

The Evaluation of the Master of Education Program in Educational Measurement and Evaluation

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Abstract

This study is an evaluation research. Its objectives were to evaluate the Master of Education Program in Educational Measurement and Evaluation. The research informants were 235 stakeholders of the Master of Education Program in Educational Measurement and Evaluation classified into four groups 153 graduate students, 36 students who graduated from the Program, 36 superiors/employers of the graduated students, and 10 instructors and experts. The employed research instruments were three sets of questionnaires on the Program for the three groups of research informants which comprised checklist items, rating scale items, and open-ended items for descriptive responses, and a guideline form for focus group discussion. Data were analyzed using the frequency, percentage, mean, standard deviation, and content analysis. Research findings were as follows: 1) The program details, compiled texts, study guides, learning activity plans, and other supporting sources and learning media were appropriate at the high to highest levels, which passed the evaluation criteria. 2) The instructional process comprising supplementary/intensive seminars, instruction via e-learning, thesis and independent study supervision, services provided by the university, and measurement and evaluation of learning outcomes were appropriate at the high to highest levels, which passed the evaluation criteria. 3) Characteristics of the program graduated students of STOU based on TQF standards in the dimensions of ethics and morality, professional knowledge and skills, thinking and problem solving, and responsibility and human relationship were appropriate at the highest level; while that in the dimension of communication and technology usage was appropriate at the high level, all of which passed the evaluation criteria.

1. Introduction

The curriculum is important and necessary for educational provision in every educational level because the curriculum determines the direction of educational provision to be in line with the social and economic needs and the advancement of science and technology. Curriculum implementation is the undertaking of all activities in order to apply the developed curriculum into real practice.

Curriculum evaluation is the process of collecting and analyzing data on curriculum implementation to find out its quality, the extent of which it achieves its objectives, its benefits and disadvantages, and its parts or components that need further improvement. The curriculum of the School of Educational Studies, Sukhothai Thammathirat Open University (STOU) comprises many offered educational programs at the undergraduate and graduate levels. One of the offered programs is the Master of Education Program in Educational Measurement and Evaluation which has been offered since the 2011 academic year. In the 2015 academic year the Program will have been implemented for five years. The Office of the Higher Education Commission has stipulated that any programs that have been implemented for five years need to be evaluated and improved based on evaluation results. Based on this stipulation and the fact that there have been many policy changes related to higher education such as the issuance of the 11th National Social and Economic Development Plan (B.E. 2555 – 2559), the 11th National Education Development Plan (B.E. 2555 – 2559), changes in educational policy of the government, the changes in social, economic and environmental conditions, and the entering into ASEAN Economic Community (AEC) in 2015, the School of Educational Studies has decided to evaluate the Master of Education Program in Educational Measurement and Evaluation in order to take the results into consideration for the improvement of the program in accordance with the above-mentioned changes.(Chuthathip Chanruean, [3], Kanchaya Sansern, [4], Suchittra Sirikaroon, [6])

2. Research Objectives

To evaluate the Master of Education Program in Educational Measurement and Evaluation.

3. Methodology

3.1. Research Informants

The research informants were 235 stakeholders of the Master of Education Program in Educational Measurement and Evaluation classified into 153

students, 36 graduated students, 36 employers or supervisors of graduated students, and 10 instructors and experts on educational measurement and evaluation, all of which were purposively selected. All of research informants were appointed as evaluation committee members for evaluation of the Program.

3.2. Research Instruments

The employed research instruments were (1) four questionnaires for students enrolling in the Program, students graduated from the Program, instructors, and employers or supervisors of graduated students, and (2) a form containing guidelines for focus group discussion.

4. Analysis of Findings

Quantitative data were analyzed using the frequency, percentage, mean, and standard deviation; while qualitative data were analyzed with content analysis. Decision making of evaluation results was based on the criteria for judging the sufficiency/ appropriateness/ practice at the high level or above (the mean of 3.51 or higher from the 5-level evaluation scale) to be considered appropriate or sufficient.

5. Conclusions

Evaluation results of the program based on opinions of the students, graduated students, and employers/supervisors of graduated students can be concluded that the Master of Education Program in Educational Measurement and Evaluation is appropriate in all components, namely, the Program structure and materials, the instructional process, and the characteristics of graduated students, all of which pass the evaluation criteria and can be elaborated as follows:

1. The Program structure and materials which include Program details, compiled texts, study guides, activities plan, e-learning online media, and other media and facilitating sources of learning are appropriate at the high to highest level and pass the evaluation criteria. The details are shown in Table 1.

Table 1. Comments on the Program

Comments on the Program	Mean	SD.	level
Program Details	4.41	0.56	High
1 The name of the needs of the students	4.34	0.89	High
2 The Program meets the requirements of society	4.41	0.72	High
3 The Program content is consistent with the	4.45	0.69	High
Compiled texts	4.32	0.61	High
4 The objective of the Program is clear	4.56	0.62	Highest
5 Program duration (2 years) is appropriate	4.49	0.61	High
6 The cost of the Program in line with economic conditions	4.22	0.72	High
7 The content of promoting moral	4.23	0.68	High
8 The promotion of knowledge and experience in the curriculum	4.53	0.63	Highest
9 Content to promote critical thinking. Problem solving and decision making skills	4.86	3.11	Highest
10 The content in accordance with the present situation	4.30	0.78	High
11 The content on each unit can understand easily	4.07	0.77	High
12 The sequence of content is conducive to learning	4.16	0.75	High
13 The size of the image volume is appropriate	4.14	0.81	High
14 The overall processing module content is appropriate	4.30	0.59	High
Study guides	4.16	0.59	High
15 Activities conducive to self-learning	4.10	0.81	High
16 Activities and the answer to foster understanding substance.	4.17	0.78	High
17 There are activities to promote interpersonal relationships and responsibilities.	4.13	0.80	High
18 There are activities that promote communication and use of information technology.	4.09	0.80	High
19 Evaluation of pre - post learning stimulate learning well.	4.14	0.84	High
20 Activities to stimulate thinking and learning.	4.31	0.69	High
21 The size of the image volume is appropriate	4.17	0.72	High

Comments on the Program	Mean	SD.	level	highest level and pass the evaluation criteria. The details are shown in Table 2.																																																																				
Activities plan	4.27	0.56	High	Table 2 Comments on the teaching process <table border="1"> <thead> <tr> <th>Comments on the teaching process</th> <th>Mean</th> <th>SD.</th> <th>level</th> </tr> </thead> <tbody> <tr> <td>Supplementary seminars/Intensive seminars</td> <td>4.33</td> <td>0.57</td> <td>High</td> </tr> <tr> <td>1 A period of extra time seminars 2 days are suitable</td> <td>4.23</td> <td>0.84</td> <td>High</td> </tr> <tr> <td>2 The number of seminars supplement was appropriate.</td> <td>4.03</td> <td>0.92</td> <td>High</td> </tr> <tr> <td>3 Seminar extra help promote learning effectively.</td> <td>4.41</td> <td>0.69</td> <td>High</td> </tr> <tr> <td>4 The seminar can supplement the interaction between students and teachers</td> <td>4.63</td> <td>0.55</td> <td>Highest</td> </tr> <tr> <td>5 Instruction via e-learning</td> <td>3.73</td> <td>0.82</td> <td>High</td> </tr> <tr> <td>5 The period of participation in e-learning was appropriate</td> <td>3.78</td> <td>0.85</td> <td>High</td> </tr> <tr> <td>6 Assignments and activities in e-learning proper</td> <td>3.86</td> <td>0.84</td> <td>High</td> </tr> <tr> <td>7 Interaction with teachers and students in the e – learning is going according to plan</td> <td>3.64</td> <td>0.89</td> <td>High</td> </tr> <tr> <td>8 The feedback from the teacher is active learning through e-learning.</td> <td>3.68</td> <td>0.97</td> <td>High</td> </tr> <tr> <td>9 E-Learning activities can help you achieve the goal of learning</td> <td>3.68</td> <td>0.92</td> <td>High</td> </tr> <tr> <td>Thesis and Independent study</td> <td>3.96</td> <td>0.78</td> <td>High</td> </tr> <tr> <td>10 supervision process The thesis / Independent Study. Appropriate</td> <td>3.96</td> <td>0.86</td> <td>High</td> </tr> <tr> <td>11 Adviser to guide and follow the thesis / independent student regularly</td> <td>4.03</td> <td>0.89</td> <td>High</td> </tr> <tr> <td>12 Activities to enhance the knowledge and skills of writing thesis proposal / independent is suitable</td> <td>4.01</td> <td>0.88</td> <td>High</td> </tr> <tr> <td>13 Promoting the knowledge and skills of</td> <td>3.94</td> <td>0.85</td> <td>High</td> </tr> </tbody> </table>	Comments on the teaching process	Mean	SD.	level	Supplementary seminars/Intensive seminars	4.33	0.57	High	1 A period of extra time seminars 2 days are suitable	4.23	0.84	High	2 The number of seminars supplement was appropriate.	4.03	0.92	High	3 Seminar extra help promote learning effectively.	4.41	0.69	High	4 The seminar can supplement the interaction between students and teachers	4.63	0.55	Highest	5 Instruction via e-learning	3.73	0.82	High	5 The period of participation in e-learning was appropriate	3.78	0.85	High	6 Assignments and activities in e-learning proper	3.86	0.84	High	7 Interaction with teachers and students in the e – learning is going according to plan	3.64	0.89	High	8 The feedback from the teacher is active learning through e-learning.	3.68	0.97	High	9 E-Learning activities can help you achieve the goal of learning	3.68	0.92	High	Thesis and Independent study	3.96	0.78	High	10 supervision process The thesis / Independent Study. Appropriate	3.96	0.86	High	11 Adviser to guide and follow the thesis / independent student regularly	4.03	0.89	High	12 Activities to enhance the knowledge and skills of writing thesis proposal / independent is suitable	4.01	0.88	High	13 Promoting the knowledge and skills of	3.94	0.85	High
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22 Provides guidelines for activities throughout the semester clearly	4.40	0.67	High																																																																					
23 The task is detailed enough to do the work.	4.06	0.72	High																																																																					
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25 Enter the evaluation criteria clearly.	4.28	0.73	High																																																																					
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27 The studies to date	4.31	0.67	High																																																																					
e-learning online media	3.89	0.79	High																																																																					
28 e - learning can be conveniently accessed	3.89	0.93	High																																																																					
29 Enhance learning from multimedia content	3.99	0.77	High																																																																					
30 The media used in e-learning is appropriate (such as, PPT Web link File).	3.97	0.96	High																																																																					
31 e - learning system easy to use.	3.91	0.95	High																																																																					
32 e - learning system stable.	3.75	0.96	High																																																																					
33 The planned activities in e - learning was appropriate	3.87	0.89	High																																																																					
Other media and facilitating sources of learning	3.88	0.69	High																																																																					
34 The suitability of the media provided the documentation and training	3.86	0.81	High																																																																					
35 The suitability of the media provided in the library, area resource center	3.84	0.83	High																																																																					
36 The service of library resources online is convenient to access.	3.72	0.89	High																																																																					
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Comments on the teaching process	Mean	SD.	level	Comments on the teaching process	Mean	SD.	level
report writing thesis / independent is appropriate				29 The proportion rate measurement and evaluation are suitable	4.31	0.70	High
14 There are activities to enhance the knowledge and skills of writing research articles are suitable	3.90	0.84	High	3. The characteristics of graduated students based on opinions of employers or supervisors of graduated students can be concluded that the graduated students have characteristics in the aspects of virtues and ethics, knowledge and professional skills, thinking and problem solving, responsibility, human relationship, distance education skills and self-learning and knowledge searching abilities at the highest level of appropriateness; while their characteristics in the aspects of communications and technology usage are at the high level, all of which pass the evaluation criteria. The details are shown in Table 3.			
The service provision of the university	4.00	0.65	High	Table 3. The employers of graduates on features			
15 University information related to students in time	3.94	0.92	High	The employers of graduates on features			
16 The university has lost track students continuously	3.77	1.03	High	Virtues and Ethics	4.97	0.06	Highest
17 Students can register online through various channels (banks / post office / home) easily	4.41	0.71	High	1. Honest, sincere	5.00	0.00	Highest
18 The university has the shipping documents in a timely manner	3.71	1.09	High	2. Diligent	5.00	0.00	Highest
19 Service answer students of One Stop Services efficiently	3.87	0.82	High	3. Discipline	4.88	0.33	Highest
20 Answer students' registration office service company effectively	3.86	0.85	High	4. Attitude towards work.	4.94	0.24	Highest
21 The service of the graduate student questions effectively	3.94	0.83	High	5. Morality and morals	5.00	0.00	Highest
22 Service to answer students and study The Bureau of education service efficiently	3.86	0.82	High	6. Have professional ethics	5.00	0.00	Highest
23 Communication with branch company is convenient.	4.13	0.76	High	Knowledge and Professional skills	4.69	0.36	Highest
24 Communication with the master is convenient	4.52	0.61	Highest	7. Knowledge in Science Education	4.76	0.44	Highest
25 The service of the area resource center effectively	4.01	0.84	High	8. Knowledge of the science involved	4.71	0.47	Highest
Measurement and Evaluation of learning outcomes	4.33	0.59	High	9. Ability to apply knowledge to use	4.59	0.51	Highest
26 Notification to the learning objectives prior to teach	4.44	0.66	High	Thinking and problem solving	4.76	0.31	Highest
27 Evaluation pre - post study	4.29	0.66	High	10. Ability to systems thinking	4.76	0.44	Highest
28 Using a variety of methods to measure and evaluate	4.29	0.65	High	11. The ability to make decisions and solve problems.	4.76	0.44	Highest
				12. Have the initiative.	4.71	0.47	Highest
				13. Can use the knowledge to practice well	4.82	0.39	Highest
				Responsibility	4.69	0.33	Highest
				14. A self-responsibility	4.88	0.33	Highest
				15. Responsibility for the organization	4.88	0.33	Highest
				16. Responsibility for the environment and society at all levels	4.47	0.51	High
				17. volunteerism and public consciousness	4.53	0.51	Highest
				Human relationship	4.65	0.45	Highest

The employers of graduates on features	Mean	SD.	Level
18. Have a good relationship with other people.	4.53	0.62	Highest
19. Have the ability to work with others as well.	4.71	0.47	Highest
20. leadership and followers	4.71	0.47	Highest
Communications and Technology	4.41	0.44	High
21. Have the ability to communicate in speaking, reading and writing.	4.65	0.49	Highest
22. Have the ability to use the language.	4.53	0.51	Highest
23. Have the ability to use English	3.82	0.88	High
24. Have the ability to use information and communication technology	4.59	0.62	Highest
25. Ability to analysis and presentation of the results of the study were analyzed	4.47	0.51	High
Distance education skills and Self-learning and knowledge searching abilities	4.82	0.31	Highest
26. Has the ability of self-study.	4.82	0.39	Highest
27. Have to seek more knowledge from various sources.	4.71	0.47	Highest
28. Dedicated, hardworking	4.94	0.24	Highest

6. Discussion

1. Regarding evaluation results of the Program structure, it is found that the Program is appropriate at the high level, with the graduated students having opinions about the details of the Program as being appropriate at the highest level, except for the item on the Program contents being in accordance with educational laws and policies which is appropriate at the high level. This may be because there have been many changes in educational policies resulting in some contents of the Program not being adapted accordingly, such as the adjustment of educational curriculum. However, both the enrolling students and graduated students have agreed that the Program is appropriate; the Program objectives are clear; and the compiled texts have contents that enhance students' knowledge and experience as prescribed in the Program [2].

2. Regarding evaluation results of the instructional process, the graduated students and enrolling students have both agreed that the instructional process is appropriate in every aspect especially the aspects of intensive seminars and supplementary seminars which the graduated students consider them

appropriate at the highest level. The aspects that both the enrolling students and graduated students agree upon as being appropriate at the highest level are those of the supplementary seminars and intensive seminars, the enhancement of student-instructor interaction, and the student convenience in communicating with the instructors. This may be because in the distance education system students have to study the compiled texts, study guides, and additional instructional media by themselves and attend supplementary seminars once or twice per course. The supplementary seminar enables the students to fulfill their knowledge and understanding, and exchange their learning with other students and instructors resulting in gaining more knowledge and confidence in their studies. Therefore, the students have all agreed that the supplementary seminars are appropriate at the highest level. As for the convenience of communication with the instructors, this is because the instructors have provided many channels of communication for the students, such as e-mail, Facebook, and Lines.(Boonsri Prommapun, [1]) However, students in some areas cannot participate in e-learning activities due to lack of Internet signals. Therefore, in instructional management the instructors must be aware of limitations in the access to instructional media provided by the university and should provide various channels of communication to enable students to study appropriately.

3. Regarding evaluation results of the Program outputs, the graduated students' employers/supervisors have agreed that the students who graduated from the Program have appropriate characteristics in almost every aspect at the highest level except the aspects of communication and information technology usage, the ability to use English language, and the ability to study, analyze and present analysis results that are appropriate at the high level. Even though the graduated students have shown appropriate characteristics, the transforming of the present society to enter the ASEAN Community requires that the producer of graduated students equip the graduated students with more knowledge and abilities so that they will have characteristics as required by the present society.

4. Regarding the overall evaluation result of the Master of Education Program in Educational Measurement and Evaluation as a whole, it is concluded that the Program is appropriate at the high to highest levels and pass the evaluation criteria in every component. However, in order to ensure that the Program is relevant to the present needs of the students and employers of graduated students, experts on educational measurement and evaluation consisting of instructors of educational measurement and evaluation and administrators of work units concerning educational measurement and evaluation who participated in the focus group discussion have

provided the recommendation that the scope of the Program should be enlarged to cover other topics in addition to educational evaluation, i.e. to cover both the science of educational measurement and the science of educational evaluation. Consequently, the present title of the Master of Education Program in Educational Measurement and Evaluation majoring in Educational Evaluation should be adjusted to become the Master of Education Program in Educational Measurement and Evaluation majoring in Educational Measurement and Evaluation. (School of Educational Studies, [5]) Also, the experts recommend that some course titles should be changed and the number of required and elective courses should be increased in order to be in accordance with the new name of the Program and to enable the graduated students to have knowledge on educational measurement, educational evaluation, and educational assurance, all of which are required for instructional development in schools.

7. Recommendations

7.1. Recommendations for application of the research findings

1.1 The School of Educational Studies should continue to offer supplementary seminar and intensive seminar activities in the Program to enable students to have face-to-face interaction with instructors and other students. It also should adapt e-learning activities to be in the pattern that all students can gain access to the activities.

1.2 The School of Educational Studies should maintain various channels of communication for the students, and it should support and facilitate communication between students and instructors in terms of thesis and independent study supervision to enable students to graduate in their study program faster.

7.2. Recommendations for Further Research

Additional evaluation of the Program should be undertaken after the Program has been implemented for some determined duration, such as conducting the Program evaluation for every two years.

8. References

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