

## Abstract

The objectives of the research entitled "The Evaluation of Master's Degree Program in Visual Arts Education, Faculty of Painting, Sculpture and Graphic Arts and Faculty of Education, Silpakorn University" were to 1) evaluate the Master's Degree Program in Visual Arts Education, Faculty of Painting, Sculpture and Graphic Arts and Faculty of Education, Silpakorn University in context, input, process, product, impact, effectiveness, sustainable and transportability 2) study problems and guidelines to improve the Master's Degree Program in Visual Arts Education, Faculty of Painting, Sculpture and Graphic Arts and Faculty of Education, Silpakorn University.

The research team used Danial L. Stufflebeam evaluation model. The CIPPI<sub>EST</sub> model was used in eight contexts, namely: Context, Input, Process, Product, Impact, Effectiveness, Sustainable and Transportability. The data was collected by using questionnaires consisted of 5 groups of people involving in the curriculum: 29 graduates, 23 students, 17 faculty members, 14 committee/routine curriculum instructors, 17 graduate's employers.

The instruments used in the study were rating scale and open-ended questionnaires. The collected data were analyzed by using percentage (%), mean ( $\bar{X}$ ), standard deviation (S.D.) and content analysis.

The results of the research were as follows: -

1. The result of the Evaluation of Master's Degree Program in Visual Arts Education has found at the most appropriate level of evaluation in all areas ( $\bar{X}$  = 4.52, SD. = 0.52).

2. The result of the Context evaluation was at the highest level of propriety ( $\bar{X}$  = 4.60, SD. = 0.47). The faculty members had the most average score following by the committee/routine curriculum instructors, and the graduates respectively. The students had the most minimum average score.

3. The result of the Input evaluation was at the highest level of propriety ( $\bar{X}$  = 4.50, SD. = 0.59). The graduates had the most average score following by the faculty

members, and the students respectively. The committee/routine curriculum instructors had the most minimum average score.

4. The result of the Process evaluation was at the highest level of propriety ( $\bar{X} = 4.58$ , SD. = 0.53). The committee/routine curriculum instructors had the most average score following by the graduates and the faculty members respectively. The students had the most minimum average score.

5. The result of the Product evaluation was at the highest level of propriety ( $\bar{X} = 4.41$ , SD. = 0.42). The committee/routine curriculum instructors had the most average score following by the graduates, the faculty members, and the graduates' employers respectively. The students had the most minimum average score.

6. The result of the Impact evaluation was at the highest level of propriety ( $\bar{X} = 4.53$ , SD. = 0.46). The graduates had the most average score, and the graduates' employers had the score in the high level.

7. The result of the Effectiveness evaluation was at the highest level of propriety ( $\bar{X} = 4.50$ , SD. = 0.57). The graduates had the most average score, and the graduates' employers had the score in the high level.

8. The result of the Sustainability evaluation was at the highest level of propriety ( $\bar{X} = 4.47$ , SD. = 0.57). The graduates had the most average score, and the graduates' employers had the score in the high level.

9. The result of the Transportability was at the highest level of propriety ( $\bar{X} = 4.59$ , SD. = 0.54). The graduates had the most average score, and the graduates' employers had the score in the high level.

The results of the problem study from the open-ended questions and the guideline to improve the Master's Degree Program in Visual Arts Education were as follows: -

1. The context aspect found that the objectives of the program article 1 and 4 were duplicated. The guideline to improve was to eliminate and integrate the

overlap objectives into one objective. The objective article 2, to improve the quality of art teachers to have ethics, should be revised to emphasize work ethics.

In terms of course structure, more timeframes were proposed. The improvement approach was to modify duplicated courses, and integrate similar subject matters into the same course to make the course tighten up such as Course 200 501 Experiments in Creative Visual Arts and Courses 200 502 Experimental Creative Visuals Art.

In Course 200 504 Seminar, one semester was not enough for students to develop quality work to lead to a thesis. The guideline for improvement is to add one more seminar course for thesis preparation.

2. The Input aspect indicated that students enrolling in the program had very different basic knowledge and skill. The approach to improvement was grouping students having similar level of basic knowledge or having additional activities to adjust the foundation before the semester.

In the area of library resources of the University, Sanamchan campus, books and electronic databases were available to support graduate studies. But students may not know, so they did not access the service. Thus, the solution was to inform students on the orientation day or to organize the students to attend the library database service training.

2.3 The Process aspect found that there was no field trip in the program. The approach to improvement was adding a field trip in a pre-thesis seminar course. In order for students to be able to apply the knowledge gained from the study visit as a guideline to the thesis topic presentation.

2.4. The Productivity aspect found that the number of students who did a research in art education was smaller than that of students who did their thesis on art creativity. The guideline for improvement was to increase the training of research in art education in the related subjects, such as the Research Methodology in Art Educations course, for students to practice doing a research and increase their confidence and to encourage students to attend academic seminars to urge them to create new research topics.

2.5 The Impact aspect revealed a lack of budget support and international stages for academic presentation, including art galleries for students or graduates to exhibit their works. The improvement approach was that the curriculum management Committees, Graduate school and faculty should collaborate in supporting students to attend international academic presentations and creative exhibitions in accredited galleries by providing budget aiding and/ or public relations information for students.