	1	yes
4.2 4-6 years	1	1	1	3	1	yes
4.3 7-10 years	1	1	1	3	1	yes
4.3 7-10 years	1	1	1	3	1	yes
4.4 more 10 years	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>2. Context</b>						
1. Curriculum objectives lead to learning management efficiently.	1	1	1	3	1	yes
2. The objectives of the curriculum are in line with social needs	1	1	1	3	1	yes
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability	1	1	1	3	1	yes
4. The objectives have been popularized among teachers and students	1	1	1	3	1	yes
5. Course arrangements of the teaching profession are consistent with curriculum objectives	1	1	1	3	1	yes
6. The number of credits for each course is appropriate	1	1	1	3	1	yes
7. The educational management plans are appropriate	1	1	1	3	1	yes
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative	1	1	1	3	1	yes
9. The proportion of course content in each module is appropriate and reasonable	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students	1	1	1	3	1	yes
11. The content of subject keeps pace with the times and has an international perspective	1	1	1	3	1	yes
12. The content of subject can highlight the professional characteristics	1	1	1	3	1	yes
<b>3. Input</b>						
1. Teaching media and equipment are sufficient for teachers and students	1	1	1	3	1	yes
2. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers	1	1	1	3	1	yes
3. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning	1	1	1	3	1	yes
4. Textbooks and teaching aids are highly applicable to students	1	1	1	3	1	yes
5. Abundant internship resources enable students to get full practice opportunities	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
6. Sufficient funds to support teaching activities	1	1	1	3	1	yes
<b>4. Process</b>						
1. Complete the teaching plan by clearly defining objectives, learning activities and assessments	1	1	1	3	1	yes
2. Be able to link theory into practice consistently and appropriately	1	1	1	3	1	yes
3. The teaching contents closely follow the course objectives, with corresponding breadth and depth	1	1	1	3	1	yes
4. Be able to adopt flexible and diverse teaching methods and actively and effectively use teaching aids	1	1	1	3	1	yes
5. Active and enthusiastic in class, with correct attitude	1	1	1	3	1	yes
6. The teaching organization is reasonable, and the interaction between teachers and students is sufficient	1	1	1	3	1	yes
7. Students actively participate in course learning	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
8. Various, scientific and reasonable assessment methods for curriculum	1	1	1	3	1	yes
<b>5. Product</b>						
1. Master the basic theory, knowledge and skills of social sports	1	1	1	3	1	yes
2. Master the basic theory, knowledge and skills of social sports	1	1	1	3	1	yes
3. Have the ability to guide and manage social sports	1	1	1	3	1	yes
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work	1	1	1	3	1	yes
5. Be enthusiastic to work	1	1	1	3	1	yes
6. Have good moral and cultural accomplishment	1	1	1	3	1	yes



### 3. Questionnaire for students

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>1. Personal Information</b>						
1. Gender						
1.1 Male	1	1	1	3	1	yes
1.2 Female	1	1	1	3	1	yes
2. Grade						
2.1 Freshman	1	1	1	3	1	yes
2.2 Sophomore	1	1	1	3	1	yes
2.3 Junior	1	1	1	3	1	yes
2.4 Senior	1	1	1	3	1	yes
<b>2. Context</b>						
1. Understand the objectives of the curriculum	1	1	1	3	1	yes
2. The objectives of the curriculum are clearly stated	1	1	1	3	1	yes
3. The objectives of the curriculum are in line with social needs	1	1	1	3	1	yes
4. The curriculum objectives are consistent with the actual level of learning ability	1	1	1	3	1	yes
5. Course arrangements of the teaching profession are consistent with curriculum objectives	1	1	1	3	1	yes
6. The number of credits for each course is appropriate	1	1	1	3	1	yes
7. The educational management plans are appropriate	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative	1	1	1	3	1	yes
9. The proportion of course content in each module is appropriate and reasonable	1	1	1	3	1	yes
<b>3. Input</b>						
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching	1	1	1	3	1	yes
2. Instructors are knowledgeable and capable of giving students' academic counseling and other areas	1	1	1	3	1	yes
3. The number of instructors meets the teaching needs	1	1	1	3	1	yes
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good	1	1	1	3	1	yes
5. Teaching media and equipment are sufficient for teachers and students	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
6. The university has perfect hardware and software facilities to meet the learning needs of students	1	1	1	3	1	yes
7. The textbook is highly applicable to students	1	1	1	3	1	yes
8. Abundant internship resources enable students to get full practice opportunities	1	1	1	3	1	yes
<b>4. Process</b>						
1. The teaching contents closely follow the course objectives, with corresponding breadth and depth	1	1	1	3	1	yes
2. Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids	1	1	1	3	1	yes
3. The teaching organization is reasonable and the interaction between teachers and students is sufficient during class	1	1	1	3	1	yes
4. Positive enthusiasm and correct attitude towards learning the course	1	1	1	3	1	yes
5. Various and scientific assessment methods	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>5. Product</b>						
1. Master the basic theory, knowledge and skills of social sports	1	1	1	3	1	yes
2. Be able to apply the knowledge learned to practice	1	1	1	3	1	yes
3. Have the ability to guide and manage social sports	1	1	1	3	1	yes
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work	1	1	1	3	1	yes
5. Be enthusiastic to work	1	1	1	3	1	yes
6. Have good moral and cultural accomplishment	1	1	1	3	1	yes

#### 4. Questionnaire for undergraduates

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>1. Personal Information</b>						
1. Gender						
1.1 Male	1	1	1	3	1	yes
1.2 Female	1	1	1	3	1	yes
2. Graduation time (year)						
2.1 1-2	1	1	1	3	1	yes
2.2 3-5	1	1	1	3	1	yes
2.3 6-10	1	1	1	3	1	yes
2.4 more than 10	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
3. Age						
3.1 21-25	1	1	1	3	1	yes
3.2 26-30	1	1	1	3	1	yes
3.3 31-35	1	1	1	3	1	yes
3.4 36-40	1	1	1	3	1	yes
3.5 41-45	1	1	1	3	1	yes
3.6 46-50	1	1	1	3	1	yes
3.7 51-55	1	1	1	3	1	yes
3.8 56-60	1	1	1	3	1	yes
3.9 more than 60	1	1	1	3	1	yes
<b>2 Context</b>						
1. Curriculum objectives lead to learning management efficiently	1	1	1	3	1	yes
2. The objectives of the curriculum are in line with social needs	1	1	1	3	1	yes
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability	1	1	1	3	1	yes
4. The objectives have been popularized among teachers and students	1	1	1	3	1	yes
5. Course arrangements of the teaching profession are consistent with curriculum objectives	1	1	1	3	1	yes
6. The number of credits for each course is appropriate	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
7. The educational management plans are appropriate	1	1	1	3	1	yes
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative	1	1	1	3	1	yes
9. The proportion of course content in each module is appropriate and reasonable	1	1	1	3	1	yes
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students	1	1	1	3	1	yes
11. The content of subject keeps pace with the times and has an international perspective	1	1	1	3	1	yes
12. The content of subject can highlight the professional characteristics	1	1	1	3	1	yes
<b>3. Input</b>						
1. Instructors are knowledgeable and have rich experience in theoretical and practical teaching	1	1	1	3	1	yes
2. Instructors are knowledgeable and capable of giving students' academic counseling and other areas	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
3. The number of instructors meets the teaching needs	1	1	1	3	1	yes
4. The educational background and age structure of the teaching staff are reasonable, and the division of labor among teachers is clear and the cooperation is good	1	1	1	3	1	yes
5. The students have basically reached the foundation of learning the professional courses	1	1	1	3	1	yes
6. Students' knowledge level is at a good level	1	1	1	3	1	yes
7. Teaching media and equipment are sufficient for teachers and students	1	1	1	3	1	yes
8. The university has perfect hardware and software facilities, which can meet the teaching needs of teachers	1	1	1	3	1	yes
9. The university has perfect hardware and software facilities, which can meet the needs of students' independent learning	1	1	1	3	1	yes
10. Abundant internship resources enable students to get full practice opportunities	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>4. Process</b>						
1. The teaching contents closely follow the course objectives, with corresponding breadth and depth	1	1	1	3	1	yes
2. Teachers can adopt flexible and diverse teaching methods and actively and effectively use teaching aids	1	1	1	3	1	yes
3. The teaching organization is reasonable and the interaction between teachers and students is sufficient during class	1	1	1	3	1	yes
4. Positive enthusiasm and correct attitude towards learning the course	1	1	1	3	1	yes
5. Various and scientific assessment methods	1	1	1	3	1	yes
<b>5. Product</b>						
1. Master the basic theory, knowledge and skills of social sports	1	1	1	3	1	yes
2. Be able to apply the knowledge learned to practice	1	1	1	3	1	yes
3. Have the ability to guide and manage social sports	1	1	1	3	1	yes
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work	1	1	1	3	1	yes



Section	Expert results			Total	IOC	Result
	1	2	3			
5. Be enthusiastic to work	1	1	1	3	1	yes
6. Have good moral and cultural accomplishment	1	1	1	3	1	yes

### 5. Questionnaire for employers

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>1. Personal Information</b>						
1. Gender						
1.1 Male	1	1	1	3	1	yes
1.2 Female	1	1	1	3	1	yes
2. Industry engaged						
2.1 Government agency	1	1	1	3	1	yes
2.2 Private	1	1	1	3	1	yes
3. Time in the industry (year)						
3.1 1-2	1	1	1	3	1	yes
3.2 3-5	1	1	1	3	1	yes
3.3 6-10	1	1	1	3	1	yes
3.4 more than 10	1	1	1	3	1	yes
<b>2. Context</b>						
1. Curriculum objectives lead to learning management efficiently	1	1	1	3	1	yes
2. The objectives of the curriculum are in line with social needs	1	1	1	3	1	yes
3. The objectives are consistent with the school running level, actual teaching level and students' learning ability	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
4. The objectives have been popularized among teachers and students	1	1	1	3	1	yes
5. Course arrangements of the teaching profession are consistent with curriculum objectives	1	1	1	3	1	yes
6. The number of credits for each course is appropriate	1	1	1	3	1	yes
7. The educational management plans are appropriate	1	1	1	3	1	yes
8. Course arrangements in the curriculum aim to encourage learners to seek knowledge by themselves and to be creative	1	1	1	3	1	yes
9. The proportion of course content in each module is appropriate and reasonable	1	1	1	3	1	yes
10. The difficulty of the content of subject is moderate, which conforms to the actual level of students	1	1	1	3	1	yes
11. The content of subject keeps pace with the times and has an international perspective	1	1	1	3	1	yes
12. The content of subject can highlight the professional characteristics	1	1	1	3	1	yes

Section	Expert results			Total	IOC	Result
	1	2	3			
<b>3. Product</b>						
1. Graduates' professional knowledge is at a good level	1	1	1	3	1	yes
2. Be able to apply the knowledge learned to practice	1	1	1	3	1	yes
3. Have the ability to guide and manage social sports	1	1	1	3	1	yes
4. Be able to engage in fitness guidance, sports health care and rehabilitation and other related work	1	1	1	3	1	yes
5. Be enthusiastic to work	1	1	1	3	1	yes
6. Have good moral and cultural accomplishment	1	1	1	3	1	yes
7. Good interpersonal skills and sense of teamwork	1	1	1	3	1	yes
8. Have good psychological endurance and adjustment ability	1	1	1	3	1	yes

## Biography

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