

# Research on the Construction of Evaluation Index System for College Students' Labor Education Based on the CIPP Model

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**Abstract:** *The evaluation of Labor education is a crucial link in promoting the development of this course. In order to carry out the tasks of labor education properly, teachers in the universities will face the following problems: how to construct a scientific and reasonable evaluation index system for labor education; how to motivate students to actively participate in labor education; and how to cultivate the labor literacy. The CIPP evaluation model provides a systematic and comprehensive evaluation framework for labor education in local colleges in the new era, which can reasonably supplement the construction of curriculum evaluation system from four dimensions: context, input, process, and product. This study constructs a labor education evaluation system for local colleges, including 4 first-level indicators, 15 second-level indicators, as well as 28 third-level indicators. It conducts an in-depth analysis from four aspects: systematic concepts, resource integration, process orientation, and goals of improvement. At the same time, it reflects on the application of the CIPP model in the construction of the labor education evaluation system to provide a foundation for enhancing the educational effectiveness.*

**Keywords:** CIPP evaluation model, College labor education, Evaluation index system.

## 1. Introduction

In 2020, the statements on Comprehensively Strengthening Labor Education for Primary, Middle, and College Students in the New Era, issued by the Central Committee of the Communist Party of China and the State Council, clearly showed that labor education is an indispensable core link in the basic education system and holds equal importance in higher education [1]. Subsequently, the Guiding Outline for Labor Education in Primary, Middle, and Colleges (Trial), issued by the Ministry of Education, further improved the comprehensive quality evaluation system for students, incorporating labor ability into the assessment criteria [2]. The Overall Plan for Deepening the Reform of Educational Evaluation in the New Era emphasizes strengthening labor education evaluation, guiding students to advocate and respect labor, with evaluation running through the entire process of education and teaching [3]. This study intends to explore the establishment of a college labor education evaluation index system based on the CIPP model framework, aiming to give full play to the guiding role of labor education evaluation in the educational practice of colleges.

## 2. The Internal Logic Between the CIPP Model and College Students' Labor Education

### 2.1 The Connotation of the CIPP Evaluation Model

The CIPP model conducts systematic evaluations from four dimensions: context, input, process, and product, which forms a dynamic feedback cycle mechanism through objective and scientific evaluation methods. Its core lies in continuously optimizing project implementation effects rather than merely presenting results. To introduce this model into the evaluation system of college labor education provides a methodological approach that better aligns with the actual needs of labor education quality assessment [4]. Context evaluation focuses on analyzing current labor education needs, resource reserves, external environments, and student development demands,

ensuring that labor education content meets both social needs and students' personalized growth. Input evaluation revolves around resources such as human resources, material resources, funds, and systems required to achieve labor education goals. Through evaluation, it optimizes resource allocation, improves support systems, and ensures the smooth development of educational activities. Process evaluation emphasizes dynamic monitoring and real-time adjustment of the entire labor education process. By continuously tracking plan implementation, efficiency output, and implementation effects, it identifies problems and optimizes plans, providing a basis for improvement for educational managers and teachers. Product evaluation, as a summative assessment, uses a combination of quantitative analysis and comprehensive judgment to inspect the achievement of labor education goals, objectively present educational outcomes, and provide data support for subsequent improvements.

### 2.2 The Appropriateness of the CIPP Evaluation Model for College Labor Education Evaluation

College labor education covers multiple fields such as daily life labor, productive labor, and service labor, constituting a multi-dimensional and multi-layered complex educational system. This characteristic requires evaluation tools to be comprehensive and systematic. As a decision-oriented evaluation system, the CIPP model has the advantage of integrating evaluation throughout the entire education process, comprehensively covering various influencing factors, effectively resolving differences in labor education goals across different educational levels, and being highly compatible with the systematic needs of labor education [5].

From the perspective of the educational process, college labor education focuses on promoting students' growth through practical experience and helping them form good labor habits. The CIPP model, with process evaluation as its core, reverses the traditional evaluation tendency of emphasizing results over processes, precisely meeting the needs of labor education for process monitoring and dynamic feedback, and effectively

tracking students' growth trajectories in labor practices.

In terms of educational objectives, college labor education aims to enhance students' labor literacy and emphasizes the improvement and development functions of education. As an improvement-oriented evaluation tool, the CIPP model not only attaches importance to the summarizing role of outcome evaluation but also strengthens the optimizing value of process evaluation. Through the organic unity of the two, it achieves evaluation-driven improvement and teaching, which is fully consistent with the core goal of labor education to enhance students' labor literacy. With its three characteristics of decision orientation, full-process focus, and continuous improvement, the CIPP model is highly suitable for the evaluation needs of college labor education in terms of evaluation concepts, implementation paths, and goal orientations, making it an ideal choice for constructing a scientific labor education evaluation index system.

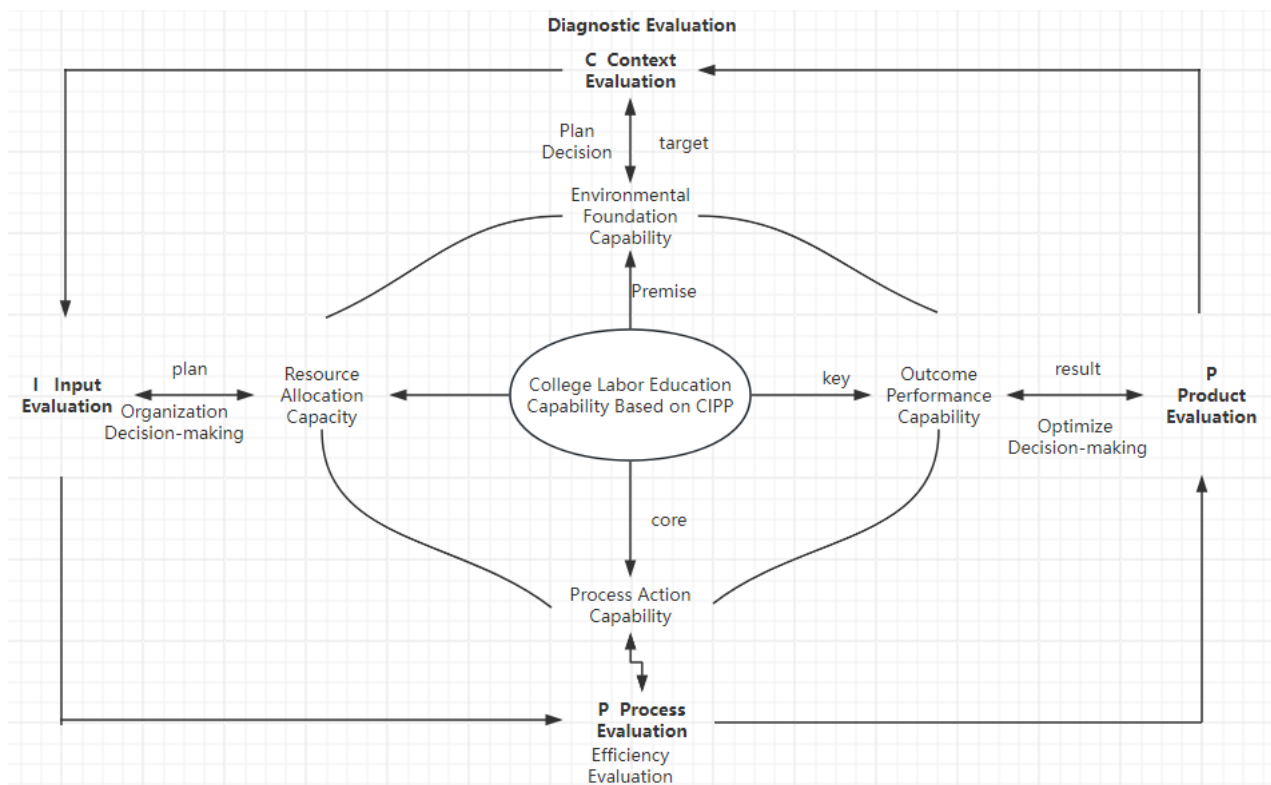
### 3. The Theoretical Framework Construction of the College Labor Education Evaluation System

College labor education capability refers to the potential strength demonstrated by colleges and universities in carrying out labor education and teaching activities to enhance students' labor literacy and promote all-round development and vocational ability shaping. The college labor education capability based on the CIPP model focuses on the comprehensive effectiveness reflected in the four evaluation links of context, input, process, and product.

The college labor education capability system includes four core dimensions [6]: (1) Environmental foundation capability

covers the internal and external environmental conditions and overall guarantee system required for colleges and universities to carry out labor education, serving as a prerequisite for labor education implementation. (2) Resource allocation capability is to coordinate and allocate resources such as teaching staff, funds, and venues according to labor education goals, providing material and human support for educational activities. (3) Process action capability is manifested as the teaching achievements and scientific research outputs obtained by colleges and universities in improving students' labor literacy through teaching practices, constituting the core of labor education capability. (4) Outcome performance capability refers to the ability of colleges and universities to comprehensively evaluate the goal of enhancing students' labor literacy and continuously optimize educational programs, serving as a key to promoting the long-term development of labor education.

The labor education capability evaluation based on the CIPP model is a dynamic cyclic optimization process: context evaluation is based on the internal and external environments of colleges, conducting diagnostic evaluations of labor education goals to provide decision-making basis for program design. Input evaluation coordinates teaching resources around educational goals and selects highly feasible implementation plans. Process evaluation focuses on the input and output in labor education implementation, emphasizing the evaluation of the efficiency and effectiveness of the educational process. Product evaluation conducts summative evaluations of labor education quality assurance, resource support, and teaching effects, and promotes the continuous improvement of educational programs based on this, forming a closed-loop mechanism of "evaluation - feedback - optimization".



**Figure 1:** The Theoretical Framework for Evaluating College Labor Education Capability Based on CIPP

## 4. The Evaluation Index System for College Labor Education Capability Based on the CIPP Model

### 4.1 The Evaluation of Implementation Effect

The labor education evaluation system constructed based on the CIPP model has achieved remarkable results in practice: Teachers' professional literacy has been leapfrogged, demonstrating stronger professionalism in curriculum resource development, teaching activity organization, and practical guidance, becoming the core leading force in labor education. Through participating in diverse labor practices, students have not only improved their labor skills but also achieved breakthroughs in value shaping, effectively promoting the coordinated development of labor literacy and comprehensive capabilities. Labor education and professional education have formed a good interaction, promoting the overall improvement of teaching standards, and achieving the deep integration of educational resources and the maximization of educational efficiency.

### 4.2 The Evaluation of Student Growth

The quality of student growth is the core criterion for measuring the effectiveness of labor education. Through systematic labor education practices: Students have deeply recognized the important value of labor education, formed the awareness and motivation to actively participate in labor, and

realized the unity of personal value and social value in practice. Students have not only mastered solid labor knowledge and skills but also developed good labor habits, deepened their understanding of the essence of labor, and laid a solid foundation for all-round development. In continuous labor practices, students' labor literacy has been comprehensively tempered, and labor spirit and feelings for the family and country have been deeply cultivated, truly achieving the educational goal of "cultivating morality through labor and enhancing intelligence through labor."

### 4.3 The Evaluation of Outcome Promotion

The replicability and promotion value of outcomes are important dimensions for testing the effectiveness of labor education: Through practical exploration, a series of quantifiable and displayable labor education outcomes have been formed, providing a realistic foundation for broad promotion. Each college, based on its own characteristics, has innovated labor education concepts and models, constructed a distinctive curriculum system, and built a resource sharing library relying on information platforms, achieving the sustainable development of labor education resources. Excellent labor education experiences and models have been widely borrowed while being continuously improved, forming a demonstrative and leading effect, and strongly promoting the implementation and improvement of the college labor education evaluation index system based on the CIPP model.

**Table 1:** Evaluation Index System for University Labor Education on the CIPP Model

Stage	First-Level Index	Second-Level Index	Evaluation Content
Context Evaluation	College Students' Labor Education Development	Teaching Environment	1. Colleges formulate labor education plans suitable for student development 2. Colleges have perfect labor education institutions 3. Colleges receive support for labor education from all sectors of society
		Curriculum Objectives	4. Consistent with specific national policy requirements 5. Consistent with students' development characteristics and actual needs 6. Integrating labor emotions, labor abilities, and labor types
		Student Needs	7. Voluntary participation in various labor education activities 8. Willingness to improve labor abilities and literacy
Input Evaluation	College Labor Education Resource Guarantee	Curriculum System	9. Reasonable curriculum setup, class hours, and credits
		Teaching Staff	10. Having full-time and part-time labor education teachers 11. Teachers possess certain labor literacy and teaching organization capabilities
		Budget	12. Providing sufficient funds to ensure the smooth development of activities
		Venues and Facilities	13. Having labor practice bases and teaching equipment
		Organizational Guarantee	14. Establishing labor education departments 15. Incorporating into the comprehensive quality evaluation system for college students
Process Evaluation	Implementation Process of College Students' Labor Education	Curriculum Construction	16. Offering compulsory courses 17. Developing curriculum teaching resources combined with local characteristics
		Activity Types	18. Special lectures, professional skills competitions, volunteer services 19. School-family-community collaboration to improve labor practice abilities
		Teaching Implementation	20. Reasonable setting of curriculum content 21. Rational use of teaching methods and media
		Student Performance	22. Active participation in various productive labor and service labor 23. Learning independent inquiry and problem-solving
Product Evaluation	Application Effect of College Labor Education	Student Development	24. Possessing certain labor knowledge and abilities 25. Integrating disciplinary majors to achieve corresponding outcomes
		Teaching Evaluation	26. Multi-dimensional evaluation of students' labor skills
		Outcome Promotion	27. Jointly building high-quality labor education resources 28. Promoting labor education concepts and models

## 5. Conclusion

This study systematically constructs a scientific and systematic evaluation index system for college labor education based on the CIPP model. The system is vertically divided into a three-level framework: including 4 first-level indicators (context, input, process, product), corresponding to environmental analysis, resource allocation, implementation process, and effectiveness evaluation of labor education; 15 second-level indicators, such as social needs and school-running positioning in context analysis, and teaching staff and financial security in resource allocation; and 28 third-level indicators, covering key elements such as policy compliance, practical base utilization rate, and student labor outcome conversion rate, forming a logically rigorous and hierarchical evaluation network.

The evaluation index system constructed based on the CIPP model is deeply compatible with the requirements of educational evaluation reform in the new era, effectively promoting the integrated construction of “teaching-learning-evaluation.” In educational practice, context evaluation provides a scientific basis for labor education goal positioning by accurately analyzing social needs and school realities; input evaluation optimizes resource allocation to ensure the rational investment of elements such as teaching staff, venues, and funds; process evaluation dynamically monitors teaching implementation to timely identify and solve teaching problems; product evaluation comprehensively inspects educational outcomes, forming a Virtuous Circle of “promoting teaching through evaluation, promoting learning through evaluation, and promoting improvement through evaluation.” This full-process and full-element evaluation mechanism breaks the limitations of traditional evaluation that emphasize results over processes, pushing labor education from experience-driven to data-driven and from extensive management to precise policy implementation.

From the perspective of educational value, this evaluation system comprehensively enhances the educational function of labor education through a combination of quantitative and qualitative evaluation methods. On the one hand, it guides students to deepen their understanding of the essence of labor and enhance the consciousness and initiative of labor practice through systematic labor practice and scientific evaluation; on the other hand, it promotes the comprehensive development of students' knowledge, skills, emotions, and attitudes through quality control of the entire labor education process, achieving the comprehensive educational goal of “cultivating morality, enhancing intelligence, strengthening the body, and nurturing beauty through labor,” and providing a solid guarantee for cultivating high-quality talents with all-round development in the new era.

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