CURRICULUM EVALUATION OF BACHELOR'S DEGREE OF ENGLISH MAJORS AT SICHUAN UNIVERSITY OF SCIENCE AND ENGINEERING USING CIPPO MODEL

WUYUE QIAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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PROGRAM IN CURRICULUM DEVELOPMENT
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Name – Surname	Mrs. Wuyue Qian
Program	Curriculum Development and Instructional Innovation
Thesis Advisor	Assistant Professor Pranom Punsawai, Ph.D.
Academic Year	2022

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ABSTRACT

The objective of this research was to evaluate the curriculum of the bachelor's degree program in English majors at Sichuan University of Science and Engineering. The research was evaluated using the CIPPO model based on context, input, processes, product, and outcome.

The research samples consisted of 236 individuals who were selected through random sampling and divided into 4 groups: 4 instructors, 181 students, 32 undergraduates, and 19 employers. The data were collected through questionnaires. Mean, standard deviation, and percentage were used to analyze the data.

The findings are as follows: The opinions of instructors, students, undergraduates, and employers towards the bachelor's degree program in English majors at Sichuan University of Science and Engineering were rated highly in all aspects. When considering various aspects, it was found that the context, input, process, product, and outcome were all rated highly.

Keywords: CIPPO model, curriculum evaluation, English majors

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Wuyue Qian

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CHAPTER 1
INTRODUCTION

1.1 Background and Statement of the Problems

For more than 70 years after the establishment of China, English majors in Chinese universities developed rapidly. With the development of English Majors education, the Ministry of Education (MOE) issued seven versions of the curriculum since the mid-1980s to deal with various problems in the process. These included the College English Syllabus (CES) (Science and Engineering Undergraduates) (1985 syllabus), CES (Arts and Science Undergraduates) (1986 Syllabus), CES (Revised version) (1999 Syllabus), College English Curriculum Requirements (Trial) (2004 Requirement), College English Course Requirements (2007 requirements), and Guidelines for College English Teaching (CET) (2015 draft).

In January 2018, the National Standards for Undergraduate English Teaching Quality were promulgated. In March 2019, Wu Yan, the director of Higher Education of the MOE, proposed the concept of "New liberal arts, Big foreign language" at the Fourth National High-level Forum on Foreign Language Education Reform and Development in Higher Education Institutions. These education policies on English professional subject orientation, personnel training target, curriculum, training specifications, and quality assurance provided clear rules and formed the important basis for professional English education development in China (Zhong Weihe, 2015, pp.2-8), including the organization of teaching, teaching materials, and examination and evaluation of teaching quality.

The study showed that there were more than 1,000 undergraduate colleges and universities offering English majors in China. Universities offering foreign language undergraduate majors accounted for 82.4% of the total number of undergraduate universities in China (Wu Yan, 2019, pp.3-7), making it the largest undergraduate course in higher education in China (Guo Shihai and Li Yongqiu, 2018, pp.107-110). According to the employment status of college majors of the MOE in 2017, the number of undergraduates majoring in English was more than 100,000. With the rapid development of the social economy and the increasing number of college students, college English Majors education was facing great competition pressure and employment difficulties.

At present, the employment difficulty of college English Majors graduates had become an urgent problem to be solved. Immature construction of English majors and outdated English teaching modes in colleges and universities were the main reasons for the difficulty in employment of English Majors. (Chen Shaofeng & Liu Yiqing, 2021, p.2).

In response to the "challenges faced by English majors' education in the new era" (Zeng Yanyu, 2019, p.2-8), the Sub-Committee of Teaching Guidance for English Majors in Higher Education Institutions of the Ministry of Education issued the National Standards for the Teaching Quality of Foreign Languages and Literature. In 2020, the Teaching Guidance Committee for Foreign Language and Literature in Institutions of Higher Education of the Ministry of Education issued the Teaching Guide for Undergraduate Foreign Language and Literature in Normal Institutions of Higher Education (Trial), marking the beginning of a new round of education reform exploration for English Majors. The traditional English courses were not suitable for the training of English majors in the new situation.

To adapt to the changes in social demand for talents, the English major's curriculum was further reformed in aspects such as curriculum objectives, curriculum setting, teaching methods, and evaluation system. The reform was based on the development of students and built a comprehensive, objective, scientific, and accurate curriculum system. Curriculum evaluation was the fundamental problem and core link of curriculum development. The smooth realization of any curriculum objective was inseparable from the relevant curriculum support. The curriculum evaluation of English majors also faced new requirements and challenges.

To cultivate professional talents suitable for the development of society, the training arrangement was important. The curriculum was the most critical aspect as it defined the basic knowledge structure and development direction of English majors. The purpose of education was to cultivate talents needed by society. The curriculum setting was indirectly related to the overall quality of teaching English majors and was a direction that universities practically studied and paid attention to.

As a university of science and technology, the English majors at Sichuan University of Science and Engineering had the characteristics of a university of science and technology, with a strong focus on students' practical skills. The goal of the English

major was to cultivate composite application-oriented talents. English graduates were expected to have solid English language skills, a broad international perspective, and a high level of Chinese and Western humanities. At the same time, they were to understand local characteristics and master certain knowledge of science and technology to be "bi-lingual, bi-cultural, and wide-ranging." The curriculum objectives of English majors in our university had set high requirements for students' application and practical ability. The school had to cultivate students' English expression, comprehension, and problem-solving abilities from various perspectives, such as culture, language, society, and life.

Curriculum evaluation could help improve the curriculum system of English majors and enhance the quality of schooling. By evaluating the curriculum, we could get a clearer picture of the strengths and weaknesses of our English major curriculum. Assessment was an important part of the ELT process. It could help evaluate teaching outcomes and improve the quality of teaching. Patton (1986) had summarized 100 different forms of assessment, but the most basic were still the two categories of summative and formative assessment proposed by Scriven (1967) (Wang Hua, 2010, pp.48-63). While summative assessments typically measured student learning outcomes in the form of exams, formative assessments measured aspects of lesson plans, activities, and outcomes.

The CIPPO model was used in the thesis to evaluate the curriculum of English Majors, which was expected to produce an academic supervision instrument that effectively measured school curriculum performance. The purpose of the CIPPO model was to complete the evaluation and decision-making process by conducting the course plan analysis. This model was a combination of summative and formative evaluation. Applying the CIPPO model to the evaluation of the English curriculum system helped the English majors set reasonable goals for the curriculum, supervised, and improved the scientific nature of the curriculum, and assessed the effectiveness of the teaching process.

1.2 Research Questions

1.2.1 How effective was the curriculum evaluation and implementation for English majors in Sichuan University of Science and Engineering?

1.3 Purpose of the Study

1.3.1 To evaluate the English majors' curriculum applied in Sichuan University of Science and Engineering using the CIPPO evaluation model.

1.4 Scopes of the Study

1.4.1 Population and Sample

1.4.1.1 The population in this study included college students, teachers, and employers. The student subjects were those who majored in English from Grade 1-4 in the Foreign Language Department of Sichuan University of Science and Engineering during the 2022 academic year, with a total of 1613 students. The teacher subjects were those who taught English majors in the Foreign Language Department of Sichuan University of Science & Engineering, with a total of 35 teachers, including 1 department president and 4 academic department teachers. The employers of English majors' students were 20 people. In the past five years, the number of undergraduates had been more than 5000 students.

1.4.1.2 The samples in this study included college students, teachers, and employers. The subjects were students majoring in English from Grade 4 of the Foreign Language Department of Sichuan University of Science and Engineering during the 2022 academic year. The research sample consisted of 236 people, selected through purposive random sampling, and was divided into four groups: 4 instructors, 181 students, 32 undergraduates, and 19 employers.

1.4.2 Scope of Contents

The English majors' curriculum applied in Sichuan University of Science and Engineering was evaluated using the CIPPO evaluation model.

1.4.2.1 C (context evaluation): The main task of context evaluation was to identify the needs and select the goals of the course.

1.4.2.2 I (input evaluation): The main task of input evaluation was to revise and refine the curriculum plan and clarify the implementation plan of the objectives.

1.4.2.3 P (process evaluation): The main task of process evaluation was to guide the implementation of the teaching plan and analyze the distance between objectives and implementation.

1.4.2.4 P (product evaluation): The main task of product evaluation was to test and measure the intended objectives.

1.4.2.5 O (outcome evaluation): The main task of outcome evaluation was to measure the impact of the evaluation program that had been carried out.

1.4.3 Scope of Time: The study was conducted from September 2022 to March 2023.

1.5 Definition of Terms

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

1.5.1 Curriculum evaluation was primarily focused on evaluating the organization of the major, including curriculum, faculty, teaching materials, teaching approaches, teaching methods, and teaching effectiveness, among other factors.

1.5.2 The CIPPO model was based on the CIPP model and consisted of four parts: context evaluation, input evaluation, process evaluation, and product evaluation, with an additional step known as Outcome.

1.5.3 Context evaluation is designed to serve program decision-making and is a diagnostic evaluation of the program objectives themselves, based on the needs of social development and the subject of the evaluation (individual, unit, program, activity, etc.).

1.5.4 Input evaluation is intended to serve organizational decision making by evaluating the resources, tools, and methods needed and possible to obtain.

1.5.5 Process evaluation serves the implementation decision, and the feedback obtained through the evaluation of the implementation status of the educational program is always used as a basis for improving the educational program.

1.5.6 Product evaluation, on the other hand, is a repetitive decision-making service, and is a value judgment of the achievement of the implementation of educational programs.

1.5.7 Outcome evaluation is used throughout the evaluation process.

1.5.8 Curriculum is English Majors in Foreign Language Department of Sichuan University of Science and Engineering.

1.6 Conceptual Framework

Since the research paper employed an experimental research design, the framework below served as the researcher's guide in the conduct of the study:

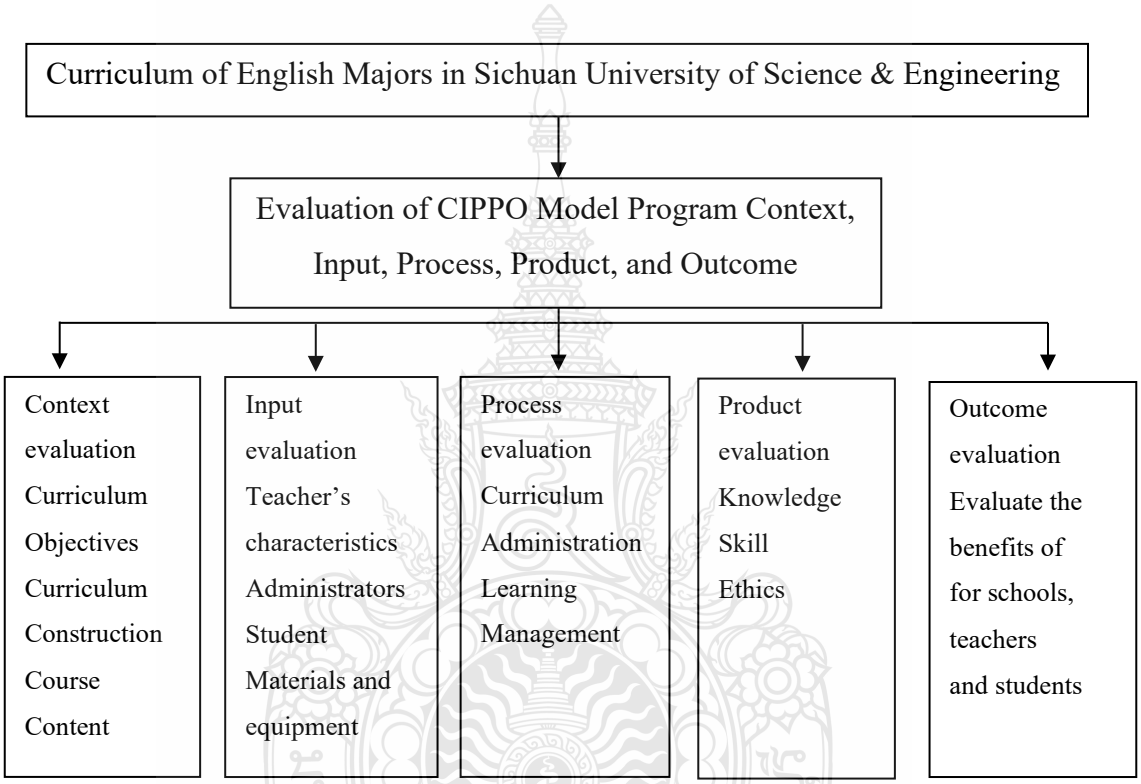

Figure 1.1 Conceptual Research Framework

1.7 Contribution to Knowledge

1.7.1 This study held certain theoretical value. By evaluating the SUSE English Majors courses, it offered suggestions that catered to the characteristics of English Majors in polytechnics and supported the professional development of teachers. These suggestions could serve as a reference for the development of English Majors programs in polytechnics.

1.7.2 Secondly, this study also held practical significance. For students, it helped in understanding the attitudes of English Majors toward the curriculum and provided a realistic basis for curriculum development in other polytechnics across China. The data obtained from this study could be used as a reference for assessing the satisfaction and demand for EM professional courses in domestic polytechnics. For teachers, it was beneficial as it supported their continuous development of teaching abilities, enhanced their own disciplinary expertise, and acknowledged the impact of cultivating well-rounded talents on English teaching.

CHAPTER 2
REVIEW OF THE LITERATURE

This chapter focused on reviewing previous studies related to the area relevant to the curriculum evaluation of the bachelor's degree in English majors at Sichuan University of Science and Engineering.

2.1 An Overview of Curriculum Evaluation

2.1.1 Definition of curriculum evaluation

Curriculum evaluation encompassed two distinct and complex domains-curriculum and evaluation-both of which contained dozens of different definitions, methods, and instruments. As a result, curriculum evaluation was neither simple nor standardizable.

Despite the lack of an agreed definition and classification of ‘curriculum,' there was a shared acknowledgment that an effective curriculum should cover general professional and specialty-specific areas (Zheng Hongxia, 2015, pp.137-139).

The book 'The Curriculum,' published by the famous American education scholar John Franklin Bobbitt, marked the establishment of curriculum as an independent field of study (Qin Xiaoqi, 2021, pp.48-52).

The definition of evaluation had two aspects. First, the process of evaluation was a process of judging the object of evaluation. Second, the process of evaluation was a composite analysis process that integrated calculation, observation, and consultation methods.

Evaluation was a very complex process. It was essentially a process of processing judgments. Bloom presented evaluate on as the most basic element in the hierarchical model of human thinking and cognitive processes. According to him: "Evaluation is the process of making value judgments about certain ideas, methods, materials, etc. It is a process of applying criteria to assess things in terms of accuracy, effectiveness, economy, and satisfaction" (Zheng Yiqing, 2011, pp.79-80).

From studying the meaning of evaluation, we can summarize that evaluation is the process of quantitative and non-quantitative measurement of all aspects of an object by evaluators, based on evaluation criteria, to arrive at a reliable and logical conclusion. Evaluators, also known as assessors, were subjective agents who evaluated an object.

In 1949, the famous American curriculum expert Tyler, in his book 'Fundamentals of Curriculum and Instruction,' stated that curriculum evaluation was one of the four basic issues of curriculum development and an important element in the field of curriculum research.

Ornstein and Hunkins summarized four different types of definitions of curriculum: The first view saw curriculum as a program to achieve some specific goal, represented by Taylor; the second view saw curriculum as the learner's experience, represented by progressives; the third view saw curriculum as a field of study; and the fourth view saw curriculum as subject content (Ornstein, A. C., and Hunkins, F. P., 2018, pp.26-27).

Curriculum evaluation was involved in many aspects, from curriculum planning and curriculum setting to curriculum implementation. It required us to judge the elements of the curriculum with a specific purpose, based on certain criteria, and using scientific methods. The purpose of curriculum evaluation was to inform curriculum decisions, examine student learning outcomes, assess the value of the curriculum, and provide a basis for promoting teaching and learning.

The object of evaluation included not only the evaluation of student learning but also a comprehensive evaluation of the curriculum program itself, teacher teaching, and other aspects. A comprehensive, scientific, and fair evaluation system was essential for achieving the goals of the curriculum (Zhang Xiaosong, 2009, pp.86-87). Approaches to curriculum evaluation had a bearing on practice and paralleled developments in curriculum (Val K., 2010, pp.335-341).

Course evaluation mainly assessed the organization and construction work of each course, including whether the curriculum was reasonable, whether the faculty was qualified, whether the construction of teaching materials was applicable and advanced, and whether the teaching links, teaching methods, and teaching effects were perfect (Qiang Yali, 2014, pp.132-133).

Curriculum evaluation, along with its planning, development, and implementation, played a significant role in the educational process, as language curriculum provided the overall direction for the specific language courses taught in a particular program and established the general objectives of the educational process, as well as the steps by which teaching and learning achievements were obtained (Tiangco, J.A.N.Z., 2005, pp.1-38).

From the study of the meaning of curriculum evaluation, it was concluded that there is no ideal, all-purpose approach to evaluation suitable for every occasion. Curriculum evaluation involved judging the value of the teaching process and the teaching effectiveness of the course according to the objectives and standards of talent training.

The curriculum discussed in this paper adopted the fourth view, where the English major's curriculum was focused on learning English as its primary purpose. English itself was the curriculum. The core of curriculum evaluation was the curriculum

itself. The evaluation of the curriculum discussed in this paper was based on the evaluation standards of the Ministry of Education to improve the employability of graduates. Through the systematic collection of graduate employment-related information and the use of various qualitative and quantitative methods, value judgments were made on the planning, implementation, and results of the curriculum, seeking ways to improve them.

2.1.2 Principle of curriculum evaluation

The construction of a scientific and reasonable curriculum evaluation index system was a prerequisite for effective evaluation. Curriculum evaluation was a complex and comprehensive process, and the index system of curriculum evaluation needed to be measurable.

Zou Hao (2021) studied the principles and proposed four principles in his article as follows:

1) Scientific principle: Science was the premise of course evaluation. The curriculum evaluation index system should be guided by scientific theories. Starting from the objective reality of curriculum evaluation, they selected scientific and reasonable indicators to build a convincing evaluation index system. The principle of scientific city required them to reduce the subjective judgment component, listen more to the opinions of experts and scholars, and strive to achieve a scientifically grounded evaluation standard.

2) Principle of measurability: Curriculum evaluation involved a large number and wide range of evaluation indicators, which required screening quantifiable indicators or transforming indicators that were not easily measurable to achieve measurability. The principle of measurability also considered factors such as the difficulty of obtaining, the high or low cost, and the amount of human input in the selection of indicators. Selecting indicators that could be measured with an appropriate amount of human and financial input allowed for the maximum evaluation benefit.

3) Independence principle: The principle of independence required that the selected indicators were relatively independent, avoiding repetition or contradictions, while being interconnected. Each selected indicator had an independent connotation. Only when each indicator represented a distinct evaluation content could the overall

evaluation index system fully reflect the results of students' learning courses, ensuring the persuasiveness of the evaluation index system.

4) Systematic principle: The evaluation of learning results was multifaceted, encompassing thinking, abilities, attitudes, and more. The evaluation had to be as comprehensive as possible, avoiding the selection of one-sided indicators. By following the principle of systematic evaluation and considering various influencing factors affecting course learning results, they could be integrated into a systematic system, leading to effective evaluation of learning outcomes.

Only by constructing a scientific and reasonable course evaluation index system could course evaluation be conducted smoothly and achieve overdue results.

2.1.3 Steps of curriculum evaluation:

Different models of curriculum evaluation might have differed in specific processes, methods, and techniques used, resulting in a lack of standardized and uniform evaluation process and methodology. Nevertheless, most curriculum evaluation researchers mentioned some common steps, including focusing on the curriculum phenomenon to be evaluated, collecting information, organizing information, analyzing information, reporting information, and recirculating information.

As a practical activity, course evaluation was a dynamic and orderly process. He Xuexin (2005, pp.26-29) stated that there were four steps of curriculum evaluation.

1) Preparation process and methodology: The main task of the preparation stage was to establish the curriculum evaluation institution and department and develop the evaluation program. The personnel of the evaluation organization included three aspects: firstly, experts who possessed certain curriculum evaluation theories, experience, and skills in curriculum evaluation; secondly, personnel from the curriculum management and decision-making department; thirdly, teachers and school leaders involved in curriculum implementation. The content of the evaluation program mainly included the purpose, principles, objects, index system, evaluation methods, organization, and timing of the evaluation. The evaluation program had to undergo multiple rounds of scrutiny before being implemented.

2) Process and methods of collecting, organizing, and analyzing evaluation data:

(1) The main considerations for collecting evaluation information were what kind of information should be collected, how much information should be collected, from what aspects the information should be collected, and what methods and techniques should be used. The scope of data collection for curriculum evaluation encompassed various factors, mainly including students, teachers, curriculum materials, and the school and society.

(2) Organizing and analyzing evaluation data:

The collected information was first categorized and organized. These data included both data-based and non-data-based information. Data-based information was calculated and tested, and then categorized separately according to the situation.

3) The process and method of interpreting and evaluating information: After collating and analyzing the information, the evaluators evaluated the indicators and made sub-conclusions according to the content and requirements specified in the evaluation index system. They completed the evaluation form in separate parts. The relevant staff then summarized the scores and opinions of the evaluators to arrive at a comprehensive evaluation conclusion.

4) Writing evaluation report: After the course evaluation had been completed, the results of the evaluation were reported in writing to the course implementer, educational administration, or other individuals who needed to know and understand the evaluation outcomes. The course evaluation report mainly included the purpose, method, and basic process of the evaluation, along with the essential conclusions of the evaluation. These conclusions encompassed practical effects, research results, expected effects, unintended effects, as well as the analysis and explanation of each conclusion. Additionally, the report provided suggestions for the direction of course improvement and development.

The elements of a complete course evaluation were essential to achieving the goals of the evaluation.

2.1.4 Model of curriculum evaluation:

Since the 1930s, American academic circles have regarded curriculum evaluation as a distinct research field. Foreign scholars have proposed various theories of curriculum evaluation. In the entire development history of curriculum evaluation theory, there were the following five representative models.

1) Taylor's "Objective Mode"

Ralph W. Tyler, a famous American educationalist, had presented four central problems of curriculum research in his book "The Basic Principles of Curriculum and Teaching":

(1) What educational objectives should schools achieve?

(2) How to choose learning experiences to achieve these educational goals?

(3) How to organize learning experiences to achieve effective teaching?

(4) How to evaluate the effectiveness of these learning experiences?

Tyler's principles formed the basis of modern curriculum theory. This goal model exhibited obvious linear characteristics, but the disadvantage was that students' learning results could not always be observed and measured. (Tyler, W. R., 1949)

2) Scriven's "Goal-free evaluation model":

The goal-free evaluation model had been proposed by Scriven, an American educationalist, and psychologist, in 1967, based on a critique of goal-oriented methodologies. He had argued that when evaluating a curriculum, it was not scientific to focus only on pre-determined goals but also on what happened in the actual teaching and learning process. The purpose of the excursion evaluation model focused on unintended outcomes and placed emphasis on the actual outcomes of the curriculum program, giving more consideration to the extent to which the program met actual needs.

3) Stenhouse's "Process Model"

Lawrence Stenhouse, a famous British curriculum theorist, had believed that the best way to promote teaching was not to establish clear goals but to criticize practice, not to predict but to diagnose. The process model proposed by him had

high requirements for the quality of teachers and education managers and was challenging to implement in practice. (Lawrence Stenhouse, 1975, pp.129-149.)

4) Dole's "Post-modern Curriculum View"

William E. Doll, an American curriculum theorist, had suggested replacing the linear modern curriculum theory with the nonlinear "post-modern curriculum view". This model had too many open factors, and its practical application had been questioned by people. (Doll, W. E., 1993, pp.174-183.)

5) Parton's "Developmental Assessment"

Michael Q. Patton, an American curriculum evaluation expert, had further developed the curriculum evaluation theory of the "post-modern curriculum view". In 1994, she had put forward the concept of "Developmental Evaluation". The purpose of "developmental evaluation" had been to learn, innovate, and change, rather than to conduct or prepare for the formative evaluation of the final evaluation. Therefore, it had been particularly applicable to innovative situations where educational goals were not predetermined or fixed, but naturally occurring and constantly changing (Michael Quinn Patton, 1994, pp.311).

Guo Shihai and Li Yongqiu (2018, p.27) believed that with the changing times, the subject, purpose, object, content, and form of curriculum evaluation were constantly changing. Course evaluation served as the evaluation of quality and the guarantee of quality. They pointed out two qualitative views of course evaluation. The product quality view held that the evaluation subject examined students' learning status in the form of scores or grades, emphasizing the objective evaluation and description of students' learning outcomes. As a result, its evaluation was rigid, standardized, and single-dimensional. On the other hand, the concept of service quality emphasized that the purpose and function of teaching evaluation were to serve students' better learning and development, to facilitate the evaluation of learning, and to promote development based on the process, focusing on "For student evaluation" (Hao Meitian and Hu Zengshun, 2012, pp.171-172).

In summary, the development of curriculum evaluation had evolved with the changing time background. According to the Ministry of Education's issued syllabus for English majors in different periods, understanding the trajectory of English

curriculum evaluation analysis was beneficial for exploring a scientific and effective evaluation system in our teaching practice, ultimately promoting the quality of teaching.

2.1.5 Curriculum evaluation in language education

Curriculum evaluation, an essential part of curriculum theory, received increasing attention from scholars in the field of linguistics. Curriculum research in the field of language teaching, although started late, also developed relatively well due to the influence of general teaching, and received curriculum theories.

Language, characterized by its communicative nature, was a system of hearing and communicating. It served as the most important tool of communication for human beings, and this aspect was central to understanding the nature of language. If a language lost its essential function as a tool of communication, it would die out and cease to exist (Dwight, B., 1993). The purpose of learning a language was also to communicate effectively. Therefore, the communicative nature of language dictated that the English curriculum system must serve and aim to develop students' ability to use English for communication.

When setting up the curriculum for language teaching, the first consideration was whether the relationship between the setting of each subject and the objectives of the curriculum was conducive to the cultivation of communicative competence and whether the content covered the components included in communicative competence. Secondly, it was essential to address the relationship between communicative competence, knowledge, and language practice.

Language was a symbolic system in which all linguistic units were not isolated but existed in certain relationships. Saussure, a Swiss linguist, was the first to propose the concept of a language system. Wu Fei (2009, pp.531+498) pointed out in his article that the systematic nature of language required the whole curriculum system to be a coherent whole. First, at each stage, the subjects should be interconnected and complementary at all levels of language. Secondly, the subjects should mutually reinforce and constrain each other in their functions to coordinate the development of the various competencies of the students and work towards a common goal. Finally, the curriculum system should also be dynamic. Based on the reasonable setting of subjects, the relationship between subjects should be analyzed not only qualitatively but also

quantitatively, so that the curriculum could be managed dynamically according to the actual situation of students.

Wen Qiufang (2022, pp.17-21) proposed the following theoretical modules for language education: the language block, the life and worldview block, and the lifelong learning and research competency block. The construction of the curriculum and the development of course outlines should have focused on these three areas so that graduates could benefit from them throughout their lives.

Qian Feng (2020, pp.40-45) studied that language learning had to be done through language activities and language practice in social situations to reflect a student's ability and level of thinking in terms of logic, criticality, and innovation. Evaluating students' thinking quality was helpful to understand, guide, and improve their ability to analyze and solve problems, especially their higher-order thinking ability. 1) Evaluation had to focus on problem-solving ability and learning ability. 2) Evaluation had to be appropriate to the actual development and guide students to improve. Language education should have strengthened the process evaluation and improved comprehensive evaluation, promoting students' development as the goal.

In summary, language education had always been the focus of academic circles. The goal of language education was to enable the educated to acquire the ability to use language, but in practice, the emphasis of language education had been on word memorization and understanding of language rules and structures. Educational evaluation had centered on students' ability to memorize and understand, with little attention paid to their ability to use language. College language education should have aimed to cultivate students' language application ability and improve their cultural accomplishment. The content of language education should have been closely related to real life. The evaluation of college language education should have also improved result evaluation and taken the process evaluation as the leading role. The evaluation content included two parts: theoretical knowledge and practical tasks. The whole evaluation process was carried out by combining theory and practice to evaluate the cultivation of students' personal accomplishment, professional accomplishment, ideals, and beliefs.

2.2 CIPPO Model

2.2.1 Definition of CIPPO model

The CIPP model was a good example of a process-oriented system. CIPP evaluation theory had been put forward by Stufflebeam, an American educational evaluator, in 1966, and it gradually developed and matured as it criticized Taylor's behavioral goal evaluation theory. The CIPP model was also known as the decision-oriented model or improvement-oriented model, and it had a significant influence on modern educational evaluation theory. Taylor's behavioral goal theory model was a goal-centered and social need-based educational evaluation theory model, whereas Stufflebeam's CIPP theory model was a decision-centered and socially utility-oriented educational evaluation theory model. As Stufflebeam stated, "The most important purpose of evaluation is not to prove but to improve."

According to Stufflebeam, the objective evaluation model could only evaluate the programs after their implementation and could not provide feedback to the program design staff during the implementation process to assist in improvement. In response, he proposed the CIPP curriculum evaluation model based on the whole process evaluation. The CIPP evaluation model included background (Content) evaluation, Input (Input) evaluation, process (Process) evaluation, and Product evaluation (Stufflebeam, 1983, pp.117-141). In 2002, he further divided achievement evaluation into impact evaluation, effective evaluation, sustainability evaluation, and extensibility evaluation in "The CIPP Model for Evaluation", thus forming a seven-step evaluation model (Stufflebeam, 2002, pp.279-317). In 2007, he compiled the CIPP Evaluation Model Checklist. Due to its strong systematization and operability, the CIPP evaluation model was widely used in the curriculum evaluation of schools, and there were many studies on this model.

Based on the CIPP model, the Evaluation Center of the University of California, Los Angeles, had developed the CSE (Center for the Study of Evaluation) model with its own characteristics.

The CIPPO model was based on the CIPP evaluation model first developed by Stufflebeam at Ohio State University in 1967. In 1980, the CIPPO model was improved by Sax Player and evaluated by experts at the University of Washington.

CIPPO stands for Context, Input, Process, Product, and Outcomes. This model was an improvement of the CIPP model.

2.2.2 The procedure of the CIPPO model:

The CIPPO model included five steps:

1) Context evaluation was designed to serve program decision-making and was a diagnostic evaluation of the program objectives themselves, based on the needs of social development and the subject of the evaluation (individual, unit, program, activity, etc.). Context evaluations provided valid information for determining and describing program objectives, with a view to determining the rationality of program objectives. Context evaluation identified needs, problems, resources, and opportunities in each context. Needs were the things that were necessary and useful to achieve the goal; problems were the obstacles that had to be overcome to meet the needs; resources were the services available to achieve the goal; and opportunities were the opportunities to meet the needs and solve the problems.

2) Input evaluation was intended to serve organizational decision-making by evaluating the resources, tools, and methods needed and possible to obtain. Resources included costs, human and material resources, and research on problem-solving strategies and methods to help identify and select quality educational programs. The essence of input evaluation was to assess the feasibility of the educational program.

3) Process evaluation served the implementation decision, and the feedback obtained through the evaluation of the implementation status of the educational program was always used as a basis for improving the educational program. Process evaluation was concerned with the best way to achieve the desired results and was, in essence, an efficient evaluation of the educational program.

4) Product evaluation, on the other hand, was a repetitive decision-making service and a value judgment of the achievement of the implementation of educational programs. By measuring and analyzing the results of program implementation, it judged whether to continue using, revise, or terminate the program. It was, in essence, a summative evaluation of the educational program.

5) Outcome evaluation was used throughout the evaluation process. At each stage of CIPP, outcome evaluation could be used to evaluate the results of that

stage. The outcome referred to the result or impact of an activity. For schools, the product was the student, but if the student was to be evaluated, it needed to be quantified, such as the impact on society.

The five steps covered all the necessary parts of the curriculum evaluation. This evaluation model was practical in nature.

2.2.3 The measurement of the CIPPO model:

The CIPPO model was also known as a decision-oriented evaluation model. Process evaluation was the core of the CIPPO evaluation index system.

Context and input evaluation needed to be done before the course design, and process and outcome evaluation needed to be done during or after the teaching process.

2.2.4 Advantages and disadvantages of the CIPPO model:

Stufflebeam's CIPP model put forward the idea of formative evaluation and positioned the function of evaluation as improvement. Compared with Taylor's behavioral goal model, the summative evaluation idea and the proof-oriented function orientation became a major progress and breakthrough in the development of educational evaluation.

The CIPP model improved on the characteristics of formative and summative evaluation. CIPP had significant advantages over other evaluation models, especially Taylor's behavioral goal theory model. The CIPPO model was an enhanced version of the CIPP model.

Firstly, CIPPO theory broke through the Taylor model of behavioral goal-oriented and summative evaluation and highlighted the importance of decision-oriented and formative evaluation in curriculum evaluation. Providing useful information for decision-makers to improve education and teaching was the most distinctive feature and advantage of the CIPPO theory model. As a result, diagnostic evaluation of the necessity, rationality, and feasibility of the curriculum objectives themselves became an essential aspect that could not be ignored.

Secondly, the CIPPO model met the objective requirements of current curriculum evaluation, focusing on the combination of process evaluation and improvement.

It viewed curriculum evaluation to improve education and teaching rather than merely an identification tool and emphasized the role of feedback.

Furthermore, the CIPPO model integrated the five evaluation stages of background, input, process, product, and outcome. It realized the articulation of planning, organizing, implementing, and recirculating and analyzed and evaluated the impact of the entire evaluation process, reflecting scientific, comprehensive, and systematic nature. The whole evaluation process was clear, flexible in strategy, and highly operable, and various evaluations could be used in all phases of program implementation.

In summary, the CIPPO model focused on both curriculum decision-making and the developmental status of the program at the evaluation purpose level. At the level of evaluation concepts, the CIPPO model emphasized evaluating the value and merits of the program. At the evaluation method level, the CIPPO model balanced the collection and use of both descriptive and judgmental information, thereby improving the perception and credibility of the evaluation.

Aside from its strengths, limitations also existed in the CIPPO model, including the need for modification or adjustment to implement it in the field of education and training evaluation programs. The CIPPO model essentially focused on descriptive information. In this model, the function of the evaluator was to collect, analyze, and report generalized information for decision-makers in accordance with relevant decisions. The complete dependence of the evaluator on the decision-maker reduced not only the role of the evaluator but also the proper function of the evaluation activity.

2.3 Bachelor's Degree Program for English Majors

2.3.1 The past situation of the curriculum for English majors in China

According to Guo Yumei (2003, pp.63-64), the 21st century demanded complex talents, and there were various mismatches in the then-current undergraduate education of foreign language majors. Therefore, it was imperative to reform the curriculum of professional English. The Syllabus for English Majors in Colleges and Universities clearly put forward the cultivation goal of English majors in the new century, which was to produce English majors with a solid foundation in the English language and broad cultural knowledge, proficient in using English, and capable of engaging in

translation, teaching, management, and research in various sectors such as foreign affairs, education, society, culture, science and technology, and the military. This required the cultivation of complex English talents.

The curriculum system for cultivating complex, applied foreign language talents should have consisted of the following four parts:

1) Emphasized the basic courses and strengthened the skill training of foreign language majors.

2) Offered relevant professional basic courses to make the students' knowledge structure more reasonable.

3) Offered culture courses to broaden the connotation of language learning.

4) Ensured comprehensive quality education and emphasized the intellectual cultivation of talents.

Wu Fei (2009, pp.531+498) argued that the curriculum should have been set up considering the nature of the course, its daily standards, the content it covers, and its internal connections. As a unique course, English had to have been set up in a relatively reasonable way based on the communicative and systematic nature of the language and the laws of language learning.

Ning Xiaojie (2013, pp.146-147) believed that the curriculum of English majors in China's higher education institutions mainly had the following problems: 1) The curriculum was influenced by teacher training colleges and universities, affecting the future employment prospects of students in other directions. 2) The curriculum design was unreasonable, leading to low student satisfaction with the existing curriculum. The setting of relevant professional courses could not meet the urgent requirements of students to acquire skills and the needs of the market. 3) The curriculum emphasized classroom theory rather than social practice. Students mainly focused on classroom learning, and the existing curriculum did not provide a good platform to combine classroom theory and social training, resulting in students' inability to adapt to the needs of the workplace after graduation. The authors suggested that a change in mindset was needed to cultivate professional and highly qualified talents who could work in various industries related to English. They proposed combining traditional courses with open courses to enhance

learning interest while improving practical application skills. Additionally, they recommended increasing the proportion of practical courses.

Hu Ningjing; Peng Zhaohui & Deng Guanghui (2019, pp.122-123) conducted a relevant questionnaire survey to address the past situation of poor professional English proficiency at Changsha University of Technology. They analyzed the past curriculum of English classes in the university and proposed that the problem of developing students' professional English ability should have been fully considered in the development of teaching plans. They made the following four suggestions to solve the problem: 1) Advanced the start time of professional English courses. 2) Embedded the teaching of professional English into the teaching of professional courses. 3) Abolished the English language skills courses and increased class time for professional courses. Suggested changing the Level 4 and 6 exams to "University English Proficiency Test", abolished the distinction between Level 4 and Level 6 and maintained it as a unified and objective description of college students' English proficiency. They also suggested changing the English Proficiency Test to "College English Proficiency Test" and abolished the distinction between Level 4 and Level 6 to maintain its role of providing a uniform and objective description of students' English proficiency.

Song Li's (2009, pp.1108, 1116) study showed that a preliminary survey and analysis of the cultural curriculum of English majors in five major universities in Shanghai revealed that the curriculum of English majors in each university reflected different degrees of attention to the setting and offering of cultural courses. Science and engineering institutions paid more attention to the practicality of English majors in relation to their science and engineering disciplines. The following problems were found in the cultural curriculum of English majors: 1) the proportion of cultural courses in the whole English curriculum was low, 2) the setting and teaching plan of cultural courses lacked richness and were more oriented towards the introduction and digestion of the culture of the target language. The lack of native language and culture courses was not conducive to the development of comprehensive cultural literacy in English majors, and 3) introduction of the culture of the target language was biased toward British and American culture but ignored the systematic and in-depth introduction of the whole Western culture.

Du Fengqiu; Chen Hong and Yang Lixia (2019, pp.119-122) studied the curriculum of English majors in Hebei Province, China, and found that it generally attached importance to the cultivation of basic English skills, followed the development rules of English majors' disciplines, arranged the curriculum in an integrated manner, and paid attention to the construction of professional direction course clusters. However, English majors in polytechnics faced problems such as irregular curriculum setting, insufficient course reserves, and weak practical teaching links.

Meng Qingnan (2016, pp.79-86) pointed out that, according to the statistics of 2013, 994 colleges and universities in China offered English majors, with nearly half of them being polytechnics. The current problems in the construction of English majors in polytechnics were common: Since the time of establishment, geographical location, school conditions, teachers' strength, curriculum, and other conditions varied among institutions, and students' enrollment levels also differed greatly. As a result, the current teaching assessment system could not comprehensively evaluate and measure the development of English education in each school. The teaching and research of English majors were inseparable from those of high-level universities abroad. However, many institutions lacked opportunities for English majors to study abroad, hindering their exposure to advanced teaching and research. Classroom teaching had become more entertaining due to the development of multimedia and network technology. However, the content presented in various teaching competitions was difficult to apply effectively in daily teaching. The overly utilitarian emphasis on the instrumental nature of English had led to a lack of basic linguistic theory, insufficient attention to literature courses, little knowledge of traditional Chinese and Western cultures, and a lack of basic critical literary skills, not to mention humanistic education.

There were some common problems in the curriculum of undergraduate English courses in polytechnics, such as the lack of special features in the curriculum, unreasonable arrangement of semester courses, insufficient number of teachers for professional English courses, lack of distinctive teaching materials, and weakness in the social practice section. Compared with English majors in foreign language or comprehensive colleges, English majors in science and engineering colleges lacked both strong English application skills and relevant professional knowledge to meet the

increasingly competitive job market. One of the major reasons for this situation was the mismatch between the English language curriculum and the requirements of the job market for English professionals. To solve the shortcomings in the training of English professionals in science and engineering institutions and to meet the demand for complex English professionals in the job market, it was necessary to optimize the curriculum of English majors.

2.3.2 The current situation of the curriculum of English majors in SUSE

Sichuan University of Science & Engineering (SUSE) had nearly 60 years of experience in undergraduate education and nearly 20 years of experience in postgraduate education. SUSE held many titles, such as the National Excellent Engineer Education Training Program, National Language Promotion Base, National Intellectual Property Pilot University, Ministry of Education Data China '100 Schools Project,' Ministry of Education First Batch of Higher Education Science and Technology Achievement Transformation and Technology Transfer Base, National Student Innovation and Entrepreneurship Training Program, and the first batch of Sichuan Postdoctoral Innovation and Practice Program. It also served as a training program for college students, the first batch of Sichuan postdoctoral innovation practice bases, Sichuan model bases for incoming students, the first batch of Sichuan pilot universities for innovation reform, Sichuan demonstration universities for deepening innovation and entrepreneurship education reform, Sichuan model scientific research units for high-tech industries, and the 'China Baijiu College' jointly established with Wuliangye Group by China Wine Industry Association.

The College of Foreign Languages had been running foreign language courses for more than 40 years. The college had a team of teachers with a reasonable age structure, knowledge structure, professional structure, and title structure, enriched with teaching experience and outstanding scientific research ability. It employed 118 full-time faculty members, including 3 professors, 38 associate professors, 5 PhDs, 17 PhDs in progress, and 7-9 foreign teachers employed year-round. The college offered four undergraduate majors: English, Japanese, Spanish, and Portuguese, with more than 1,800 students. In 2020, the college started to recruit master's degree students in subject teaching (English) with the aim of training 'expert' secondary school English teachers. The College

also had a reading room with more than 10,000 volumes of foreign language periodicals and books.

The English major was the first major established since the establishment of the College of Foreign Languages. The department had a team of teachers who had been engaged in English education for a long time, totaling 13 members, including 5 associate professors, 8 lecturers, 5 Ph.D.'s or Ph.D.'s in progress, and 6 master's degrees. Over the past three years, there had been one project at the provincial and ministerial levels, and nearly 10 projects at the municipal and departmental levels. The team had published more than 20 papers in public and had guided students to win more than 10 provincial awards.

From the foregoing, regarding the achievement test, in conclusion, the test measured learning achievement to measure knowledge and understanding obtained from learning, evaluating the students' academic achievement in the subject matter.

2.4 Relevant Research

As a guideline for that research study, the researcher reviewed the research results related to the subject from those who had already studied the research, as follows:

2.4.1 Domestic research

Liu Daosheng et al. (2021) studied the evaluation method of the electrical engineering core major course based on the CIPPO model. This assessment, as a conceptual framework, had been analyzed and was expected to aid in researching relevant curriculum evaluation. The evaluation model adopted was CIPPO (Context, Input, Process, Product, and Outcomes). In the context dimension, it included the prospect, perspective, and purpose of the research plan. In the input dimension, it encompassed learning outcomes, curriculum structure, qualified teachers, and the curriculum outline. In the process dimension, it involved academic activities, industry practice, job apprenticeship, teamwork, facility, infrastructure matching, learning strategies, media learning resources, and learning evaluation. In the product dimension, it considered the value of GPA (Grade Point Average). The outcomes dimension included the degree of alignment of job skills and actual requirements.

The results of the study were as follows: the CIPPO model could be used to evaluate the core curriculum of the electrical engineering program. The CIPPO model included five dimensions: content, input, process, product, and outcome results. All elements related to the curriculum could be evaluated using the CIPPO model, and the CIPPO model of curriculum evaluation had to be thoroughly implemented. Curriculum evaluation should have followed the principles of goal-based evaluation, i.e., purpose-based evaluation.

2.4.2 Foreign research

Imam Yuwono (2017) conducted a study on the CIPPO Evaluation at School Providing Inclusive Education at Elementary School. The aim of this evaluation study was to determine the effectiveness of the implementation of inclusive Elementary School Gadang 2 in Banjarmasin. The study used a CIPP model, and data collection techniques included questionnaires, interviews, observation, and study documentation. Data analysis employed a qualitative descriptive technique developed by Glickman, with a quadrant type. The results of this evaluation study led to the conclusion that the implementation of the inclusive education program in Gadang 2 Banjarmasin was less effective. Several aspects did not align with the evaluation criteria, namely: the stated goals were not in accordance with the current realities, the recruitment of students with special needs was not done well, the school lacked adequate infrastructure, and financing remained low. Additionally, social attitudes as an outcome component were not in line with the evaluation criteria.

Ahmad Hariri et al. (2021) conducted a study titled "Using CIPPO Model to Evaluate Community Empowerment Education and Training Programs: A Case Study in East Java". The purpose of this study was to describe the application of the CIPPO model in evaluating the education and training program conducted by the Civil Aviation Safety and Engineering Academy of Surabaya for community empowerment programs in East Java. The study utilized qualitative research methods, with the head of the Bojonegoro East Java Manpower Office and four students from the Empowerment Training Program (ETP) in the Civil Aviation Safety and Engineering Academy of Surabaya serving as informants. Data was collected through surveys and interviews. The results of this study indicated that the Context had an ideal educational infrastructure as

a strategic educational program. The Input dimension involved teaching staff at the Civil Aviation Safety and Engineering Academy of Surabaya who effectively assisted students. The Process showed that the education and training program was running very well and in accordance with existing procedures. The Product dimension demonstrated that students from the ETP were well-prepared to compete in the world of work. However, for the Outcome dimension, the study recommended the need for future socialization of education and training needed by the people in Indonesia.

Okta Purnawirawan et al. (2019) conducted a study titled "Application of CIPPO Evaluation Model in Evaluating the Performance of School for Producing Entrepreneurs Programs in Vocational High School". The study focused on the development of Entrepreneurship Learning as an answer to address high unemployment in vocational schools. The Directorate of Vocational Education paid special attention to strengthening entrepreneurship learning in Vocational High Schools by introducing the School for Producing Entrepreneurs program (SPW). The CIPPO evaluation model was applied to assess the success level of the SPW program implementation in Vocational Schools that received this assistance program. The CIPPO evaluation model emphasized aspects of evaluation in terms of context, input, process, product, and outcome. The evaluation results indicated that the program had been implemented well. Moreover, 85% of the planned programs were realized and had a positive impact on the development of entrepreneurship education in school. Some students who were members of the SPW program even established independent businesses.

Nur Anisah et al. (2021) conducted a study on the relevance of the CIPPO model in the evaluation of industrial work practices programs in an integrated Islamic vocational school. The objective of this study was to investigate the effectiveness of the Ma'had alJamiah Program in IAIN Sulthan Thaha Saifuddin Jambi. The study design employed evaluative survey methods by applying CIPP and DEM evaluation models. In this research, the evaluation result level was divided into five categories: very good, good, moderate, fair, and not applicable program. The result of the study showed that the Ma'had alJamiah Program was included in the moderate category. Some reasons for categorizing the program in this way were that the college lacked permanent classrooms, students' desks and chairs, library, book references, and a mosque. Ma'had alJamiah also

lacked a specific curriculum for the learning process program. Additionally, most of the lecturers did not create learning plans and did not evaluate students' learning performance, both in theory and application during worship practices. Based on the study results, it was recommended to the leaders of Al-Jami'ah Ma'had to improve the college's infrastructure and remind the lecturers to prepare lesson plans and carry out evaluations for both theory and application during worship learning.

Based on the study of documents and research related to issues related to the assessment of educational institutions abroad using the CIPPO model, it was found that the CIPPO model could be used to evaluate core English courses. The CIPPO model was also found to be applicable for evaluating the core curriculum for English majors. The CIPPO model includes five dimensions: content, input, process, product, and outcome results. All elements related to the curriculum can be assessed using the CIPPO model. Process assessment is at the core of the CIPPO assessment index system, and course evaluation should follow the principle of goal-based evaluation, that is, the principle of purpose-based evaluation.

CHAPTER 3
RESEARCH METHODOLOGY

The research on curriculum evaluation of the bachelor's degree of English majors used the CIPPO model, employing both quantitative and qualitative methods. The details of the research methodology were as follows:

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 included college students, teachers, and employers. The student subjects were those who majored in English from Grade 1-4 in the Foreign Language Department of Sichuan University of Science and Engineering during the 2022 academic year, with a total of 1613 students. The teacher subjects were those who taught English majors in the Foreign Language Department of Sichuan University of Science & Engineering, with a total of 35 teachers, including 1 department president and 4 academic department teachers. The employers of English majors' students were 20 people. In the past five years, the number of undergraduates had been more than 5000 students.

3.1.2 Sample

The samples in this study included college students, teachers, and employers. The subjects were students majoring in English from Grade 4 of the Foreign Language Department of Sichuan University of Science & Engineering during the 2022 academic year. The research sample consisted of 236 people, selected through purposive random sampling, and was divided into four groups: 4 instructors, 181 students, 32 undergraduates, and 19 employers.

3.2 Research Instrument

The instrument used to collect quantitative data was a series of four questionnaires, with detailed information as follows:

3.2.1 Curriculum evaluation questionnaire for instructors. This evaluation of the English majors' course for the instructor of the curriculum was divided into 6 parts:

Section 1: General personal information of the instructor.

Section 2: Information on context (C): Context evaluation.

Section 3: Information on inputs (I): Input Evaluation.

Section 4: Information on process (P): Process Evaluation.

Section 5: Information on product (P): Product Evaluation.

Section 6: Information on outcome (O): Outcome Evaluation.

(Rating scale) Level 5 meant the highest level, level 4 meant a high level, level 3 meant a moderate level, level 2 meant a low level, and Level 1 meant the lowest level.

3.2.2 Curriculum evaluation questionnaire for students. This evaluation of the course for the English major's students was divided into 6 parts:

Section 1: General personal information of the student.

Section 2: Information on context (C): Context evaluation.

Section 3: Information on inputs (I): Input Evaluation.

Section 4: Information on process (P): Process Evaluation.

Section 5: Information on product (P): Product Evaluation.

Section 6: Information on outcome (O): Outcome Evaluation.

(Rating scale) Level 5 meant the highest level, level 4 meant a high level, level 3 meant a moderate level, level 2 meant a low level, and Level 1 meant the lowest level.

3.2.3 Curriculum evaluation questionnaire for undergraduate. This evaluation of the English majors for undergraduate was divided into 6 parts:

Section 1: General personal information of the graduate student.

Section 2: Information on context (C): Context evaluation.

Section 3: Information on inputs (I): Input Evaluation.

Section 4: Information on process (P): Process Evaluation.

Section 5: Information on product (P): Product Evaluation.

Section 6: Information on outcome (O): Outcome Evaluation.

(Rating scale) Level 5 meant the highest level, level 4 meant a high level, level 3 meant a moderate level, level 2 meant a low level, and Level 1 meant the lowest level.

3.2.4 Curriculum evaluation questionnaire for employers. This evaluation of the English majors for employers was divided into 3 parts:

Section 1: General personal information of the employer.

Section 2: Information on product (P): Product Evaluation.

Section 3: Information on outcome (O): Outcome Evaluation.

(Rating scale) Level 5 meant the highest level, level 4 meant a high level, level 3 meant a moderate level, level 2 meant a low level, and Level 1 meant the lowest level.

3.3 Instrument Development

To evaluate the teaching and learning of undergraduate English majors in the College of Foreign Languages at Sichuan University of Science and Engineering, the authors utilized the Stufflebeam evaluation model, specifically the CIPPO model. The key points of the study are outlined below:

3.3.1 The study began by examining the statistics of the employment rate of graduates, revealing certain issues in the teaching of English majors at this school, which required further investigation and resolution.

3.3.2 The CIPPO model was adopted as the research tool for conducting curriculum evaluation.

3.3.3 Questionnaires were employed as the primary data collection tool in the study.

3.3.4 The research tool (draft) was created and presented to the Institutional Review Board (IOC) for feedback, following which necessary changes were incorporated based on the instructions received.

3.3.5 The revised research instrument, checked and modified by the mentor, was then reviewed by five experts, and further adjustments were made as per their suggestions, resulting in research instrument validity ranging from 0.67 to 1.00.

3.3.6 A pilot questionnaire was conducted with a non-sample group of 35 individuals to assess the reliability of the research instruments, yielding a reliability score of 0.91.

3.3.7 Data collection was carried out using the research instrument, and the gathered data were subsequently analyzed, interpreted, and summarized, culminating in the formulation of recommendations.

3.3.8 The information obtained from the study was utilized to develop or revise the curriculum, ensuring its alignment with the needs of learners, schools, and employers.

3.3.9 Data analysis was performed using percentages (%), mean, and standard deviation (S.D), with the mean levels categorized as follows:

Mean 4.50 – 5.00: Highest

Mean 3.50 - 4.49: High

Mean 2.50 – 3.49: Moderate

Mean 1.50 – 2.49: Low

Mean 1.00 – 1.49: Lowest

3.4 Data Collection

The authors were responsible for collecting the research data for this study. The process involved the following steps:

3.4.1 Initially, the researchers applied for permission from the Faculty of Foreign Languages to conduct the study.

3.4.2 The data collection was carried out by the researchers themselves. To ensure the subjects' privacy and alleviate any concerns about potential penalties, no personal information was requested from them. Additionally, all questions were presented in Chinese to facilitate comprehension. Subsequently, the interviews were collected and analyzed.

3.4.3 Finally, the returned questionnaires were carefully checked for completeness.

3.5 Data Analysis

This study combined both quantitative and qualitative methods to collect research data. The quantitative instrument used was a questionnaire based on a 5-point Likert scale, where:

5 means the highest level.

4 means High level.

3 means Moderate level.

2 means Low level.

1 means the lowest level.

3.6 Statistics Used in Research

3.6.1 Statistical Instrument

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

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

IOC explained as the validity instrument

R explained as expert rating

$\sum R$ explained as total expert opinion score

N explained as number of expert

Reliability, measured by Cronbach's alpha, assessed the internal consistency of a scale. A value of .87 or greater was generally considered to indicate good internal consistency.

$$\alpha = \frac{k}{k-1}\left\{1 - \frac{\sum s_i^2}{s_t^2}\right\}$$

α explained as reliability

k explained as number of instruments clauses

s_i^2 explained as variances of each item

s_t^2 explained as variance of the total score

3.6.2 Research Objectives of Statistics

Percentage (%)

$$P = \frac{f}{N} \times 100$$

P explained as percentage

f explained as frequency

N explained as total frequency

Mean ($\overline{X}$)

$$\overline{X} = \frac{\sum x}{N}$$

$\overline{X}$ explained as arithmetic mean

$\sum x$ explained as the total sum of the data

N explained as the size of the sample

Standard deviation: The following equation could be used to calculate the standard deviation of the entire population: [Standard deviation equation].

$$SD = \sqrt{\frac{\sum(X-\overline{X})^2}{N}}$$

SD explained as standard derivation

X explained as student score

$\overline{X}$ explained as mean score

N explained as number of students

CHAPTER 4
RESEARCH RESULTS

This research focused on the Curriculum Evaluation of the bachelor's degree in English majors at Sichuan University of Science & Engineering. The objectives of this evaluation were to assess the curriculum's effectiveness. The following sections were also presented in this chapter:

4.1 Results of Personal Information

4.2 Analysis Results of Instructor

4.3 Analysis Results of Students

4.4 Analysis Results of Under students

4.5 Analysis Results of Employer

4.6 The analysis results were presented, evaluating the curriculum of the bachelor's degree in English majors at Sichuan University of Science and Engineering using the CIPPO model. The evaluation covered aspects of context, input, process, product, and outcome.

4.1 Results of Personal Information

The results of personal information related to the bachelor's degree in English majors at Sichuan University of Science and Engineering were classified based on the perspectives of instructors, students, undergraduates, and employers. Please refer to table 4.1 - 4.4 for further details.

Table 4.1 Number and percentage of instructor's personal information.

Personal information	Number	Percentage
Gender		
Male	4	100.00
Total	4	100.00
Edu		
Bachelor	4	100.00
Total	4	100.00

Table 4.1 Number and percentage of instructor's personal information. (Cont.)

Personal information	Number	Percentage
Age		
Under28	2	50.00
28-35	2	50.00
Total		100.00
Pro		
Associate Prof.	1	25.00
Professor	1	25.00
Others	2	50.00
Total	4	100.00
Sal		
Under¥5000	1	25.00
¥10001- ¥15000	3	75.00
Total	4	100.00

Table 4.1, it was found that all 4 instructors were male and had a bachelor's degree. Half of them were under 28 years old, and the other half were between 28 and 35 years old. Three of them received a monthly salary ranging from ¥10001 to ¥15000.

Table 4.2 Number and percentage of student's personal information.

Personal information	Number	Percentage
Gender		
Male	43	23.00
Female	138	77.00
Total	181	100.00
Edu		
1st Grade	73	39.10
3rd Grade	99	56.10
4th Grade	9	4.80
Total	187	100

Table 4.2 Number and percentage of student's personal information. (Cont.)

Personal information	Number	Percentage
Age		
Under 18	2	1.10
18-20	121	64.70
21-30	58	34.20
Total	181	100

Table 4.2 revealed that the majority of the 138 students were female, in their 3rd grade of education, and aged between 18 and 20 years old.

Table 4.3 Number and percentage of undergraduate personal information.

Personal information	Number	Percentage
Gender		
Male	17	53.10
Female	15	46.90
Total	32	100.00
Age		
Under28	9	28.10
28-35	21	68.80
35-40	2	3.10
Total	32	100.00
Sal		
¥4000-¥7000	2	63.30
¥7000- ¥10000	11	34.40
Over ¥10000	19	59.40
Total	32	100.00

Table 4.3 indicated that most of the undergraduate were male, aged between 28 and 35 years old, and received a monthly salary of over ¥10000.

Table 4.4 Number and percentage of employer's personal information.

Personal information	Number	Percentage
Gender		
Male	7	36.80
Female	12	63.20
Total	19	100.00
Edu		
Bachelor	6	31.60
Master	13	68.40
Total	19	100.00
Age		
Under28	5	26.30
28-35	13	68.40
35-40	1	5.30
Total	19	100.00
Sal		
¥10001- ¥15000	7	36.80
Over ¥15000	12	63.20
Total	19	100.00

Table 4. 4, It was found that most of the 19 employers were female, had a master's degree, and were aged between 28 and 35 years old. They received a monthly salary of over ¥15000.

4.2 Analysis Results of Instructor

The results of the data analysis concerning instructors were as follows. Please refer to tables 4.5 to 4.9 for further details.

Table 4.5 Mean and standard deviation of the instructor. Information on context (C): Context evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Curriculum Objectives					
1	Consisted with needs of learners and society	3.55	1.316	High	14
2	Conformed social needs	2.77	0.618	Moderate	15
3	Encouraged students to be able to deal with moral problems complex ethics academic or professional.	2.52	0.778	Moderate	16
4	Encouraged students to have knowledge and a thorough understanding of the content.	4.56	0.587	Highest	3
5	Encouraged students to be responsible for performing tasks at a high level	4.34	0.605	High	8
6	Encouraged students to be able to collaborate with others in solving various problems effectively efficiency.	4.41	0.668	high	6
Curriculum structure					
7	Curriculum structure was consistent with the objectives of the curriculum.	5.00	0.000	Highest	1
8	The number of credits throughout the program was appropriate.	4.51	0.501	Highest	4
9	There was a clear study plan throughout the course.	4.04	0.904	High	11
10	There was a clear academic calendar and schedule for each semester.	3.98	1.077	High	13
11	The amount of study hours in each subject was appropriate.	4.03	1.095	High	12

Table 4.5 Mean and standard deviation of the instructor. Information on context (C): Context evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
Course content					
12	Course content in lined with needs	4.05	1.081	High	10
13	The content of each course was appropriate.	4.61	0.623	Highest	2
14	The course content was up to date.	4.39	0.623	High	7
15	The difficulty of the content was appropriate for the learners.	4.20	0.860	High	9
16	The course content was consistent with the needs of the students.	4.47	0.792	High	5
	Total	4.09	0.758	High	

Table 4.5, it was found that the opinions of instructor toward the bachelor's degree in English major curriculum in context were at a high level, the result was ($\bar{x}$=4.09, S.D.=0.758), the curriculum structure was consistent with the objectives of the curriculum which was the highest, the result was ($\bar{x}$=5.00, S.D.=0.000). The lowest was encourage students to be able to deal with moral problems complex ethics academic or professional., the result was ($\bar{x}$=2.52, S.D.=0.778).

Table 4.6 Mean and standard deviation of the instructor. Information of input (I): Input evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Teacher's characteristics					
1	Instructors were knowledgeable and experienced in the subjects taught in theory and practice.	4.47	0.792	High	4
2	Instructors developed themselves to have knowledge of technology and can use technology very well	4.19	0.858	High	14
3	Instructors used new technology to improve teaching.	4.93	0.264	Highest	1
4	Instructors improved and developed teaching methods to enable learners to learn all the time	4.54	0.500	Highest	3
5	Instructors improved the content in accordance with progress on a regular basis	4.26	0.848	High	9
6	Instructors kept up with the news of educational changes.	4.22	0.923	High	10
7	Instructors had studied and researched teaching and learning to improve quality.	4.12	0.934	High	16
8	Instructors used new technology to improve teaching.	4.07	1.032	High	17
Administrators					
9	Administrators worked with determination, dedication, and self-sacrifice to improve the school.	4.28	0.943	High	8
10	Administrators had a leadership.	4.20	0.879	High	13

Table 4.6 Mean and standard deviation of the instructor. information of input (I): Input evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
11	Administrators accepted the student's opinions and problems.	4.19	0.889	High	14
Student					
12	Students had the basic necessary knowledge before going to school.	4.21	0.986	High	11
13	Media, materials, teaching, and learning equipment were of good quality which can be used to manage teaching and learning in the course	4.05	0.982	High	18
Materials and equipment, textbooks, budget, and building					
14	Materials and equipment were sufficient for students.	3.90	1.285	Lesser	20
15	Materials and equipment were modern.	4.46	0.850	High	5
16	Materials and equipment were of good quality and in working condition.	4.13	0.879	High	15
17	There were enough textbooks.	4.02	1.050	High	19
18	Textbooks were modern.	4.61	0.623	Highest	2
19	There was an adequate budget to prepare the classroom.	4.39	0.623	High	6
20	There was a sufficient budget for the preparation of teaching materials.	4.20	0.860	High	12
21	The number of classrooms was sufficient for teaching and learning.	4.47	0.792	High	4

Table 4.6 Mean and standard deviation of the instructor. information of input (I): Input evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
22	The number of laboratories was appropriate and sufficient.	4.47	0.792	High	4
23	It was convenient to use the classroom.	4.19	0.858	High	14
	Total	4.29	0.845	High	

From the data above, it clearly showed that the opinions of instructors toward the bachelor's degree in English major curriculum in input were at a high level, the result was ($\overline{x}$=4.29, S.D.=0.845), instructors use new technology to improve teaching was the highest, the result was ($\overline{x}$=4.93, S.D.=0.264). The lowest was encourage students to be able to deal with moral problems complex ethics academic or professional., the result was ($\overline{x}$=3.90, S.D.=1.285).

Table 4.7 Mean and standard deviation of the instructor. Information on process (P): Process evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Learning management					
1	Course opening for each academic year corresponded to course plan	4.93	0.264	Highest	1
2	The ordering of subjects in each academic year was important.	4.54	0.500	High	3
3	The instructors of the subject had the knowledge and competencies that match course.	4.26	0.848	High	7
4	Instructors prepared to teach in advance.	4.22	0.923	High	8
5	Instructors had teaching documents.	4.12	0.934	High	12

Table 4.7 Mean and standard deviation of the instructor. Information on process (P): Process evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
6	Instructors introduced course details to students.	4.07	1.032	High	13
7	Instructors gave students the opportunity to participate in the show comment	4.28	0.943	High	6
8	Teachers had activities that promote knowledge and skills that in addition to studying in class.	4.20	0.879	High	10
9	Instructors used technology media to promote learning.	4.61	0.623	Highest	2
10	Instructors were evaluating student in a systematic way various appraisal.	4.39	0.623	High	5
Curriculum management					
11	The teaching and learning schedule was appropriate.	4.20	0.860	High	9
12	The arrangement of instructors was appropriate.	4.47	0.792	High	4
13	The organization of the advisory system was appropriate.	4.47	0.792	High	4
14	Academic services were appropriate.	4.19	0.858	High	11
	Total	4.35	0.777	High	

Table 4.7, it was found that the opinions of instructor toward the bachelor's degree in English major curriculum in process were at a high level, the result was ($\overline{x}$=4.35, S.D.=0.777). Among all the questions, Course opening for each academic year corresponded to course plan has the highest result ($\overline{x}$=4.93, S.D.=0.264). And the lowest was Instructors introducing course details to student's result was ($\overline{x}$=4.07, S.D.=1.032)

Table 4.8 Mean and standard deviation of the instructor. Information on product (P): Product evaluation.

Assessment Item		Mean	S.D.	Level	No.
Knowledge					
1	Students had knowledge and a thorough understanding of the content.	4.93	0.264	Highest	1
2	Students had more knowledge than before.	4.54	0.500	Highest	3
3	Student had knowledge and ability to communicate	4.26	0.848	High	6
Skill					
4	Student had problem solving skills.	4.22	0.923	High	7
5	Students had skills in developing technology to study and research information.	4.12	0.934	High	9
6	Students had skills in the learning process	4.07	1.032	High	10
Ethics					
7	Student was able to deal with moral problems complex ethics academic or professional.	4.28	0.943	High	5
8	Students had responsible for performing tasks at a high level	4.20	0.879	High	8
9	Student was able to collaborate with others in solving various problems effectively efficiency	4.61	0.623	Highest	2
10	Students had ability to make decisions self-assessment and planning for self-improvement	4.39	0.623	High	4
	Total	4.36	0.757	High	

Table 4.8, it was found that the opinions of instructor toward the bachelor's degree in English major curriculum in context were at a high level, the result was ($\bar{x}$=4.3, S.D.=0.757). The highest score of Knowledge was Students have knowledge and a thorough understanding of the content, the result was ($\bar{x}$=4.61, S.D.=0.264). And the lowest was Student have skills in the learning process, the result is ($\bar{x}$=4.07, S.D.=1.032)

Table 4.9 Mean and standard deviation of the instructor. Information on outcome (O): Outcome Evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Knowledge					
1	Abled to use language skills in manage new academic and professional contexts.	4.20	0.860	High	2
2	Abled to synthesize information and use results or professional reports and develop new ideas.	4.47	0.792	High	1
3	Analyzed problems, drew conclusions, and made recommendations about academics and professional	4.47	0.792	High	1
4	Understood of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	4.19	0.858	High	3
	Total	4.33	0.826	High	

Table 4.9, it was found that the opinions of instructor toward the bachelor's degree in English major curriculum in outcome were at a high level, the result was ($\bar{x}$=4.33, S.D.=0.826). Be able to synthesize information and use results or professional reports and develop new ideas, analyze problems, draw conclusions, and make recommendations about academics and professional, they share the same result, the highest result was ($\bar{x}$=4.47, S.D.=0.792). And the lowest was Understanding of practice,

application, and ways to develop new knowledge in a particular profession or subject deeply, the result was ($\bar{x}$=4.19, S.D.=0.858).

4.3 Analysis Results of Students

The results of the data analysis concerning students from all aspects were as follows. Presented by table 4.10 - 4.14.

Table 4.10 Mean and standard deviation of input of the student. Information on context (C): Context evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Curriculum Objectives					
1	Consisted with needs of learners and society	3.50	0.577	High	15
2	Conformed social needs	4.25	0.957	High	9
3	Encouraged students to be able to deal with moral problems complex ethics academic or professional.	2.25	0.957	Low	16
4	Encouraged students to have knowledge and a thorough understanding of the content.	4.50	0.577	Highest	4
5	Encouraged students to be responsible for performing tasks at a high level	4.00	0.000	High	10
6	Encouraged students to be able to collaborate with others in solving various problems effectively efficiency.	4.25	0.500	High	8
Curriculum structure					
7	Curriculum structure was consistent with the objectives of the curriculum.	4.50	0.577	Highest	3

Table 4.10 Mean and standard deviation of input of the student. Information on context (C): Context evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
8	The number of credits throughout the program was appropriate.	4.25	0.957	High	7
9	There was a clear study plan throughout the course.	4.25	0.957	High	6
10	There was a clear academic calendar and schedule for each semester.	3.75	0.957	High	12
11	The amount of study hours in each subject was appropriate.	5.00	0.000	Highest	1
Course content					
12	Course content in lined with needs	4.50	0.577	Highest	2
13	The content of each course was appropriate.	4.25	0.957	High	5
14	The course content was up to date.	3.75	0.957	High	11
15	The difficulty of the content was appropriate for the learners.	3.50	0.577	High	14
16	The course content was consistent with the needs of the students.	3.50	0.577	High	13
	Total	4.00	0.666	High	

Table 4.10, it was found that the opinions of student toward the bachelor's degree in English major curriculum in context were at a high level, the result was ($\bar{x}$=4.00, S.D.=0.666). The amount of study hours in each subject is appropriate was the highest, the score was ($\bar{x}$=5.00, S.D.=0.000). In descending order was Course content in line with needs, the result was ($\bar{x}$=4.50, S.D.=0.577). And the lowest was Encourage students to be able to deal with moral problems complex ethics academic or professional, the result was ($\bar{x}$=2.25, S.D.=0.957)

Table 4.11 Mean and standard deviation of input of the student. Information of input (I): Input evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Teacher's characteristics					
1	Instructors were knowledgeable and experienced in the subjects taught in theory and practice.	4.00	0.816	High	8
2	Instructors developed themselves to have knowledge of technology and can use technology very well	3.50	0.577	High	19
3	Instructors used new technology to improve teaching.	3.25	0.957	Moderate	23
4	Instructors improved and developed teaching methods to enable learners to learn all the time	3.25	1.500	Moderate	22
5	Instructors improved the content in accordance with progress on a regular basis	3.25	0.957	Moderate	21
6	Instructors kept up with the news of educational changes.	3.25	1.500	Moderate	20
7	Instructors had studied and researched teaching and learning to improve quality.	3.75	0.957	High	12
8	Instructors used new technology to improve teaching.	3.50	0.577	High	18
Administrators					
9	Administrators worked with determination, dedication, and self-sacrifice to improve the school.	3.50	0.577	High	17
10	Administrators had a leadership.	4.50	0.577	Highest	3

Table 4.11 Mean and standard deviation of input of the student. Information of input (I): Input evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
11	Administrators accepted the student's opinions and problems.	3.75	0.500	High	11
Student					
12	Students had the basic necessary knowledge before going to school.	3.50	0.577	High	16
13	Media, materials, teaching, and learning equipment were of good quality which can be used to manage teaching and learning in the course	4.25	0.957	High	6
Materials and equipment, textbooks, budget and building					
14	Materials and equipment were sufficient for students.	4.25	0.957	High	5
15	Materials and equipment were modern.	3.75	0.957	High	10
16	Materials and equipment were of good quality and in working condition.	5.00	0.000	Highest	1
17	There were enough textbooks.	4.50	0.577	Highest	2
18	Textbooks were modern.	4.25	0.957	High	4
19	There was an adequate budget to prepare the classroom.	3.75	0.957	High	9
20	There was a sufficient budget for the preparation of teaching materials.	3.50	0.577	High	15
21	The number of classrooms was sufficient for teaching and learning.	3.50	0.577	High	14

Table 4.11 Mean and standard deviation of input of the student. Information of input (I): Input evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
22	The number of laboratories was appropriate and sufficient.	4.00	0.816	High	7
23	It was convenient to use the classroom.	3.50	0.577	High	13
	Total	3.79	0.782	High	

Table 4.11, it was found that the opinions of student toward the bachelor's degree in English major curriculum in input were at a high level, the result was ($\overline{x}$=3.79, S.D.=0.782). Materials and equipment are of good quality and in working condition has the highest result, which was ($\overline{x}$=5.00, S.D.=0.000). In descending order was There are enough textbooks, which was ($\overline{x}$=4.50, S.D.=0.577), and the lowest was Instructors use new technology to improve teaching, the result was ($\overline{x}$=3.25, S.D.=0.957)

Table 4.12 Mean and standard deviation of the student. Information on process (P): Process evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Learning management					
1	Course opening for each academic year corresponded to course plan	4.50	0.577	Highest	3
2	The ordering of subjects in each academic year was important.	3.75	0.500	High	10
3	The instructors of the subject had the knowledge and competencies that match course.	3.50	0.577	High	14
4	Instructors prepared to teach in advance.	4.50	0.577	Highest	2
5	Instructors had teaching documents.	4.25	0.957	High	6

Table 4.12 Mean and standard deviation of the student. Information on process (P): Process evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
6	Instructors introduced course details to students.	3.75	0.957	High	9
7	Instructors gave students the opportunity to participate in the show comment	5.00	0.000	Highest	1
8	Teachers had activities that promote knowledge and skills that in addition to studying in class.	3.50	0.577	High	13
9	Instructors used technology media to promote learning.	4.25	0.957	High	5
10	Instructors were evaluating student in a systematic way various appraisal.	3.75	0.957	High	8
Curriculum management					
11	The teaching and learning schedule was appropriate.	4.25	0.957	High	4
12	The arrangement of instructors was appropriate.	3.50	0.577	High	12
13	The organization of the advisory system was appropriate.	4.00	0.816	High	7
14	Academic services were appropriate.	3.50	0.577	High	11
	Total	4.00	0.638	High	

Table 4.12, it was found that the opinions of student toward the bachelor's degree in English major curriculum in process were at a high level, the result was ($\overline{x}$=4.00, S.D.=0.638). The highest one was Instructors give students the opportunity to participate in the show comment, the result was ($\overline{x}$=5.00, S.D.=0.000). In descending order was Instructors prepare to teach in advance, which was ($\overline{x}$=4.50, S.D.=0.577). And

the lowest was the instructors of the subject have the knowledge and competencies that match course, the result was ($\bar{x}$=3.50, S.D.=0.577).

Table 4.13 Mean and standard deviation of the student. Information on product (P): Product evaluation.

Assessment Item	Mean	S.D.	Level	No.
Knowledge				
1 Students had knowledge and a thorough understanding of the content.	4.50	0.577	Highest	1
2 Students had more knowledge than before.	3.75	0.500	High	8
3 Student had knowledge and ability to communicate	3.50	0.577	High	9
Skill				
4 Student had problem solving skills.	4.19	0.957	High	5
5 Students had skills in developing technology to study and research information.	4.22	0.957	High	3
6 Students had skills in the learning process	3.07	0.957	Moderate	7
Ethics				
7 Student was able to deal with moral problems complex ethics academic or professional.	4.21	0.957	High	4
8 Students had responsible for performing tasks at a high level	4.16	0.879	High	6
9 Student was able to collaborate with others in solving various problems effectively efficiency	4.21	0.623	High	4

Table 4.13 Mean and standard deviation of the student. Information on product (P): Product evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
10	Students had ability to make decisions self- assessment and planning for self-improvement	4.39	0.623	High	2
	Total	4.12	0.759	High	

Table 4.13, it was found that the opinions of student toward the bachelor's degree in English major curriculum in product were at a high level, the result was ($\overline{x}$=3.96, S. D. = 0. 797) . The Highest one was Students have knowledge and a thorough understanding of the content, the result was ($\overline{x}$=4.50, S. D. = 0. 577) . The second highest result was Student have ability to make decisions self- assessment and planning for self-improvement, which was ($\overline{x}$=4.39, S.D.=0.623). And the lowest was Student knowledge and ability to communicate, the result was ($\overline{x}$=3.50, S.D.=0.577).

Table 4.14 Mean and standard deviation of the student. Information on outcome (O): Outcome evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Knowledge					
1	Abled to use language skills in manage new academic and professional contexts.	3.75	0.858	High	3
2	Abled to synthesize information and use results or professional reports and develop new ideas.	4.62	0.623	Highest	1
3	Analyzed problems, drew conclusions, and made recommendations about academics and professional	4.25	0.957	High	2

Table 4.14 Mean and standard deviation of the student. Information on outcome (O): Outcome Evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
4	Understood of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	3.50	0.577	High	4
	Total	4.03	0.754	High	

From the table 4.14, it was found that the opinions of student toward the bachelor's degree in English major curriculum in outcome were at a high level, the result was ($\bar{x}$=4.03, S.D.=0.754). The Highest was Be able to synthesize information and use results or professional reports and develop new ideas, the result was ($\bar{x}$= 4.62, S.D.=0.623). The second highest result was Analyze problems, draw conclusions, and make recommendations about academics and professional which was ($\bar{x}$= 4.25, S.D.=0.957). And the lowest was Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply, the result was ($\bar{x}$=3.50, S.D.=0.577).

4.4 Analysis Results of Undergraduate

The results of the data analysis concerning undergraduate from all aspects were as follows. Please refer to tables 4.15 to 4.19 for further details.

Table 4.15 Mean and standard deviation of process of the undergraduate. Information on context (C): Context evaluation

	Assessment Item	Mean	S.D.	Level	No.
Curriculum Objectives					
1	Consisted with needs of learners and society	3.47	0.507	Moderate	8
2	Conformed social needs	4.31	0.821	High	3
3	Encouraged students to be able to deal with moral problems complex ethics academic or professional.	2.31	0.821	Low	12
4	Encouraged students to have knowledge and a thorough understanding of the content.	4.44	0.504	High	1
5	Encouraged students to be responsible for performing tasks at a high level	3.47	0.507	Moderate	8
6	Encouraged students to be able to collaborate with others in solving various problems effectively efficiency.	4.44	0.716	High	1
Curriculum structure					
7	Curriculum structure was consistent with the objectives of the curriculum.	2.72	0.991	Moderate	9
8	The number of credits throughout the program was appropriate.	4.38	0.554	High	2
9	There was a clear study plan throughout the course.	3.56	0.619	High	6
10	There was a clear academic calendar and schedule for each semester.	4.25	0.842	High	5
11	The amount of study hours in each subject was appropriate.	2.66	1.181	Moderate	10

Table 4.15 Mean and standard deviation of process of the undergraduate. Information on context (C): Context evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
Course content					
12	Course content in lined with needs	4.44	0.504	High	1
13	The content of each course was appropriate.	3.50	0.622	High	7
14	The course content was up to date.	4.38	0.793	High	2
15	The difficulty of the content was appropriate for the learners.	2.59	0.798	Moderate	11
16	The course content was consistent with the needs of the students.	4.28	0.581	High	4
	Total	3.70	0.710	High	

Table 4.15, it was found that the opinions of undergraduate toward the bachelor's degree in English major curriculum in context were at a high level, the result was ($\overline{x}$=3.70, S.D.=0.710). The highest was Course content in line with needs and Encourage students to be able to collaborate with others in solving various problems effectively, the result was ($\overline{x}$=4.44, S.D.=0.504). The second high score was Conformity social needs which was ($\overline{x}$=4.31, S.D.=0.821). And the lowest was the difficulty of the content is appropriate for the learners, the result was ($\overline{x}$=2.59, S.D.=0.798).

Table 4.16 Mean and standard deviation of input of the undergraduate. Information on input (I): Input evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Teacher's characteristics					
1	Instructors were knowledgeable and experienced in the subjects taught in theory and practice.	4.00	0.816	High	8
2	Instructors developed themselves to have knowledge of technology and can use technology very well	3.50	0.577	High	19
3	Instructors used new technology to improve teaching.	3.25	0.957	Moderate	23
4	Instructors improved and developed teaching methods to enable learners to learn all the time	3.25	1.500	Moderate	22
5	Instructors improved the content in accordance with progress on a regular basis	3.25	0.957	Moderate	21
6	Instructors kept up with the news of educational changes.	3.25	1.500	Moderate	20
7	Instructors had studied and researched teaching and learning to improve quality.	3.75	0.957	High	12
8	Instructors used new technology to improve teaching.	3.50	0.577	High	18
Administrators					
9	Administrators worked with determination, dedication, and self-sacrifice to improve the school.	3.50	0.577	High	17
10	Administrators had a leadership.	4.50	0.577	Highest	3

Table 4.16 Mean and standard deviation of input of the undergraduate. Information on input (I): Input evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
11	Administrators accepted the student's opinions and problems.	3.75	0.500	High	11
Student					
12	Students had the basic necessary knowledge before going to school.	3.50	0.577	High	16
13	Media, materials, teaching, and learning equipment were of good quality which can be used to manage teaching and learning in the course	4.25	0.957	High	6
Materials and equipment, textbooks, budget and building					
14	Materials and equipment were sufficient for students.	4.25	0.957	High	5
15	Materials and equipment were modern.	3.75	0.957	High	10
16	Materials and equipment were of good quality and in working condition.	5.00	0.000	Highest	1
17	There were enough textbooks.	4.50	0.577	Highest	2
18	Textbooks were modern.	4.25	0.957	High	4
19	There was an adequate budget to prepare the classroom.	3.75	0.957	High	9
20	There was a sufficient budget for the preparation of teaching materials.	3.50	0.577	High	15
21	The number of classrooms was sufficient for teaching and learning.	3.50	0.577	High	14

Table 4.16 Mean and standard deviation of input of the undergraduate. Information on input (I): Input evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
22	The number of laboratories was appropriate and sufficient.	4.00	0.816	High	7
23	It was convenient to use the classroom.	3.50	0.577	High	13
	Total	3.79	0.782	High	

Table 4.16, it was found that the opinions of undergraduate toward the bachelor's degree in English major curriculum in input were at a high level, the result was ($\overline{x}$=3.79, S.D.=0.782). The highest score was Materials and equipment are of good quality and in working condition which was ($\overline{x}$=5.00, S.D.=0.000). The second high score was there are enough textbooks which was ($\overline{x}$=4.50, S.D.=0.577). And the lowest was Instructors use new technology to improve teaching, the result was ($\overline{x}$=3.25, S.D.=0.957).

Table 4.17 Mean and standard deviation of the undergraduate. Information on process (P): Process evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Learning management					
1	Course opening for each academic year corresponded to course plan	4.36	0.848	High	7
2	The ordering of subjects in each academic year was important.	4.19	0. 879	High	13
3	The instructors of the subject had the knowledge and competencies that match course.	4.83	0.234	Highest	2
4	Instructors prepared to teach in advance.	4.54	0.500	Highest	4
5	Instructors had teaching documents.	4.26	0.848	High	8

Table 4.17 Mean and standard deviation of the undergraduate. Information on process (P): Process evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
6	Instructors introduced course details to students.	4.22	0.923	High	10
7	Instructors gave students the opportunity to participate in the show comment	4.53	0.264	Highest	5
8	Teachers had activities that promote knowledge and skills that in addition to studying in class.	4.12	0.500	High	14
9	Instructors used technology media to promote learning.	4.19	0.858	High	12
10	Instructors were evaluating student in a systematic way various appraisal.	4.93	0.264	Highest	1
Curriculum management					
11	The teaching and learning schedule was appropriate.	4.47	0.792	High	6
12	The arrangement of instructors was appropriate.	4.21	0.943	High	9
13	The organization of the advisory system was appropriate.	4.21	0.623	High	11
14	Academic services were appropriate.	4.54	0.500	Highest	3
	Total	4.40	0.641	High	

Table 4.17, it was found that the opinions of undergraduate towards the bachelor's degree in English major curriculum in process were at a high level, the result was ($\bar{x}$=4.40, S.D.=0.641). The Highest one was Instructors are evaluating student in a systematic way various appraisal, the result was ($\bar{x}$=4.93, S.D.=0.264). The second high was the instructors of the subject have the knowledge and competencies that match

course which was ($\bar{x}$=4.83, S.D.=0.234). And the lowest was Teachers have activities that promote knowledge and skills that in addition to studying in class, the result was ($\bar{x}$=4.07, S.D.=1.032).

Table 4.18 Mean and standard deviation of graduate student. Information on product (P): Product evaluation.

Assessment Item		Mean	S.D.	Level	No.
Knowledge					
1	Students had knowledge and a thorough understanding of the content.	4.93	0.264	Highest	1
2	Students had more knowledge than before.	4.54	0.500	Highest	3
3	Student had knowledge and ability to communicate	4.26	0.848	High	6
Skill					
4	Student had problem solving skills.	4.22	0.923	High	7
5	Students had skills in developing technology to study and research information.	4.12	0.934	High	9
6	Students had skills in the learning process	4.07	1.032	High	10
Ethics					
7	Student was able to deal with moral problems complex ethics academic or professional.	4.28	0.943	High	5
8	Students had responsible for performing tasks at a high level	4.20	0.879	High	8
9	Student was able to collaborate with others in solving various problems effectively efficiency	4.61	0.623	Highest	2

Table 4.18 Mean and standard deviation of graduate student. Information on product (P): Product Evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
10	Students had ability to make decisions self-assessment and planning for self-improvement	4.39	0.623	High	4
	Total	4.36	0.757	High	

Table 4.18, it was found that the opinions of undergraduate towards the bachelor's degree in English major curriculum in product were at a high level, the result was ($\overline{x}=4.36$, $S.D.=0.757$). The Highest was Curriculum structure is Students have knowledge and a thorough understanding of the content, the result was ($\overline{x}=4.61$, $S.D.=0.264$). The second high was Student able to collaborate with others in solving various problems effectively efficiency result was ($\overline{x}$=4.61, S.D.=0.623). And the lowest was Student have skills in the learning process result was ($\overline{x}$=4.07, S.D.=1.032).

Table 4.19 Mean and standard deviation of the graduate student. Information on outcome (O): Outcome evaluation.

	Assessment Item	Mean	S.D.	Level	No.
1	Abled to use language skills in manage new academic and professional contexts.	4.20	0.860	High	3
2	Abled to synthesize information and use results or professional reports and develop new ideas.	4.47	0.792	High	2
3	Analyzed problems, drew conclusions, and made recommendations about academics and professional	4.50	0.862	Highest	1

Table 4.19 Mean and standard deviation of the graduate student. Information on outcome (O): Outcome Evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
4	Understood of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	4.19	0.858	High	4
	Total	4.34	0.843	High	

Table 4.19, it was found that the opinions of undergraduate towards the bachelor's degree in English major curriculum in outcome were at a high level, the result was ($\overline{x}$=4.34, S.D.=0.843). The highest one was Analyze problems, draw conclusions, and make recommendations about academics and professional, the result was ($\overline{x}$=4.50, S.D.=0.862). In descending order was Be able to synthesize information and use results or professional reports and develop new ideas which was ($\overline{x}$=4.47, S.D.=0.792). And the lowest was Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply, the result was ($\overline{x}$=4.19, S.D.=0.858).

4.5 Analysis Results of Employer

The results of the data analysis concerning employer from all aspects were as follows. Please refer to tables 4.20 to 4.21 for further details.

Table 4.20 Mean and standard deviation of employer. Information on product (P): Product evaluation.

	Assessment Item	Mean	S.D.	Level	No.
Knowledge					
1	Students had knowledge and a thorough understanding of the content.	4.53	0.264	Highest	1
2	Students had more knowledge than before.	4.12	0.500	High	3

Table 4.20 Mean and standard deviation of employer. Information on product (P): Product evaluation. (Cont.)

	Assessment Item	Mean	S.D.	Level	No.
3	Student had knowledge and ability to communicate	4.36	0.848	High	6
Skill					
4	Student had problem solving skills.	4.19	0.923	High	7
5	Students had skills in developing technology to study and research information.	4.22	0.934	High	9
6	Students had skills in the learning process	4.07	1.032	High	10
Ethics					
7	Student was able to deal with moral problems complex ethics academic or professional.	4.21	0.943	High	5
8	Students had responsible for performing tasks at a high level	4.16	0.879	High	8
9	Student was able to collaborate with others in solving various problems effectively efficiency	4.21	0.623	High	2
10	Students had ability to make decisions self-assessment and planning for self-improvement	4.39	0.623	High	4
	Total	4.25	0.757	High	

Table 4.20, it was found that the opinions of employer toward the bachelor's degree in English major curriculum in product were at a high level, the result was ($\overline{x}$=4.25, S.D.=0.757). The Highest one was Students have knowledge and a thorough understandding of the content which was ($\overline{x}$=4.61, S.D.=0.264). In descending order high was Student able to collaborate with others in solving various problems effectively efficiency which

was ($\bar{x}$=4.61, S.D.=0.623). And the lowest was student have skills in the learning process, the result was ($\bar{x}$=4.07, S.D.=1.032).

Table 4.21 Mean and standard deviation of the employer. Information on outcome (O): Outcome evaluation.

	Assessment Item	Mean	S.D.	Level	No.
1	Abled to use language skills in manage new academic and professional contexts.	4.20	0.860	High	3
2	Abled to synthesize information and use results or professional reports and develop new ideas.	4.07	0.792	High	2
3	Analyzed problems, drew conclusions, and made recommendations about academics and professional	4.23	0.712	High	1
4	Understood of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	4.11	0.858	High	4
	Total	4.15	0.826	High	

Table 4.21, it was found that the opinions of undergraduate towards the bachelor's degree in English major curriculum in outcome were at a high level, the result was ($\bar{x}$=4.15, S.D.=0.826). The highest one was Analyze problems, draw conclusions, and make recommendations about academics and professional, the result was ($\bar{x}$=4.23, S.D.=0.712). In descending order high was Be able to synthesize information and use results or professional reports and develop new ideas, the result was ($\bar{x}$=4.20, S.D.=0.860). And the lowest was understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply, the result was ($\bar{x}$=4.11, S.D.=0.858).

4.6 The analysis results were presented, evaluating the curriculum of the bachelor's degree in English majors at Sichuan University of Science and Engineering using the CIPPO model. The evaluation covered aspects of context, input, process, product, and outcome.

The analysis results that evaluated the curriculum of the bachelor's degree in English majors at Sichuan University of Science and Engineering using the CIPPO model were provided for context, input, process, product, and outcome. Please refer to table 4.22 for further details.

Table 4.22 Mean and level of curriculum evaluation using CIPPO model.

CIPPO model	Instructor		Student		Graduate Student		Employer	
	Mean	Level	Mean	Level	Mean	Level		
Context	4.09	High	4.00	High	3.70	High		
Input	4.29	High	3.79	High	3.79	High		
Process	4.35	High	4.00	High	4.40	High		
Product	4.36	High	4.12	High	4.36	High	4.25	High
Outcome	4.33	High	4.03	High	4.33	High	4.15	High
total	4.28	High	3.99	High	4.12	High	4.20	High

Table 4.22, the mean and level of curriculum evaluation using the CIPPO model were obtained. The results indicate the following: 1) for instructors, the total average was 4.28, which corresponded to a high level, 2) for students, the total average was 3.99, also indicating a high level, 3) for undergraduate, the total average was 4.12, signifying a high level, and 4) for employers, the total average was 4.2, also indicating a high level.

The results of personal information about the assessment of the bachelor’s degree Program in English at Sichuan University of Science & Engineering are as follows:

Regarding instructors, the details were as follows: The context had a mean of 4.09, indicating a high level. The input had a mean of 4.29, also indicating a high level. The process had a mean of 4.35, signifying a high level. The product had a mean of 4.36, indicating a high level. The outcome had a mean of 4.33, signifying a high level.

Regarding students, the details were as follows: The context had a mean of 4.00, indicating a high level. The input had a mean of 3.79, also indicating a high level. The process had a mean of 4.00, signifying a high level. The product had a mean of 4.12, indicating a high level. The outcome had a mean of 4.03, signifying a high level.

Regarding undergraduate, the details were as follows: The context had a mean of 3.70, indicating a high level. The input had a mean of 3.79, also indicating a high level. The process had a mean of 4.40, signifying a high level. The product had a mean of 4.36, indicating a high level. The outcome had a mean of 4.33, signifying a high level.

Regarding employers, the details were as follows: The product had a mean of 4.25, indicating a high level. The outcome had a mean of 4.15, also indicating a high level.

The data analysis reveals that instructors were satisfied with all aspects of the school's professionalism. However, students and graduates were not as satisfied with all aspects, indicating a variability in results based on students' and instructors' identities. Further investigation was needed to understand students' needs better and improve teaching programs and educational facilities from their perspective. On the other hand, the employer's results indicated satisfaction with the professional aspects of the school, highlighting positive outcomes in student training.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

The purpose of this research was to evaluate the curriculum of the bachelor's degree program in English major at Sichuan University of Science and Engineering. The research was evaluated using the CIPPO model based on context, input, process, product, and outcome. The research sample comprised 236 participants selected through purposive random sampling, and they were divided into 4 groups: 4 instructors, 181 students, 32 undergraduates, and 19 employers. Questionnaires were utilized as data collection instruments. Mean, standard deviation, and percentage were employed for data analysis.

5.1 Summary of Research Results

The evaluate the curriculum of the bachelor's degree program in English major at Sichuan University of Science and Engineering using the CIPPO evaluation model in five aspects: context, input, process, product, and outcome. The research results were summarized as follows:

5.1.1 Overall Evaluation Result:

The overall evaluation result indicated that the curriculum was at a high level. Among the five aspects, the context received the highest level of evaluation.

5.1.2 Context Evaluation:

The main purpose of the context evaluation was to assess the implementation of English Majors in Sichuan University of Science and Engineering and determine the program's advantages and disadvantages. The context aspect was found to be at a high level.

5.1.3 Input Evaluation:

The input evaluation aimed to identify necessary program changes and looked for obstacles and potential resources available in the institution. The results of the input evaluation for teacher characteristics, administrators, students, and materials and equipment were all at a high level.

5.1.4 Process Evaluation:

Process evaluation focused on the implementation of the program and reviewed the organization's plans and previous evaluations to identify essential aspects to monitor. The results of the process evaluation for Curriculum Administration and Learning Management were both at a high level.

5.1.5 Product Evaluation:

Product evaluation aimed to measure, interpret, and assess program achievements. The results of the product evaluation for Knowledge, Skill, and Ethics were all at a high level.

5.1.6 Outcome Evaluation:

Outcome evaluation measured the extent of the impact of the evaluation program. The results of the outcome evaluation were at a high level.

The evaluation of the CIPPO model on the implementation of the English Majors curriculum at Sichuan University of Science & Engineering showed that the curriculum was well-implemented, especially in the context section. However, students and undergraduates expressed dissatisfaction with the input evaluation, suggesting the need for improvement in this area. Overall, the curriculum had been successfully carried out and had a positive impact on the development of English majors in the school environment.

5.2 Discussion and Recommendation

5.2.1 The evaluation results of the overall course were excellent, largely due to the thorough preparation and planning of university disciplines and curriculum objectives before implementation. Regarding the context, there were clearly defined curriculum standards concerning its objectives, curriculum structure, and content. The input aspect focused on teacher's characteristics, administrators, students, materials and equipment, textbooks, budget, and facilities. The process aspect emphasized learning management and curriculum management. Furthermore, both the outcomes of the curriculum and the methods used to achieve these outcomes were taken into consideration concerning the product and outcome.

According to Student Development Theory (2017), the primary purpose of a college English program was to provide students with learning experiences that promoted their growth and development. This theory emphasized focusing on students' potential, characteristics, and learning goals to meet their individual learning and development needs. The purpose of course evaluation was not to select or judge through evaluation but to enhance the course's quality and ultimately facilitate the growth and development of students.

5.2.2 The evaluation findings in the realm of context were outstanding. The university had effectively established clear curriculum standards concerning its objectives, curriculum structure, and content to cater to the diverse needs of learners, all of which greatly enhanced student learning. This enabled the formulation of effective strategies for implementing the curriculum and setting appropriate goals. Such an approach perfectly aligned with Stufflebeam's notion of evaluating the comprehensibility and achievability of objectives.

5.2.3 The evaluation results of the input factors were generally at a high level. The conditions and resources required to meet the objectives, including teacher's characteristics, administrators, students, materials and equipment, textbooks, budget, and facilities, were thoroughly evaluated.

5.2.4 The overall results of the process evaluation were highly satisfactory and exceeded expectations. The university demonstrated excellent planning and implementation in various aspects, including appropriate academic services. The university's dedication to managing student achievement was clear, as it corresponded to the course plan for each academic year. There was a strong emphasis on enhancing the caliber of both students and teachers. The instructors of the subject possessed the knowledge and competencies that matched the course, and they were well-prepared in advance for teaching. This effectively ensured continuous monitoring, supervision, and opportunities for students to participate and provide feedback.

5.2.5 The evaluation findings on the outcomes of the products were generally deemed suitable and of exceptional quality. The assessments conducted on the outcomes primarily focused on providing a conclusive overview. The outcomes demonstrated that

students have knowledge and a thorough understanding of the content, meeting the set expectations. The students' learning outcomes were found to be able to analyze problems, draw conclusions, and make recommendations about academics and professionals, indicating their growth and progress. Overall, the evaluation results successfully catered to the needs and requirements of the intended recipients of the curriculum. This achievement can perhaps be attributed to the university's unwavering focus on fostering student success.

5.3 Implication for Practice and Future Research

Based on the findings of the study, two takeaways are proposed：

5.3.1 Suggestions for applying the research results.

The current curriculum evaluation system has been identified as inadequate due to its lack of comprehensive indicators that accurately represent the unique features and distinctions of various university English curricula.

5.3.2 Suggestions for future research

This study still has some limitations.

5.3.2.1 The CIPPO evaluation system should be studied and applied to other language curricula. Additionally, further empirical studies on formative assessment in other subject areas should be conducted to enrich our knowledge. Larger sample sizes and longer research periods could provide more relevant results.

5.3.2.2 Study and plan the evaluation design to ensure that stakeholders' opinions are considered at all stages of the evaluation to gain valuable insights.

5.3.2.3 Study a comparative analysis of the English curriculum offered by different educational institutions.

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APPENDIXS

Appendix A

- List of Experts Reviewing Research Instruments

- Letter to Experts and Specialists for Research Tools Validation

List of experts to validate research instruments

1. Associate Professor Dr. Tiwat Maneechote

   Faculty of School of Creative Educational Management Panyapiwat Institute of Management, Thailand.

2. Associate Professor Dr. Rewadi krahomvong

   Faculty of Education, Thaksin University, Thailand.

3. Dr. Sujin Nukaew

   Faculty of Education Nakhon Si Thammarat Rajabhat University, Thailand.

No. 0649.02/0210

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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 Tiwat Maneechote

Due to Mrs.Wuyue Qian, 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 english majors at sichuan university of science and engineering using CIPPO 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 Mrs.Wuyue Qian 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

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Postal Code 12110, Thailand

23 February 2023

Subject Invitation letter inviting experts to validate research instruments

Dear Asso. Prof. Dr Rewadi krahomvong

Due to Mrs.Wuyue Qian, 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 english majors at sichuan university of science and engineering using CIPPO 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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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 Mrs.Wuyue Qian for the benefit of further education. I am highly anticipating your kind approval regarding this matter.

Thank you for your kind consideration.

Sincerely Yours,

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APPENDIX B

List of Questionnaire

QUESTIONNAIRE FOR STUDENT

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Instructions:

1. This questionnaire is intended to evaluate curriculum of bachelor's degree in English majors at Sichuan University of Science & Engineering using CIPPO model.

2. This questionnaire is divided into 6 sections:

Section 1: The general personal of student.

Section 2: Information on context (C): Context evaluation

Section 3: Information on inputs (I): Input Evaluation

Section 4: Information on process (P): Process Evaluation

Section 5: Information on product (P): Product Evaluation

Section 6: Information on outcome (O): Outcome Evaluation

Thank you for coming to this opportunity.

(Mrs. Wuyue Qian)

Section 1 The general personal of student

Instructions: Please mark √ in ( ) in front of the text that corresponds to the information of the respondents. Only one thing.

1. Gender

( ) Female ( ) Male

2. Education level

( ) 1st Grade ( ) 2nd Grade ( ) 3rd Grade ( ) 4th Grade

3. Age

( ) Under18 ( ) 18 – 20 ( ) 21 – 23 ( ) Over 23

Section 2 Information on context (C): Context evaluation

Instructions: Add the sign √ to ( ) according

5 means the most appropriate level.

4 means appropriate to a large extent.

3 means moderately appropriate.

2 means appropriate to a lesser extent.

1 means the least appropriate.

No.	Assessment list	Suitability level				
		5	4	3	2	1
Curriculum Objectives						
1	Consistent with needs of learners and society					
2	Conformity social needs					
3	Encourage students to be able to deal with moral problems complex ethics academic or professional.					
4	Encourage students to have knowledge and a thorough understanding of the content.					
5	Encourage students to be responsible for performing tasks at a high level					

No.	Assessment list	Suitability level				
		5	4	3	2	1
6	Encourage students to be able to collaborate with others in solving various problems effectively efficiency					
Curriculum structure						
7	Curriculum structure is consistent with the objectives of the curriculum.					
8	The number of credits throughout the program is appropriate.					
9	There is a clear study plan throughout the course.					
10	There is a clear academic calendar and schedule for each semester.					
11	The amount of study hours in each subject is appropriate.					
Course content						
12	Course content in line with needs					
13	The content of each course is appropriate.					
14	The course content is up to date.					
15	The difficulty of the content is appropriate for the learners.					
16	The course content is consistent with the needs of the students.					

Section 3 Information on inputs (I): Input Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Teacher's characteristics						
1	Instructors are knowledgeable and experienced in the subjects taught in theory and practice.					
2	Instructors develop themselves to have knowledge of technology and can use technology very well					
3	Instructors use new technology to improve teaching.					
4	Instructors improve and develop teaching methods to enable learners to learn all the time					
5	Instructors improve the content in accordance with progress on a regular basis					
6	Instructors always keep up with the news of educational changes.					
7	Instructors have studied and researched teaching and learning to improve quality.					
8	Instructors use new technology to improve teaching.					
Administrators						
9	Administrators work with determination, dedication, and self-sacrifice to improve the school.					
10	Administrators have a leadership.					
11	Administrators accept the student's opinions and problems.					

No.	Assessment list	Suitability level				
		5	4	3	2	1
Student						
12	Students have the basic necessary knowledge before going to school.					
13	Media, materials, teaching and learning equipment are of good quality which can be used to manage teaching and learning in the course					
Materials and equipment, textbooks, budget and building						
14	Materials and equipment are sufficient for students.					
15	Materials and equipment are modern.					
16	Materials and equipment are of good quality and in working condition.					
17	There are enough textbooks.					
18	Textbooks are modern.					
19	There is an adequate budget to prepare the classroom.					
20	There is a sufficient budget for the preparation of teaching materials.					
21	The number of classrooms is sufficient for teaching and learning.					
22	The number of laboratories is appropriate and sufficient.					
23	It is convenient to use the classroom.					

Section 4 Information on process (P): Process Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Learning management						
1	Course opening for each academic year corresponds to course plan					
2	The ordering of subjects in each academic year is important.					
3	The instructors of the subject have the knowledge and competencies that match course.					
4	Instructors prepare to teach in advance.					
5	Instructors have teaching documents.					
6	Instructors introduce course details to students.					
7	Instructors give students the opportunity to participate in the show comment					
8	Teachers have activities that promote knowledge and skills that in addition to studying in class.					
9	Instructors use technology media to promote learning.					
10	Instructors are evaluating student in a systematic way various appraisal.					
Curriculum management						
11	The teaching and learning schedule is appropriate.					
12	The arrangement of instructors is appropriate.					
13	The organization of the advisory system is appropriate.					
14	Academic services are appropriate.					

Section 5 Information on product (P): Product Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Knowledge						
1	Students have knowledge and a thorough understanding of the content.					
2	Students have more knowledge than before.					
3	Student knowledge and ability to communicate					
Skill						
4	Student have problem solving skills.					
5	Student have skills in developing technology to study and research information.					
6	Student have skills in the learning process					
Ethics						
7	Student able to deal with moral problems complex ethics academic or professional.					
8	Student have responsible for performing tasks at a high level					
9	Student able to collaborate with others in solving various problems effectively efficiency					
10	Student have ability to make decisions self-assessment and planning for self-improvement					

Section 6 Information on outcome (O): Outcome Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
1	Able to use language skills in manage new academic and professional contexts.					
2	Be able to synthesize information and use results or professional reports and develop new ideas.					
3	Analyze problems, draw conclusions, and make recommendations about academics and professional					
4	Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.					

Recommendations:

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QUESTIONNAIRE FOR INSTRUCTOR

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Instructions:

1. This questionnaire is intended to evaluate curriculum of bachelor's degree in English majors at Sichuan University of Science & Engineering using CIPPO model.
2. This questionnaire is divided into 6 sections:

Section 1: The general personal of instructor.

Section 2: Information on context (C): Context evaluation

Section 3: Information on inputs (I): Input Evaluation

Section 4: Information on process (P): Process Evaluation

Section 5: Information on product (P): Product Evaluation

Section 6: Information on outcome (O): Outcome Evaluation

Thank you for coming to this opportunity.

(Mrs. Wuyue Qian)

Section 1 The general personal of instructor

Instructions: Please mark √ in ( ) in front of the text that corresponds to the information of the respondents. Only one thing.

1. Gender

( ) Female ( ) Male

2. Education level

( ) Bachelor ( ) Master ( ) Doctor ( ) Others

3. Age

( ) Under 28 ( ) 28 – 35 ( ) 35 – 40 ( ) Over 40

4. Professional title

( ) Lecturer ( ) Associate prof. ( ) Professor ( ) others

5. Salary

( ) Under ¥5000 ( ) ¥5000-¥1000 ( ) ¥1000- ¥15000 ( ) Over ¥15000

Section 2 Information on context (C): Context evaluation

Instructions: Add the sign √ to ( ) according

5 means the most appropriate level.

4 means appropriate to a large extent.

3 means moderately appropriate.

2 means appropriate to a lesser extent.

1 means the least appropriate.

No.	Assessment list	Suitability level				
		5	4	3	2	1
Curriculum Objectives						
1	Consistent with needs of learners and society					
2	Conformity social needs					
3	Encourage students to be able to deal with moral problems complex ethics academic or professional.					
4	Encourage students to have knowledge and a thorough understanding of the content.					
5	Encourage students to be responsible for performing tasks at a high level					
6	Encourage students to be able to collaborate with others in solving various problems effectively efficiency					
Curriculum structure						
7	Curriculum structure is consistent with the objectives of the curriculum.					
8	The number of credits throughout the program is appropriate.					
9	There is a clear study plan throughout the course.					
10	There is a clear academic calendar and schedule for each semester.					
11	The amount of study hours in each subject is appropriate.					
Course content						
12	Course content in line with needs					
13	The content of each course is appropriate.					
14	The course content is up to date.					

No.	Assessment list	Suitability level				
		5	4	3	2	1
15	The difficulty of the content is appropriate for the learners.					
16	The course content is consistent with the needs of the students.					

Section 3 Information on inputs (I): Input Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Teacher's characteristics						
1	Instructors are knowledgeable and experienced in the subjects taught in theory and practice.					
2	Instructors develop themselves to have knowledge of technology and can use technology very well					
3	Instructors use new technology to improve teaching.					
4	Instructors improve and develop teaching methods to enable learners to learn all the time					
5	Instructors improve the content in accordance with progress on a regular basis					
6	Instructors always keep up with the news of educational changes.					
7	Instructors have studied and researched teaching and learning to improve quality.					
8	Instructors use new technology to improve teaching.					

No.	Assessment list	Suitability level				
		5	4	3	2	1
Administrators						
9	Administrators work with determination, dedication, and self-sacrifice to improve the school.					
10	Administrators have a leadership.					
11	Administrators accept the student's opinions and problems.					
Student						
12	Students have the basic necessary knowledge before going to school.					
13	Media, materials, teaching and learning equipment are of good quality which can be used to manage teaching and learning in the course					
Materials and equipment, textbooks, budget and building						
14	Materials and equipment are sufficient for students.					
15	Materials and equipment are modern.					
16	Materials and equipment are of good quality and in working condition.					
17	There are enough textbooks.					
18	Textbooks are modern.					
19	There is an adequate budget to prepare the classroom.					
20	There is a sufficient budget for the preparation of teaching materials.					
21	The number of classrooms is sufficient for teaching and learning.					

No.	Assessment list	Suitability level				
		5	4	3	2	1
22	The number of laboratories is appropriate and sufficient.					
23	It is convenient to use the classroom.					

Section 4 Information on process (P): Process Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Learning management						
1	Course opening for each academic year corresponds to course plan					
2	The ordering of subjects in each academic year is important.					
3	The instructors of the subject have the knowledge and competencies that match course.					
4	Instructors prepare to teach in advance.					
5	Instructors have teaching documents.					
6	Instructors introduce course details to students.					
7	Instructors give students the opportunity to participate in the show comment					
8	Teachers have activities that promote knowledge and skills that in addition to studying in class.					
9	Instructors use technology media to promote learning.					
10	Instructors are evaluating student in a systematic way various appraisal.					

No.	Assessment list	Suitability level				
		5	4	3	2	1
Curriculum management						
11	The teaching and learning schedule is appropriate.					
12	The arrangement of instructors is appropriate.					
13	The organization of the advisory system is appropriate.					
14	Academic services are appropriate.					

Section 5 Information on product (P): Product Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Knowledge						
1	Students have knowledge and a thorough understanding of the content.					
2	Students have more knowledge than before.					
3	Student knowledge and ability to communicate					
Skill						
4	Student have problem solving skills.					
5	Student have skills in developing technology to study and research information.					
6	Student have skills in the learning process					
Ethics						
7	Student able to deal with moral problems complex ethics academic or professional.					
8	Student have responsible for performing tasks at a high level					

No.	Assessment list	Suitability level				
		5	4	3	2	1
Knowledge						
9	Student able to collaborate with others in solving various problems effectively efficiency					
10	Student have ability to make decisions self-assessment and planning for self-improvement					

Section 6 Information on outcome (O): Outcome Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
1	Able to use language skills in manage new academic and professional contexts.					
2	Be able to synthesize information and use results or professional reports and develop new ideas.					
3	Analyze problems, draw conclusions, and make recommendations about academics and professional					
4	Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.					

Recommendations:

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QUESTIONNAIRE FOR GRADUATE STUDENT

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Instructions:

1. This questionnaire is intended to evaluate curriculum of bachelor's degree in English majors at Sichuan University of Science & Engineering using CIPPO model.

2. This questionnaire is divided into 6 sections:

Section 1: The general personal of graduate student.

Section 2: Information on context (C): Context evaluation

Section 3: Information on inputs (I): Input Evaluation

Section 4: Information on process (P): Process Evaluation

Section 5: Information on product (P): Product Evaluation

Section 6: Information on outcome (O): Outcome Evaluation

Thank you for coming to this opportunity.

(Mrs. Wuyue Qian)

Section 1 The general personal of graduate student

Instructions: Please mark √ in ( ) in front of the text that corresponds to the information of the respondents. Only one thing.

1. Gender

( ) Female ( ) Male

2. Age

( ) under 22 ( ) 22 – 25 ( ) 26 – 30 ( ) over 30

3. Salary

( ) Under ¥4000 ( ) ¥4000-¥7000 ( ) ¥7000- ¥10000 ( ) Over ¥10000

Section 2 Information on context (C): Context evaluation

Instructions: Add the sign √ to ( ) according

5 means the most appropriate level.

4 means appropriate to a large extent.

3 means moderately appropriate.

2 means appropriate to a lesser extent.

1 means the least appropriate.

No.	Assessment list	Suitability level				
		5	4	3	2	1
Curriculum Objectives						
1	Consistent with needs of learners and society					
2	Conformity social needs					
3	Encourage students to be able to deal with moral problems complex ethics academic or professional.					
4	Encourage students to have knowledge and a thorough understanding of the content.					
5	Encourage students to be responsible for performing tasks at a high level					

No.	Assessment list	Suitability level				
		5	4	3	2	1
6	Encourage students to be able to collaborate with others in solving various problems effectively efficiency					
Curriculum structure						
7	Curriculum structure is consistent with the objectives of the curriculum.					
8	The number of credits throughout the program is appropriate.					
9	There is a clear study plan throughout the course.					
10	There is a clear academic calendar and schedule for each semester.					
11	The amount of study hours in each subject is appropriate.					
Course content						
12	Course content in line with needs					
13	The content of each course is appropriate.					
14	The course content is up to date.					
15	The difficulty of the content is appropriate for the learners.					
16	The course content is consistent with the needs of the students.					

Section 3 Information on inputs (I): Input Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Teacher's characteristics						
1	Instructors are knowledgeable and experienced in the subjects taught in theory and practice.					
2	Instructors develop themselves to have knowledge of technology and can use technology very well					
3	Instructors use new technology to improve teaching.					
4	Instructors improve and develop teaching methods to enable learners to learn all the time					
5	Instructors improve the content in accordance with progress on a regular basis					
6	Instructors always keep up with the news of educational changes.					
7	Instructors have studied and researched teaching and learning to improve quality.					
8	Instructors use new technology to improve teaching.					
Administrators						
9	Administrators work with determination, dedication, and self-sacrifice to improve the school.					
10	Administrators have a leadership.					
11	Administrators accept the student's opinions and problems.					

No.	Assessment list	Suitability level				
		5	4	3	2	1
Student						
12	Students have the basic necessary knowledge before going to school.					
13	Media, materials, teaching and learning equipment are of good quality which can be used to manage teaching and learning in the course					
Materials and equipment, textbooks, budget and building						
14	Materials and equipment are sufficient for students.					
15	Materials and equipment are modern.					
16	Materials and equipment are of good quality and in working condition.					
17	There are enough textbooks.					
18	Textbooks are modern.					
19	There is an adequate budget to prepare the classroom.					
20	There is a sufficient budget for the preparation of teaching materials.					
21	The number of classrooms is sufficient for teaching and learning.					
22	The number of laboratories is appropriate and sufficient.					
23	It is convenient to use the classroom.					

Section 4 Information on process (P): Process Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Learning management						
1	Course opening for each academic year corresponds to course plan					
2	The ordering of subjects in each academic year is important.					
3	The instructors of the subject have the knowledge and competencies that match course.					
4	Instructors prepare to teach in advance.					
5	Instructors have teaching documents.					
6	Instructors introduce course details to students.					
7	Instructors give students the opportunity to participate in the show comment					
8	Teachers have activities that promote knowledge and skills that in addition to studying in class.					
9	Instructors use technology media to promote learning.					
10	Instructors are evaluating student in a systematic way various appraisal.					
Curriculum management						
11	The teaching and learning schedule is appropriate.					
12	The arrangement of instructors is appropriate.					
13	The organization of the advisory system is appropriate.					
14	Academic services are appropriate.					

Section 5 Information on product (P): Product Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
Knowledge						
1	Students have knowledge and a thorough understanding of the content.					
2	Students have more knowledge than before.					
3	Student knowledge and ability to communicate					
Skill						
4	Student have problem solving skills.					
5	Student have skills in developing technology to study and research information.					
6	Student have skills in the learning process					
Ethics						
7	Student able to deal with moral problems complex ethics academic or professional.					
8	Student have responsible for performing tasks at a high level					
9	Student able to collaborate with others in solving various problems effectively efficiency					
10	Student have ability to make decisions self-assessment and planning for self-improvement					

Section 6 Information on outcome (O): Outcome Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
1	Able to use language skills in manage new academic and professional contexts.					
2	Be able to synthesize information and use results or professional reports and develop new ideas.					
3	Analyze problems, draw conclusions, and make recommendations about academics and professional					
4	Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.					

Recommendations:

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QUESTIONNAIRE FOR EMPLOYER

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Instructions:

1. This questionnaire is intended to evaluate curriculum of bachelor's degree in English majors at Sichuan University of Science & Engineering using CIPPO model.
2. This questionnaire is divided into 3 sections:

   Section 1: The general personal of employer.

   Section 2: Information on product (P): Product Evaluation

   Section 3: Information on output (O): Output Evaluation

Thank you for coming to this opportunity.

(Mrs. Wuyue Qian)

Section 1 The general personal of employer

Instructions: Please mark √ in ( ) in front of the text that corresponds to the information of the respondents. Only one thing.

1. Gender

( ) Female ( ) Male

2. Education level

( ) Bachelor ( ) Master ( ) Doctor ( ) Others

3. Age

( ) Under 25 ( ) 26 – 30 ( ) 31 – 35 ( ) over 36

4. Salary

( ) Under ¥5000 ( ) ¥5000-¥1000 ( ) ¥1000- ¥15000 ( ) Over ¥15000

Section 2 Information on product (P): Product Evaluation

Instructions: Add the sign √ to ( ) according

5 means the most appropriate level.

4 means appropriate to a large extent.

3 means moderately appropriate.

2 means appropriate to a lesser extent.

1 means the least appropriate.

No.	Assessment list	Suitability level				
		5	4	3	2	1
Knowledge						
1	Students have knowledge and a thorough understanding of the content.					
2	Students have more knowledge than before.					
3	Student knowledge and ability to communicate					
Skill						
4	Student have problem solving skills.					
5	Student have skills in developing technology to study and research information.					
6	Student have skills in the learning process					

No.	Assessment list	Suitability level				
		5	4	3	2	1
Ethics						
7	Student able to deal with moral problems complex ethics academic or professional.					
8	Student have responsible for performing tasks at a high level					
9	Student able to collaborate with others in solving various problems effectively efficiency					
10	Student have ability to make decisions self-assessment and planning for self-improvement					

Section 3 Information on output (O): Output Evaluation

No.	Assessment list	Suitability level				
		5	4	3	2	1
1	Able to use language skills in manage new academic and professional contexts.					
2	Be able to synthesize information and use results or professional reports and develop new ideas.					
3	Analyze problems, draw conclusions, and make recommendations about academics and professional					
4	Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.					

Recommendations:

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APPENDIX C

List of Validity (IOC : Item Objective Congruence

Validity (IOC: Item Objective Congruence)

Questionnaire for Student

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Question	IOC	Result
Section 1 The general personal of student		
1. Gender ( ) Female ( ) Male	1	yes
2. Education level ( ) 1st Grade ( ) 2nd Grade ( ) 3rd Grade ( ) 4th Grade	1	yes
3. Age ( ) Under18 ( ) 18 – 20 ( ) 21 – 23 ( ) Over 23	1	yes
Section 2 Information on context (C): Context evaluation		
Curriculum Objectives		
1. Consistent with needs of learners and society	1	yes
2. Conformity social needs	1	yes
3. Encourage students to be able to deal with moral problems complex ethics academic or professional.	1	yes
4. Encourage students to have knowledge and a thorough understanding of the content.	1	yes
5. Encourage students to be responsible for performing tasks at a high level	1	yes
6. Encourage students to be able to collaborate with others in solving various problems effectively efficiency	1	yes
Curriculum structure		
7. Curriculum structure is consistent with the objectives of the curriculum.	1	yes
8. The number of credits throughout the program is appropriate.	1	yes

Question	IOC	Result
9. There is a clear study plan throughout the course.	1	yes
10. There is a clear academic calendar and schedule for each semester.	1	yes
11. The amount of study hours in each subject is appropriate.	1	yes
Course content		
12. Course content in line with needs	1	yes
13. The content of each course is appropriate.	1	yes
14. The course content is up to date.	1	yes
15. The difficulty of the content is appropriate for the learners.	1	yes
16. The course content is consistent with the needs of the students.	1	yes
Section 3 Information on inputs (I): Input Evaluation		
Teacher's characteristics		
1. Instructors are knowledgeable and experienced in the subjects taught in theory and practice.	1	yes
2. Instructors develop themselves to have knowledge of technology and can use technology very well	1	yes
3. Instructors use new technology to improve teaching.	1	yes
4. Instructors improve and develop teaching methods to enable learners to learn all the time	1	yes
5. Instructors improve the content in accordance with progress on a regular basis	1	yes
6. Instructors always keep up with the news of educational changes.	1	yes
7. Instructors have studied and researched teaching and learning to improve quality.	1	yes

Question	IOC	Result
8. Instructors use new technology to improve teaching.	1	yes
Administrators		
9. Administrators work with determination, dedication, and self-sacrifice to improve the school.	1	yes
10. Administrators have a leadership.	1	yes
11. Administrators accept the student's opinions and problems.	1	yes
Student		
12. Students have the basic necessary knowledge before going to school.	0.66	yes
13. Media, materials, teaching and learning equipment are of good quality which can be used to manage teaching and learning in the course	1	yes
Materials and equipment, textbooks, budget and building		
14. Materials and equipment are sufficient for students.	1	yes
15. Materials and equipment are modern.	1	yes
16. Materials and equipment are of good quality and in working condition.	1	yes
17. There are enough textbooks.	1	yes
18. Textbooks are modern.	1	yes
19. There is an adequate budget to prepare the classroom.	1	yes
20. There is a sufficient budget for the preparation of teaching materials.	1	yes
21. The number of classrooms is sufficient for teaching and learning.	1	yes
22. The number of laboratories is appropriate and sufficient.	1	yes
23. It is convenient to use the classroom.	1	yes

Question	IOC	Result
Section 4 Information on process (P): Process Evaluation		
Learning management		
1. Course opening for each academic year corresponds to course plan	1	yes
2. The ordering of subjects in each academic year is important.	1	yes
3. The instructors of the subject have the knowledge and competencies that match course.	1	yes
4. Instructors prepare to teach in advance.	1	yes
5. Instructors have teaching documents.	1	yes
6. Instructors introduce course details to students.	1	yes
7. Instructors give students the opportunity to participate in the show comment	1	yes
8. Teachers have activities that promote knowledge and skills that in addition to studying in class.	1	yes
9. Instructors use technology media to promote learning.	1	yes
10. Instructors are evaluating student in a systematic way various appraisal.	1	yes
Curriculum management		
11. The teaching and learning schedule is appropriate.	1	yes
12. The arrangement of instructors is appropriate.	1	yes
13. The organization of the advisory system is appropriate.	1	yes
14. Academic services are appropriate.	1	yes
Section 5 Information on product (P): Product Evaluation		
Knowledge		
1. Students have knowledge and a thorough understanding of the content.	1	yes
2. Students have more knowledge than before.	1	yes

Question	IOC	Result
3. Student knowledge and ability to communicate	1	yes
Skill		
4. Student have problem solving skills.	1	yes
5. Student have skills in developing technology to study and research information.	1	yes
6. Student have skills in the learning process	1	yes
Ethics		
7. Student able to deal with moral problems complex ethics academic or professional.	1	yes
8. Student have responsible for performing tasks at a high level	1	yes
9. Student able to collaborate with others in solving various problems effectively efficiency	1	yes
10. Student have ability to make decisions self-assessment and planning for self-improvement	1	yes
Section 6 Information on outcome (O): Outcome Evaluation		
1. Able to use language skills in manage new academic and professional contexts.	1	yes
2. Be able to synthesize information and use results or professional reports and develop new ideas.	1	yes
3. Analyze problems, draw conclusions, and make recommendations about academics and professional	1	yes
4. Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	1	yes

Validity (IOC: Item Objective Congruence)

Questionnaire for Instructor

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Question	IOC	Result
Section 1 The general personal of instructor		
1. Gender ( ) Female ( ) Male	1	yes
2. Education level ( ) Bachelor ( ) Master ( ) Doctor ( ) Others	1	yes
3. Age ( ) Under 28 ( ) 28 – 35 ( ) 35 – 40 ( ) Over 40	1	yes
4. Professional title ( ) Lecturer ( ) Associate prof. ( ) Professor ( ) others	1	yes
5. Salary ( ) Under ¥5000 ( ) ¥5000-¥1000 ( ) ¥1000- ¥15000 ( ) Over ¥15000	1	yes
Section 2 Information on context (C): Context evaluation		
Curriculum Objectives		
1. Consistent with needs of learners and society	1	yes
2. Conformity social needs	1	yes
3. Encourage students to be able to deal with moral problems complex ethics academic or professional.	1	yes
4. Encourage students to have knowledge and a thorough understanding of the content.	1	yes
5. Encourage students to be responsible for performing tasks at a high level	1	yes

Question	IOC	Result
6. Encourage students to be able to collaborate with others in solving various problems effectively efficiency	1	yes
Curriculum structure		
7. Curriculum structure is consistent with the objectives of the curriculum.	1	yes
8. The number of credits throughout the program is appropriate.	1	yes
9. There is a clear study plan throughout the course.	1	yes
10. There is a clear academic calendar and schedule for each semester.	1	yes
11. The amount of study hours in each subject is appropriate.	1	yes
Course content		
12. Course content in line with needs	1	yes
13. The content of each course is appropriate.	1	yes
14. The course content is up to date.	1	yes
15. The difficulty of the content is appropriate for the learners.	1	yes
16. The course content is consistent with the needs of the students.	1	yes
Section 3 Information on inputs (I): Input Evaluation		
Teacher's characteristics		
1. Instructors are knowledgeable and experienced in the subjects taught in theory and practice.	1	yes
2. Instructors develop themselves to have knowledge of technology and can use technology very well	1	yes
3. Instructors use new technology to improve teaching.	1	yes
4. Instructors improve and develop teaching methods to enable learners to learn all the time	1	yes

Question	IOC	Result
5. Instructors improve the content in accordance with progress on a regular basis	1	yes
6. Instructors always keep up with the news of educational changes.	1	yes
7. Instructors have studied and researched teaching and learning to improve quality.	1	yes
8. Instructors use new technology to improve teaching.	1	yes
Administrators		
9. Administrators work with determination, dedication, and self-sacrifice to improve the school.	1	yes
10. Administrators have a leadership.	1	yes
11. Administrators accept the student's opinions and problems.	1	yes
Student		
12. Students have the basic necessary knowledge before going to school.	0.66	yes
13. Media, materials, teaching and learning equipment are of good quality which can be used to manage teaching and learning in the course	1	yes
Materials and equipment, textbooks, budget and building		
14. Materials and equipment are sufficient for students.	1	yes
15. Materials and equipment are modern.	1	yes
16. Materials and equipment are of good quality and in working condition.	1	yes
17. There are enough textbooks.	1	yes
18. Textbooks are modern.	1	yes
19. There is an adequate budget to prepare the classroom.	1	yes

Question	IOC	Result
20. There is a sufficient budget for the preparation of teaching materials.	1	yes
21. The number of classrooms is sufficient for teaching and learning.	1	yes
22. The number of laboratories is appropriate and sufficient.	1	yes
23. It is convenient to use the classroom.	1	yes
Section 4 Information on process (P): Process Evaluation		
Learning management		
1. Course opening for each academic year corresponds to course plan	1	yes
2. The ordering of subjects in each academic year is important.	1	yes
3. The instructors of the subject have the knowledge and competencies that match course.	1	yes
4. Instructors prepare to teach in advance.	1	yes
5. Instructors have teaching documents.	1	yes
6. Instructors introduce course details to students.	1	yes
7. Instructors give students the opportunity to participate in the show comment	1	yes
8. Teachers have activities that promote knowledge and skills that in addition to studying in class.	1	yes
9. Instructors use technology media to promote learning.	1	yes
10. Instructors are evaluating student in a systematic way various appraisal.	1	yes
Curriculum management		
11. The teaching and learning schedule is appropriate.	1	yes
12. The arrangement of instructors is appropriate.	1	yes
13. The organization of the advisory system is appropriate.	1	yes
14. Academic services are appropriate.	1	yes

Question	IOC	Result
Section 5 Information on product (P): Product Evaluation		
Knowledge		
1. Students have knowledge and a thorough understanding of the content.	1	yes
2. Students have more knowledge than before.	1	yes
3. Student knowledge and ability to communicate	1	yes
Skill		
4. Student have problem solving skills.	1	yes
5. Student have skills in developing technology to study and research information.	1	yes
6. Student have skills in the learning process	1	yes
Ethics		
7. Student able to deal with moral problems complex ethics academic or professional.	1	yes
8. Student have responsible for performing tasks at a high level	1	yes
9. Student able to collaborate with others in solving various problems effectively efficiency	1	yes
10. Student have ability to make decisions self-assessment and planning for self-improvement	1	yes
Section 6 Information on outcome (O): Outcome Evaluation		
1. Able to use language skills in manage new academic and professional contexts.	1	yes
2. Be able to synthesize information and use results or professional reports and develop new ideas.	1	yes
3. Analyze problems, draw conclusions, and make recommendations about academics and professional	1	yes
4. Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	1	yes

Validity (IOC: Item Objective Congruence)

Questionnaire for graduate student

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Question	IOC	Result
Section 1 The general personal of graduate student		
1. Gender ( ) Female ( ) Male	1	yes
2. Age ( ) under 22 ( ) 22 – 25 ( ) 26 – 30 ( ) over 30	1	yes
3. Salary ( ) Under ¥4000 ( ) ¥4000-¥7000 ( ) ¥7000- ¥10000 ( ) Over ¥10000	1	yes
Section 2 Information on context (C): Context evaluation		
Curriculum Objectives		
1. Consistent with needs of learners and society	1	yes
2. Conformity social needs	1	yes
3. Encourage students to be able to deal with moral problems complex ethics academic or professional.	1	yes
4. Encourage students to have knowledge and a thorough understanding of the content.	1	yes
5. Encourage students to be responsible for performing tasks at a high level	1	yes
6. Encourage students to be able to collaborate with others in solving various problems effectively efficiency	1	yes
Curriculum structure		
7. Curriculum structure is consistent with the objectives of the curriculum.	1	yes

Question	IOC	Result
8. The number of credits throughout the program is appropriate.	1	yes
9. There is a clear study plan throughout the course.	1	yes
10. There is a clear academic calendar and schedule for each semester.		
11. The amount of study hours in each subject is appropriate.		
Course content		
12. Course content in line with needs	1	yes
13. The content of each course is appropriate.	1	yes
14. The course content is up to date.	1	yes
15. The difficulty of the content is appropriate for the learners.	1	yes
16. The course content is consistent with the needs of the students.	1	yes
Section 3 Information on inputs (I): Input Evaluation		
Teacher's characteristics		
1. Instructors are knowledgeable and experienced in the subjects taught in theory and practice.	1	yes
2. Instructors develop themselves to have knowledge of technology and can use technology very well	1	yes
3. Instructors use new technology to improve teaching.	1	yes
4. Instructors improve and develop teaching methods to enable learners to learn all the time	1	yes
5. Instructors improve the content in accordance with progress on a regular basis	1	yes
6. Instructors always keep up with the news of educational changes.	1	yes
7. Instructors have studied and researched teaching and learning to improve quality.	1	yes

Question	IOC	Result
8. Instructors use new technology to improve teaching.	1	yes
Administrators		
9.Administrators work with determination, dedication, and self-sacrifice to improve the school.	1	yes
10.Administrators have a leadership.	1	yes
11.Administrators accept the student's opinions and problems.	1	yes
Student		
12.Students have the basic necessary knowledge before going to school.	0.66	yes
13.Media, materials, teaching and learning equipment are of good quality which can be used to manage teaching and learning in the course	1	yes
Materials and equipment, textbooks, budget and building		
14.Materials and equipment are sufficient for students.	1	yes
15.Materials and equipment are modern.	1	yes
16.Materials and equipment are of good quality and in working condition.	1	yes
17.There are enough textbooks.	1	yes
18.Textbooks are modern.	1	yes
19.There is an adequate budget to prepare the classroom.	1	yes
20.There is a sufficient budget for the preparation of teaching materials.	1	yes
21.The number of classrooms is sufficient for teaching and learning.	1	yes
22.The number of laboratories is appropriate and sufficient.	1	yes
23.It is convenient to use the classroom.	1	yes

Question	IOC	Result
Section 4 Information on process (P): Process Evaluation		
Learning management		
1. Course opening for each academic year corresponds to course plan	1	yes
2. The ordering of subjects in each academic year is important.	1	yes
3. The instructors of the subject have the knowledge and competencies that match course.	1	yes
4. Instructors prepare to teach in advance.	1	yes
5. Instructors have teaching documents.	1	yes
6. Instructors introduce course details to students.	1	yes
7. Instructors give students the opportunity to participate in the show comment	1	yes
8. Teachers have activities that promote knowledge and skills that in addition to studying in class.	1	yes
9. Instructors use technology media to promote learning.	1	yes
10. Instructors are evaluating student in a systematic way various appraisal.	1	yes
Curriculum management		
11. The teaching and learning schedule is appropriate.	1	yes
12. The arrangement of instructors is appropriate.	1	yes
13. The organization of the advisory system is appropriate.	1	yes
14. Academic services are appropriate.	1	yes
Section 5 Information on product (P): Product Evaluation		
Knowledge		
1. Students have knowledge and a thorough understanding of the content.	1	yes
2. Students have more knowledge than before.	1	yes
3. Student knowledge and ability to communicate	1	yes

Question	IOC	Result
Skill		
4. Student have problem solving skills.	1	yes
5. Student have skills in developing technology to study and research information.	1	yes
6. Student have skills in the learning process	1	yes
Ethics		
7. Student able to deal with moral problems complex ethics academic or professional.	1	yes
8. Student have responsible for performing tasks at a high level	1	yes
9. Student able to collaborate with others in solving various problems effectively efficiency	1	yes
10. Student have ability to make decisions self-assessment and planning for self-improvement	1	yes
Section 6 Information on outcome (O): Outcome Evaluation		
1. Able to use language skills in manage new academic and professional contexts.	1	yes
2. Be able to synthesize information and use results or professional reports and develop new ideas.	1	yes
3. Analyze problems, draw conclusions, and make recommendations about academics and professional	1	yes
4. Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	1	yes

Validity (IOC: Item Objective Congruence)

Questionnaire for employer

Curriculum Evaluation of bachelor's degree in English majors

Sichuan University of Science & Engineering

Question	IOC	Result
Section 1 The general personal of employer		
1. Gender ( ) Female ( ) Male	1	yes
2. Education level ( ) Bachelor ( ) Master ( ) Doctor ( ) Others	1	yes
3. Age ( ) Under 25 ( ) 26 – 30 ( ) 31 – 35 ( ) over 36	1	yes
4. Salary ( ) Under ¥5000 ( ) ¥5000-¥1000 ( ) ¥1000- ¥15000 ( ) Over ¥15000	1	yes
Section 2 Information on product (P): Product Evaluation		
Knowledge		
1. Students have knowledge and a thorough understanding of the content.	1	yes
2. Students have more knowledge than before.	1	yes
3. Student knowledge and ability to communicate	1	yes
Skill		
4. Student have problem solving skills.	1	yes
5. Student have skills in developing technology to study and research information.	1	yes
6. Student have skills in the learning process	0.66	yes
Ethics		
7. Student able to deal with moral problems complex ethics academic or professional.	1	yes

Question	IOC	Result
8. Student have responsible for performing tasks at a high level	1	yes
9. Student able to collaborate with others in solving various problems effectively efficiency	1	yes
10. Student have ability to make decisions self-assessment and planning for self-improvement	1	yes
Section 3 Information on outcome (O): Outcome Evaluation		
1. Able to use language skills in manage new academic and professional contexts.	1	yes
2. Be able to synthesize information and use results or professional reports and develop new ideas.	1	yes
3. Analyze problems, draw conclusions, and make recommendations about academics and professional	1	yes
4. Understanding of practice, application, and ways to develop new knowledge in a particular profession or subject deeply.	1	yes

Biography

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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ในคณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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Wuyue Qian

(Mrs.Wuyue Qian)