

Analysis on the Evaluation Path of Students' Internship from the Perspective of CIPP

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Abstract: The CIPP model, proposed by Stufflebeam, emphasizes an improvement-oriented framework that evaluates multiple dimensions beyond final outcomes. This study explores the application of the CIPP evaluation model in assessing the effectiveness of vocational college students' internship programs. This research applies the model's four dimensions—Context, Input, Process, and Product—to scientifically analyze the alignment of internship objectives with institutional goals, the adequacy of resource support, and the management of the internship process. Findings underscore the CIPP model's utility in optimizing internship management, ensuring alignment with institutional and societal needs, and fostering continuous program improvement. This provides actionable insights for enhancing vocational education outcomes.

Keywords: Vocational Education, Internship, Evaluation Path.

1. Introduction

CIPP evaluation model is a curriculum evaluation model advocated by Stufflebeam, an American educational evaluator. It is one of the focuses of vocational education research to scientifically evaluate the effectiveness of vocational college students' internship through CIPP model.

1.1. Basic Concept of CIPP Model

The CIPP model not only focuses on the final outcome, but also covers multiple dimensions in the implementation process, which is an improvement-oriented evaluation framework. CIPP, which stands for Context, Input, Process and Product, an evaluation model, is one of the most widely applied curriculum evaluation models in education (Dizon, 2022) [1]. CIPP evaluation model investigates the actual situation of students, develops a scientific evaluation plan, integrates various resources, sets teaching objectives, monitors the teaching process in real time, optimizes and adjusts teaching strategies, collects feedback and shares results, forms a complete evaluation loop, and can continuously improve teaching quality.

1.2. Interrelationship of the Four Dimensions of the CIPP Model

The four dimensions of the CIPP education evaluation model are closely interconnected, forming a complete evaluation system. Context Evaluation provides direction and basis for Input Evaluation. Input Evaluation supports the implementation of Process Evaluation, providing a foundation for the implementation of the program. Process Evaluation provides information feedback and process assurance for Product Evaluation. Product Evaluation has a reciprocal effect on the first three dimensions, which can promote continuous improvement and optimization of the program, thus forming a closed-loop continuous improvement process. These four dimensions are interdependent and influence each other, forming a dynamic cycle that promotes continuous improvement and development of the internship program.

1.3. The Significance of CIPP Model in the Evaluation of Students' Internship

The four dimensions of CIPP model can comprehensively correspond to the entire process of school-enterprise cooperation, conform to the teaching laws of school-enterprise cooperation, and provide feedback on all aspects of teaching practice (Li, S. & Li, G., 2024) [2]. In terms of the applicability of CIPP evaluation model, it is suitable for evaluating vocational education courses. CIPP can establish scientific curriculum training objectives for the development of vocational courses.

2. The Current Related State of the Application of CIPP Model

Through the effective application of CIPP theory, educational administrators and educators can not only better achieve the teaching and educational objectives and continuously improve the satisfaction of educational activities, but also achieve better educational results by improving the quality of education.

2.1. The Applicability of CIPP Model in the Field of Education

From the perspective of theoretical applicability, the CIPP model can be used to develop various targeted evaluation tools for teaching effectiveness. Alvianita and Hariyadi's (2022) study explores the evaluation opinions of school officials and teachers regarding a science learning program based on this model [3]. Their research aimed to develop an evaluation tool for middle school science learning programs based on the Context, Input, Process, and Product (CIPP) evaluation model. School officials and teachers can use this CIPP-based evaluation tool to assess the effectiveness of the integrated science learning process. The CIPP model is an effective tool for evaluating teaching quality. Dizon (2022) asserts that CIPP is one of the most widely applied curriculum evaluation models in education [2]. He concludes that the CIPP model has significant importance for further broadening the evaluation of school education curricula and believes that the model will play a greater role in future educational

evaluations. Yastibas et al.'s(2020) argue that the CIPP model can be used to evaluate any curriculum[4]. Developers can further explore curriculum development from the four dimensions of context, input, process, and product.

2.2. Effectiveness of the CIPP Model

In the context of the CIPP model, school curricula can be effectively evaluated. Özdemir's (2021) primary objective is to assess the effectiveness of teaching and learning outcomes using the CIPP model, combined with the views of professional course teachers[5]. The study found that although the course achieved good results in terms of the main teaching methods and curriculum evaluation, many areas needed improvement, particularly regarding software and infrastructure limitations.

Evaluation tools developed based on the CIPP theoretical framework are effective and reliable. Silviariza and Handoyo's (2023) study supports this claim, based on the CIPP framework is scientific, effective, and reliable[6]. This evaluation instrument is then used to assess the quality of spatial problem-based learning. In educational management practices, the CIPP model can be combined with other learning management systems to scientifically assess learning outcomes. M. Zainudin (2023) adopted this combination by evaluating the learning outcomes of the Moodle Learning Management System using the CIPP model[7]. The researcher used the Context, Input, Process, and Product (CIPP) evaluation model to effectively assess the quality of research-based learning conducted remotely.

2.3. The Application of CIPP Model in the Evaluation of Students' Internship

In the field of vocational education and technical training, the CIPP model has broader application value and significance. Suharno and Ashar (2022) aimed to evaluate apprenticeship education and training at PPSDM MIGAS using the CIPP model[8]. Using the CIPP model, the training program effectiveness was objectively and effectively evaluated, proving the CIPP model's broad applicability and scientific rigor. In the field of vocational education management, introducing the CIPP model can effectively evaluate teaching quality and student learning outcomes. Setiawan et al.'s (2024) study assessed the effectiveness of the CIPP (Context, Input, Process, Product) model in evaluating the vocational high school Merdeka curriculum guidance and counseling program[9]. It provided empirical theoretical support for the application of the CIPP model, proving that it can effectively enhance the relevance of curriculum teaching programs and teaching quality, particularly in vocational education teaching guidance, with significant potential management benefits.

3. CIPP Evaluation Path for the Effectiveness of Internship Programs

3.1. Context Level

The first is whether the training objectives of internship talents are consistent with the training objectives of the school. Secondly, we should pay attention to the needs of internship participants. In addition, attention should be paid to the matching degree between internship tasks and learning objectives, as well as the richness and pertinence of internship training programs.

3.2. Input Level

In this dimension, three indicators are mainly evaluated. First, the environmental factors of internship units. Whether the working environment of the internship unit can support students' learning and growth. Second, the resource support factors of internship units. Whether the internship unit provides sufficient resources to help students achieve their internship goals. The third is the status of the mentor team, which mainly refers to whether the mentors in charge of the internship have sufficient professional knowledge and industry experience, and whether they can effectively guide the students in the internship process.

3.3. Process Level

This is the core of the whole internship process and the focus of evaluation. The first is whether the practice assessment and supervision mechanism can ensure that the quality of students' work and the results of their practice meet the requirements. Second, whether the challenges and problems of students in the internship process can be effectively dealt with. The third is whether the communication and feedback mechanism during the internship can coordinate and solve the problems in the process of internship in a timely manner.

3.4. Product Level

This link mainly includes school evaluation, student evaluation and practice unit evaluation. These three evaluations are also the core evaluation indicators of internship satisfaction. Through the analysis of these phenomena and problems, we can evaluate the effectiveness of internship management more systematically and provide data support for subsequent improvement.

4. Summary

The CIPP model can help educational administrators scientifically evaluate the effectiveness of student internship programs and ensure that internship programs are consistent with the actual needs of schools, students and society. It can achieve two major educational goals, optimize the implementation process of the internship program and promote the continuous improvement of the internship program. This comprehensive program evaluation provides a reliable basis for the optimization and improvement of future student internship activities, and ensures that educational programs can continuously meet new educational needs.

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