Curriculum evaluation of tourism undergraduate programs in Turkey: A CIPP model-based framework

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ABSTRACT

This study aims to evaluate the effectiveness of the undergraduate programs in tourism education within the scope of the CIPP model. In this context, undergraduate programs were examined in the context of the CIPP model which consists of interrelated components of context, input, process, and product elements. The quantitative research method was preferred and a survey was conducted with the students attending four universities in Turkey. The results indicate that based on the opinion of the students there are some strengths and weaknesses in the curriculums of the tourism undergraduate programs regarding the basic components of the CIPP model.

1. Introduction

Tourism is among the most important industries all over the world, providing job opportunities; thus, leading to economic improvements of the counties. With these improvements, the importance given to the tourism industry has risen dramatically in recent years. The tourism industry is a labour-intensive service industry, based on the availability of qualified staff to produce, run, and maintain the tourism product (Wang et al., 2009; Agyei-Ohemeng et al., 2018). To increase the availability of qualified staff in the tourism industry, tourism education is highly significant since the tourism and hospitality industry heavily relies on hospitality and tourism education (Shen et al., 2015). Additionally, the education in tourism and the academic field "… has been ahead of the industry in emphasizing the social and environmental impact of tourism and the need for sustainable development" (Morgan, 2004, p. 97).

Tourism education, by providing the necessary skills to interpret, evaluate and analyze the basic principles and knowledge refers to the process that develops students' critical abilities and encourages the understanding of conceptual issues to contribute to professional and intellectual development (Cooper & Shepherd, 1997; Daniel et al., 2017). Since the transfer of basic knowledge in the field of tourism is a fundamental element in the training of personnel who will work in the increasingly complex tourism world, the importance of curriculum in education for tourism industry cannot be denied as well (Coll Ramis, 2020; Cooper & Shepherd, 1997).

The development of the tourism sector and tourism education in the world triggered a huge amount of innovative scientific inquiry (Airey and Tribe, 2005). In general, after the 1960s, when the tourism sector in the world started to increase rapidly, importance was given to education and in order to meet this requirement. Especially in the early 1990s the importance given tourism rose substantially and has continued until today (Vaduva et al., 2020). Since then determining the impacts of tourism education programs in higher education has been important for the future and quality of the tourism sector.

Turkey is a rapidly growing and developing country in the tourism industry. There is a significant increase in the number of tourists

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coming every year. In 2019, a total of 51.7 million tourists came and 34.5 billion dollars of tourism revenue was obtained (Tourism Agency, 2020). Turkey ranks sixth in the world in terms of the number of tourists (UNWTO, 2019). Since it is a country where tourism activities are constantly gaining importance, the quality of education provided in the field of tourism also becomes important. In this respect, Turkey has been considered within the scope of the research.

In order to raise qualified people that will work in the tourism field, it is very important to apply an efficient education curriculum. Although the objective of the tourism education curriculum in higher education is to meet the needs of students, employers working in the field and the government, there is no agreement about how to find the best way to realize this aim (Morgan, 2004). In order to realize the objective of the curriculum, one must consider all the necessary steps in curriculum development, which are planning the curriculum, implementation of it and finally evaluating it. In the tourism field, it is especially important to know the distinction between product aims (at the end of the teaching and learning process what the students can do) and process aims (how the knowledge or skill is acquired by the students) (Cooper, 2002). Thus, defining the objectives clearly and processing in line with the defined objectives allow the educators to develop defensible and rational curriculum (Cooper, 2002). After the implementation of the curriculum, the evaluation process provides educators to link the curriculum objectives to the necessary competencies of the students in the tourism field.

For the tourism industry, staff education and professional development are very crucial, as stated by global education organizations and associations, the most prominent of which is the World Tourism Organization, whose findings and evaluations concentrate on staff education and professional development (Perman & Mikinac, 2014). Furthermore, in the context of globalization, the worldwide changes and developments affect the human profile expected to be trained and leads to radical changes and developments in the education system, functions, and objectives of education as in many areas including the tourism field. Consequently, it is necessary to the reconsideration and development of education programs at certain time intervals following the conditions of the century and developments occurring in the world.

Evaluation is a fundamental component of education (Anh, 2018). The evaluation of educational curriculum is an increasingly important area in tourism education. Evaluation is the best way to assess if the education programs fulfill their designated objectives (Alqahtani, 2016). However, it is not easy to recommend a single model for curriculum assessment due to the variety in curriculum development (Karataş and Fer, 2019). Therefore, it is of great importance to know which model to choose and how to carry out the educational evaluation process systematically.

Regarding these concerns mentioned above examining the current situation of the education curriculum of tourism undergraduate programs is highly necessary for all the educational institutions. Apart from this reason, the program evaluation must also be carried out systematically in order to see which part of the program has its strengths or weaknesses. With the aim of carrying out a systematic evaluation of the tourism undergraduate program, Stufflebeam's CIPP model has been selected. There are several important reasons for choosing the CIPP model for the evaluation of the tourism curriculum. This model is unique, because in each component of the program, there arises a decision about planning and implementation of the program (Gunung & Darma, 2019). This model often considers the evaluated program as a system and the model is an evaluation model that has certain benefits compared to other program evaluation models (Zhang et al., 2011). The advantages are summarized as follows: (1) The components which are the context, input, process and product (Stufflebeam et al., 1971) offer a theoretical structure that is capable of directing the assessment of the overall quality and merit of a program. (2) The CIPP model is related to identifying and correcting mistakes observed in the evaluation process, the model has the feature to discover and apply new procedures for future practices to be more effective (Anh, 2018). Therefore, it can provide a strong framework for decision-making and policy-making for the design of a newer program (Gunung & Darma, 2019). (3) Stufflebeam's CIPP Model is adopted to evaluate the program in its entirety, from different perspectives and to reveal a holistic approach, in terms of providing valuable data. (4) It is a powerful and easy method to help evaluators create questions of critical significance to be asked in an evaluation process and for each element of the CIPP model, evaluators can define lots of questions (Karataş and Fer, 2019). (5) The basic feature that distinguishes this model from other evaluation models is the understanding that evaluation is realized "not to prove but to improve" (Stufflebeam, 2003, p. 58). For this reason, evaluation is primarily seen as a functional activity that stimulates the efforts of institutions in the long term, helps, strengthens, and improves (Stufflebeam & Shinkfield, 2007). In this respect, by bringing a different perspective to evaluation, it has taken evaluation as a continuous process and has made the most important contribution to decision-management-centered approaches (Ornstein & Hunkins, 2004). (6) Considering the nature of the tourism field the tourism undergraduate curriculum is convenient for the four dimensions of the CIPP model. (7) CIPP model evaluation is under decision-oriented approaches; thus, it tries to ensure that the decision-makers use its findings (Robinson, 2002), which is one of the problems of educational setting: to use the result of the evaluation to form a new or improved curriculum.

There is a considerable amount of studies carried out in the field of curriculum evaluation based on the CIPP model (AbdiShah-shahani et al., 2015; Aziz et al., 2018; Karataş and Fer, 2009; Limouei & Hoseinzadeh, 2016, Lippe & Carter, 2018; Mohebbi et al., 2011; Neyazi et al., 2016; Zang et al., 2011). Additionally, a great deal of previous research about curriculum evaluation has focused on tourism education as well (Horng et al., 2020, Lee et al., 2019; Coll Ramis, 2020; Shen, 2015; Stergiou & Airey, 2012). However, considering tourism undergraduate education programs in Turkey, there is a lack of studies focusing on curriculum evaluation in the tourism field within the framework of such a detailed and systematic program evaluation model. This situation leads us to several questions to be answered that are also the components of the CIPP model: whether the current tourism undergraduate programs are effective, are they meeting the needs of students that are expected to be qualified personnel for the tourism sector? Are the educators in the tourism field raising qualified personnel for the tourism industry? Therefore, the main purpose of this study is to determine the effectiveness of the undergraduate tourism education program according to the CIPP evaluation model considering the views of the students attending these programs and to identify the most important factors influencing tourism undergraduate programs in Turkey. And another important aim of this study is to find out whether there is a significant difference regarding the elements in the CIPP model

among the tourism departments. Depending on these main purposes the following questions were addressed in this research:

1. What are the opinions of the students regarding the context, input, process, product evaluation dimensions of the CIPP model for the tourism curriculum applied in their universities?
2. Is there a significant difference in students' views of two types of tourism programs regarding the elements in the CIPP model?

This result of this program evaluation study is expected to be beneficial for higher education in tourism to improve the programs applied in this field.

2. Literature review

2.1. Higher tourism education system in Turkey

There are four major groups in Turkish educational system: pre-school, primary and lower secondary, upper secondary, and higher education. Turkey's higher education system can be split into two parts: the state and private universities. Tourism education in Turkey, which was organized within the scope of vocational courses for the first time, has spread to a wide plane from secondary education to doctorate level and has gained the feature of a systematic education movement (Soybalı & Bayraktaroğlu). The beginning of studies in the field of tourism education started in Turkey in the 1960s (Gürdoğan, 2019). Many institutions subsequently began to develop and encourage tourism education at all levels, public organizations set up many organizations that provide instruction in tourism and many institutions were set up by both public and private sectors to improve the standard of education for tourism and to meet the needs of the tourism industry (Çakar & Çizel, 2015).

Two types of higher education institutions offering tourism education exist in Turkey. These are a two-year associate degree program providing vocational school tourism education and a four-year bachelor's degree program offering programs in tourism and hotel management. In the professional stream, vocational education stands with a different goal than that of the academic and it focuses on the training of the qualified human resources both at the level of secondary and high education (Darma, 2019). Thus, it can be concluded that two higher education institutions have different objectives regarding their curriculum.

2.2. Program evaluation

Evaluation means the activities to collect information about the working condition of something to define the effectiveness of that thing and if it is not effective, to find a suitable alternative in the decision process (Warju, 2016). Additionally, evaluation is considered as "the systematic attempt to gather information in order to make judgments or decisions" (Lynch, 1996, p. 2). On the other hand, educational evaluation means to determine standards for quality assessment and to decide whether these standards are precise, to gather relevant information, and to apply the standards to determine value, quality, availability, efficiency, or importance (Worthern et al., 1997). Taking account of this definition, program evaluation approaches are grouped into six categories as adversary-oriented, consumer-oriented, decision/management-oriented, expertise-oriented, objectives-oriented, and participant-oriented (Worthern et al., 1997).

To evaluate the level of achievement in an education program, to determine the effectiveness of the ongoing program and to gather some useful information for future programs, program evaluation activities are worth doing. Dharma et al. (2013) (as cited in Warju, 2016) states that it is worth conducting all program activities using the program evaluation to see the degree of progress achieved, assess the quality and efficacy of the current program, and to collect knowledge to set up the next program. Consequently, the implementation of evaluation must become an integral aspect of enhancing the quality of education and must be implemented sustainably. This evaluation process comprises of different activities such as student evaluation and assessment, program and curriculum evaluation, school accreditation (Kellaghan et al., 2003). Therefore, the activities carried out in the program evaluation concentrate not only on evaluating learning achievement but also on evaluating input and learning processes.

2.2. The CIPP model

Within the framework of curriculum evaluation approaches, there are several different evaluation models and among these models the commonly used one is Stufflebeam's CIPP model. In the early seventies, Danial L. Stufflebeam developed the CIPP model. According to CIPP model, "evaluation is the process of delineating, obtaining, providing, and applying descriptive and judgmental information about the merit and worth of some object goals, design, implementation and outcomes to guide improvements" (Stufflebeam, 2003, p. 34). The model is defined as "a comprehensive framework for guiding evaluations of programs, projects, personnel, products and evaluation system" (Stufflebeam, 2003, p. 31). The acronym CIPP stands for four different dimensions of the model, which are Context, Input, Process, and Product respectively (Stufflebeam, 2000, 2003).

CIPP model is examined under the decision-oriented approaches. In decision-oriented approaches, by working closely with the program manager, the evaluator will define the decisions that the latter would make and gather sufficient information on the relative benefits and drawbacks of each alternative decision to allow the decision-maker to make the best judgment in terms of defined parameters (Worthern, 1990).

In this model context, input, process, and output are used as the evaluation objectives and the program which is expected to be evaluated is considered as a system. The CIPP model has a full and detailed feature to assess and increase the effectiveness of the

program by using specific parameters (Kamsurya, 2020).

The first dimension of the model which is context is related to the goals, objectives, history, and background of the education institute; the second one which is input covers the following subjects as material, time and resources for the education environment. Process dimension of the model includes teaching and learning processes, the implementation, quality, effectiveness, and usefulness of these processes. Finally, product refers to the benefits of the education program for both the learners and the society (Stufflebeam, 2003).

When used for assessment of the program performance, the CIPP model is flexible and prescriptive (Lippe & Carter, 2018). As Stufflebeam et al. (1971) indicated the assessment and evaluation of the program are carried out in two ways. The first one is the improvement that means formative-oriented assessments completed at the end of the curriculum to direct the implementation of a new program or to enhance an existing program. The second one is accountability which means summative-oriented tests are carried out during the implementation of the software to assess the expected curriculum outline. After the way has been determined by the evaluators, the next step is to begin a more prescriptive approach to program assessment by determining the main components of the four main evaluations (Lippe & Carter, 2018).

Consequently, to have a better understanding of tourism higher education program in Turkey, it can be summarized that the higher tourism education system consists of two types of program namely a two-year associate degree program and a four-year bachelor's degree program. While the former one provides vocational education, the latter one provides more academic education. In order to evaluate the effectiveness of tourism education program, the curriculum should be examined in detail. Thus, the importance of program evaluation seems evident. In this regard since it has detailed framework for program evaluation, CIPP model is thought to be best to evaluate the tourism curriculum.

3. Method

3.1. Sample

This study was conducted between March and June 2019 to evaluate the undergraduate programs in tourism within the scope of the CIPP model. The quantitative research method was preferred as the research method. In the study, it was decided to use the questionnaire technique as the data collection technique.

According to 2019 data, there are 109 undergraduate programs including 79 Faculties and 30 Higher Schools. The number of students studying in tourism degree program based on the results of placement OSYS in Turkey is around 20 thousand (Tuna et. al, 2019) and this figure constitutes the universe. There are four departments considering tourism undergraduate programs in Turkey. These are Tourism Management, Gastronomy and Culinary Arts, Tourism Guidance and Recreation and Animation departments. However, Tourism Guidance and Recreation and Animation departments among the mentioned departments were not included in this study since they have been opened recently and the number of students is low.

Although there are several sampling strategies, the convenience sampling method was chosen for our research design. Despite its limitation (Bornstein et al., 2013), the convenience sample approach was adopted given the time constraints and the lack of financial resources for the present study. In addition, the data were collected from four universities in Bolu, Düzce, Istanbul, and Sakarya districts of Turkey. The reason for choosing these mentioned universities is that these universities have been providing education in the tourism field for a long time.

The Faculty of Tourism, located in the university in Bolu, was established as a college in 2010. Since 2019, it has been continuing education and training as the Faculty of Tourism. Each year 100 student quotas are opened and approximately 400 students receive education. The tourism department in Düzce was established in 1992 and started education and training in 1993. A total of 13 academicians, including 2 Associate Professors, 4 Doctor Instructors, 2 Lecturers, 1 Research Assistant Doctor, 4 Research Assistants; 5 administrative staff work. There are a total of 766 students, including 470 students in normal education and 296 students in evening education. The tourism department at Istanbul University started its educational activities in 1998. This department is a department that has raised important names in the field of tourism and has pioneered the opening of tourism departments in many universities in Turkey. A quota of 75 students is opened each year and approximately 300 students receive education The Department of Tourism Management, located at the university in Sakarya, first started its teaching activities within the Faculty of Economics and Administrative Sciences in the 2001–2002 academic year. It provided its education and training activities in the Faculty of Business Administration between 2011 and 2016 and has been continuing its education in the newly established Faculty of Tourism since 2016. The department had 1500 graduates in about 19 years. The university in Sakarya has a quota of 150 students each year and currently approximately 600 students receive education.

Two academics were asked to provide their views before data collection and to ensure the content validity of the measurement tool. According to the feedback, no significant changes were made. The reason for using this technique was to reach more students. It was stated that the data they provided to the participants would only be used academically. Besides, they were asked to share their e-mail address if they wanted a summary of the findings. Ethical approval for this study was obtained from Bolu Abant İzzet Baysal University Human Research Ethics Committee in Social Sciences (2019/67). Data were collected between September and November 2019.

Questionnaires were sent to the subjects by the academicians working in the tourism faculty/school of the related universities. Questionnaire forms were distributed according to the number of students of the mentioned universities. A total of 1000 questionnaires were distributed. 461 of these forms returned. 30 of the collected questionnaire forms were not evaluated because there were too many missing answers and analyzes were conducted on 431 questionnaires. According to Sekaran (2016), it can be stated that the sample size of more than 384 is sufficient for the sample size. Additionally, according to Hair et al. (2014), it can be stated that a minimum ratio of

5:1 to observed independent variables is sufficient for the sample size. The adequacy of sample size is ensured regarding Comrey and Lee's (2013) and Tabachnik et al.'s (2007) recommendations. In this respect, it can be concluded that 431 respondents to the questionnaire consisting of 50 statements show that the sample represents the population.

3.2. Data collection

The data collection tool was developed according to the CIPP model, which was expressed by researchers as context, input, process and product in order to find answers to the sub-problems in the research. According to Stufflebeam (2003), data collection methods can be self-made or manual in order to obtain reliable knowledge about the effectiveness of the program. Therefore, while preparing the data collection tool, firstly a draft was prepared by using the resources related to the research (Karataş & Fer, 2009; Limouei & Hoseinzadeh, 2016; Neyazi et al., 2016; Özaltaş Serçek and Oral, 2016; Shen et al., 2015). For the content validity of the items in this draft, the opinions of the faculty members in the Tourism Faculty of Bolu Abant Izzet Baysal University were used.

In general, the questionnaire consisted of two parts, the first part included scales related to context, input, process and output, and the second part included statements about students' demographic characteristics and 50 statements about the CIPP model. The expressions of the CIPP model consist of a total of 7 sub-dimensions, depending on the main dimensions of context, input, process, and product. The context dimension consists of sub-dimensions as the purpose, content and duration (13 items); input dimension consists of sub-dimensions as material (4 items), instructors' methods and techniques (4 items), physical environment and equipment (3 items); process dimension consists of sub-dimensions as teaching-learning process (9 items), classroom activities (6 items); and the product dimension consists of the program's effectiveness (11 items). The CIPP model and its subheadings used in this research are shown in Fig. 1.

The scales were composed of Likert type metric expressions as intermittent scale (1 = Strongly Disagree … 5: Strongly Agree). The statements related to demographic characteristics consisted of 5 statements as gender, class, internship status, department and university. The pilot study of the questionnaire form was applied to the undergraduate students in Bolu. The data obtained were analyzed by using computer program and exploratory and descriptive statistical techniques.

4. Findings

The undergraduate students in four selected universities included in the research. Among the participants 52.7% (n = 227) were male and 47.3% (n = 204) were female. 18.6% (n = 80) of the students were first grade, 26.2% (n = 113) were second grade, 21,6% (n = 93) were third grade, 33.6% (n = 93), (n = 145) is fourth grade. 66.6% (n = 287) of the students participating in the research were in Tourism Management Department, 33.4% (n = 144) were in Gastronomy and Culinary Arts Department. 40.8% (n = 176) of the students were studying in Bolu; 9.7% (n = 42) were studying in Istanbul; 30,4% (n = 131) were studying in Sakarya and 19% (n = 82) were studying in Duzce.
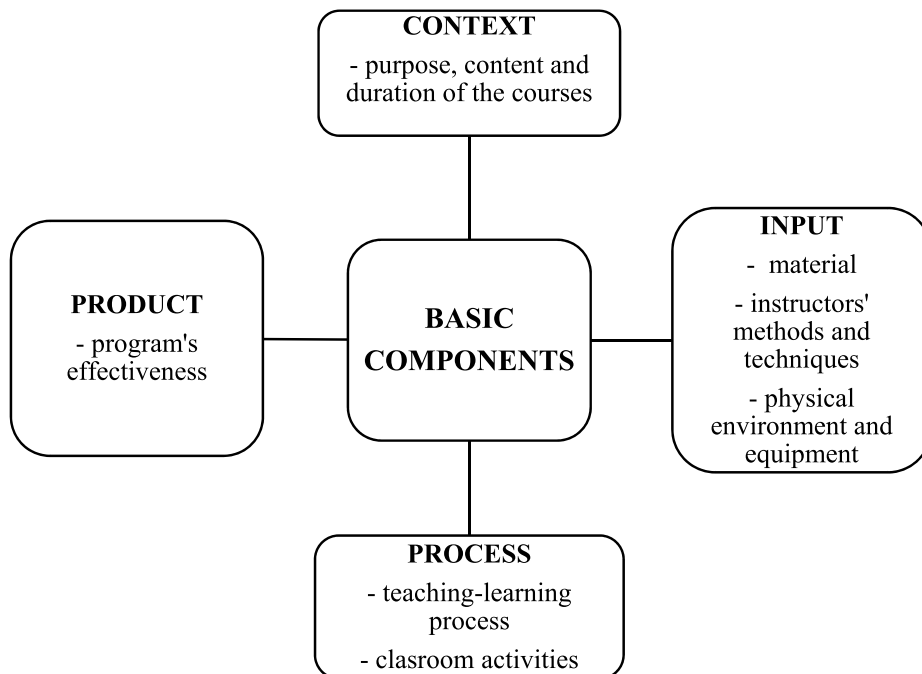

Fig. 1. CIPP Model used within the framework of this research.

The obtained results were compiled under the main components of the model and explained as following:

Context: As it can be seen in Table 1, 48,7% of the students studying in the two departments of the Tourism Faculty have stated that the program objectives are compatible with their individual needs and personal expectations. Within the scope of the purpose, content and duration, courses complement each other; course content is compatible with the program objectives. They believe it is moderate. In addition, 45,3% of them state that it is highly suitable.

Input: The students agreed at a moderate level with a rate of 44,1% that the materials used in the program facilitated the learning and increased the skills related to tourism and they agreed that issue with a high level of 38,5%. It is seen that the students responded at a high level of 68.9% that instructors have sufficient knowledge about their field, are competent in using teaching materials, and in informing students about the course content. In expressions such as accessibility to library resources and the state of the physical environment in which lessons are held, students state that they are moderately satisfied (46,9%).

Process: It is seen that 54.6% of the students are highly satisfied in expressions such as active participation of students in the course within the scope of the teaching-learning process, the number of exams applied, the teaching staff providing the classroom discipline in the lessons, and the conduct of the lessons in accordance with the purpose. In addition, 52,2% of the students are moderately satisfied and 37.8% are highly satisfied on issues such as including activities that can be done in the form of pair or group work, activities where students can use their skills, including projects in lessons.

Output: About program effectiveness 45,9% of the students stated that they were moderately satisfied and 45,5% were highly satisfied with the expressions such as responding to individual needs of the program, being a basis for future professional needs, the program being suitable for career planning and being generally satisfied with the program.

As it is shown in Table 2, the difference between the variances of Tourism Management and Gastronomy and Culinary Arts departments was examined. As a result of the analysis obtained in the findings, it is stated that there is a difference in terms of context, process and output factors. However, within the scope of the input factor it is observed that there is no significant difference only in the expressions related to the teaching staff and the physical environment. Gastronomy and Culinary Arts Department students' views on the factors purpose, content and duration ($t_{(429)} = -3938$; $p < 0,05$); material ($t_{(429)} = -6.207$; $p < 0.05$); the way instructors teach the lesson ($t_{(429)} = -2833$; $p < 0,05$); teaching-learning process ($t_{(429)} = -2894$; $p < 0,05$); classroom activities ($t_{(429)} = -2820$; $p < 0.05$) and program effectiveness ($t_{(429)} = -5.400$; $p < 0.05$) have a significant difference compared to the students of the Department of Tourism Management. On the other hand, there is no significant difference between the students attending Gastronomy and Culinary Arts Department and Tourism Management students regarding the physical environment and equipment in the input factor ($t_{(429)} = ,558$; $p > 0,05$).

5. Discussion and conclusion

The evaluation of educational programs is one of the significant and noteworthy problems facing theorists and those interested in educational systems. The need to pay attention to the standard of training and the success that results from it is of great significance in today's world. In this regard according to Goeldner and Ritchie (2007) the effectiveness of formal education is considered very significant for tourism sector. Additionally, Coll Ramis (2020) indicates that tourism education is very important for the economy and labour market of the countries. Having investigated the effectiveness of the tourism curriculum applied in Turkey, our study reflects the views of students and graduates in terms of their weaknesses and strengths in the context, input, process and outputs of the Tourism Management and Gastronomy and Culinary Arts programs in the tourism undergraduate programs. Considering the issue of undergraduate tourism education program evaluation based on CIPP model in Turkey, very little was found in the literature. Therefore, as a consequence of the literature review it is possible to say this is the first study which evaluated the effectiveness of tourism undergraduate programs in Turkey based on CIPP model. This study was designed to determine the effectiveness of the curricula applied in tourism field. With respect to the first research question, it was found that regarding all the main components of CIPP model students are generally satisfied with the quality of the curriculum applied. However, perhaps the most unexpected finding is with the physical environment and equipment in the input component since it has a little lower mean compared to the other subheadings. With regard to the second research question, it was concluded that the difference between the students 'opinions of two departments is significant in all components of CIPP except Physical Environment and Equipment subsection of Input component.

For the *context component,* the students revealed that awareness of the department's objectives have its strengths. Accordingly, it

Table 1
Frequency distribution of units under research among students according to evaluated factors.

CIPP Component	Dimensions	Evaluation Spectrum					
		0-49,9 (Low)		50-74,9 (Medium)		75 and above (High)	
		N	%	N	%	N	%
Context	Purpose, Content and Duration of the courses	26	6	210	48,7	195	45,3
Input	Material	75	17,4	190	44,1	166	38,5
	The methods and techniques used by the instructor	23	5,3	111	25,8	297	68,9
	Physical Environment, Equipment	116	26,9	202	46,9	113	26,2
Process	Teaching and Learning Process	30	6,9	166	38,5	235	54,6
	Classroom Activities	43	10	225	52,2	163	37,8
Product	Program Effectiveness	37	8,6	198	45,9	196	45,5

Table 2
T test results for departments and CIPP model.

Variables		Department	n	Mean	Standard deviation	t	df	Sig
CONTEXT	Purpose, Content and Duration of the Courses	Tourism Management	287	3,4809	,70651	−3938	429	,000
		Gastronomy and Culinary Arts	144	3,7651	,70718			
INPUT	Material	Tourism Management	287	3,0965	,89260	−6207	429	,000
		Gastronomy and Culinary Arts	144	3,6535	,85018			
	The methods and techniques used by the instructor	Tourism Management	287	3,7744	,79790	−2833	429	,005
		Gastronomy and Culinary Arts	144	3999	,74218			
	Physical Environment, Equipment	Tourism Management	287	3,1410	,98879	,558	429	,577
		Gastronomy and Culinary Arts	144	3,0856	,93746			
PROCESS	Teaching and Learning Process	Tourism Management	287	3,6118	,71332	−2894	429	,004
		Gastronomy and Culinary Arts	144	3,8261	,74795			
	Classroom Activities	Tourism Management	287	3,3844	,80614	−2820	429	,005
		Gastronomy and Culinary Arts	144	3,6143	,78245			
PRODUCT	Program Effectiveness	Tourism Management	287	3,4352	,76301	−5400	429	,000
		Gastronomy and Culinary Arts	144	3,8507	,73427			

can be concluded that the tourism undergraduate program meets the needs within the scope of its objectives, the course duration is sufficient and the program objectives are up to date. In the *input field*, students are satisfied with the material used in the lessons; there is a positive judgment that the instructors have the ability to use the tools and materials used in the lessons. In addition, it turns out that the physical environment is a little weaker than other input factors. As for the *process component* of the CIPP model students expressed positive opinions in terms of the fact that the lessons are interrelated, the lessons are applied in accordance with the purpose, and they can easily communicate with the instructors. In addition, the students answered positively that they participated in the lesson activities and that there were activities in which they could use their acquired skills. Considering the *output component* of the model, within the scope of the effectiveness of the program students has a positive impression that the program responds to individual and professional needs, that the skills acquired are suitable for career planning and that it increases the level of knowledge.

The other expression within the scope of the aims of the study was to determine whether there was a difference in the views on the two tourism programs. Considering the data obtained in the findings section, students studying in both departments have a positive judgment about their departments. However, it was seen that Gastronomy and Culinary Arts department students have more positive perspectives in terms of context, input, process and output components compared to Tourism Management students. Although the two departments are being provided education within the same faculty, the reason for the difference could be that the course contents of the departments and the activities carried out in the course are different and considering the educational environments, the applied courses of the Gastronomy and Culinary Arts department are more dominant, and these courses are held in the kitchen, which are the application areas. As a result of those reasons it is thought that the program efficiency might have changed, as well.

When prior studies related to the CIPP Model similar studies in different fields was encountered. For example, these findings explained above are contrary to that of Neyazi et al. (2016) who found weaknesses based on the students' opinions for all four components of CIPP. A possible explanation for these findings stems from the difference in the departments of the undergraduate programs. Additionally, the findings of the current study do not support the research carried by Özaltaş Serçek and Oral (2016) in which they found fewer positive attitudes towards the components of CIPP model. And this result may be explained by the type and level of the curricula they examined. Although the curricula examined are in different fields that are English language learning, dentistry and tourism, there are similarities regarding the components of CIPP model between the attitudes expressed by students in this study and those described by Karataş and Fer (2009) and Limouei and Hoseinzadeh (2016) in which they found out favorable results for the elements in CIPP. Consistent with the study carried out Aziz et al. (2018), this research also found out that the physical environment and equipment subheadings belonging to the input part are a little weaker than those of other subheadings in the components.

The greatest benefit of the evaluation of a program is that it will clean up the shortcomings and strengths of this program with a structured approach to evaluation. According to Lee et al. (2008) the overall quality of tourism sector (e.g. the service provided, customer experience) depends on the detailed comprehension and proper implementation of tourism education. Thus, it can be inferred that the design, implementation and evalution of the tourism curriculum will have an influence on the tourism sector positively. Thus, the present results of the study are significant since the assessment of these courses will assist decision-makers and policymakers to take correct and expert decisions at the macro level. Within the scope of the research carried out in the examined universities, the findings of the current study indicate that tourism undergraduate programs are in a reasonably efficient status, the students are satisfied with the education process in their departments.

6. Limitations and suggestions

Limitations to this study need to be acknowledged with regard to the sample and research design. The study used a convenience sample method that included tourism undergraduate students of four major universities in Turkey. Thus, the sample size might not represent all the universities in the tourism field in Turkey. This limitation means that study findings need to be interpreted cautiously.

According to the findings of this study, the following suggestions can be applied to enhance the standard of educational programs. These findings may help the curriculum and program experts to develop the tourism curricula according to results based on the CIPP model and prioritise the opinions of students, graduates, and instructors in the tourism field. The curriculum of the tourism programs should be revised and required changes should be applied based on the opinions of the students and faculty members in order to meet the educational needs and expectations of the students. To realize this aim, the components of the CIPP model in the program which were perceived efficient on moderate level by the students, such as the input part must be listed separately and improved to reach higher level satisfaction of the students. In the process of designing curriculum, the needs of the 21st century and the tourism industry should always be considered and the objectives of the curriculum should be revised accordingly. In addition to this, the materials used in the teaching and learning process should be improved to reach highly satisfied level by the students. Further studies, which take these components of the CIPP model into account, will need to be undertaken in tourism undergraduate programs from different universities. In future studies, it might be possible to use a different evaluation model and the results can be compared with this study. Additionally, this study focused on the students' views; therefore, future studies can be realized via the participants with instructors, tourism specialists and sector representers. Not only higher education but also the other education levels in the tourism field can be evaluated using this model or the others. Finally, the CIPP evaluation model can be used in other educational fields.

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