

**AN EVALUATIVE STUDY ON THE
IMPLEMENTATION OF CHINESE FOREIGN
COOPERATION IN RUNNING SCHOOLS (CFCSRSP)
IN FUZHOU VOCATIONAL AND TECHNICAL
COLLEGE THROUGH CIPP MODEL**



**EDUCATION SCIENCE STUDY PROGRAM
POSTGRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
2026**



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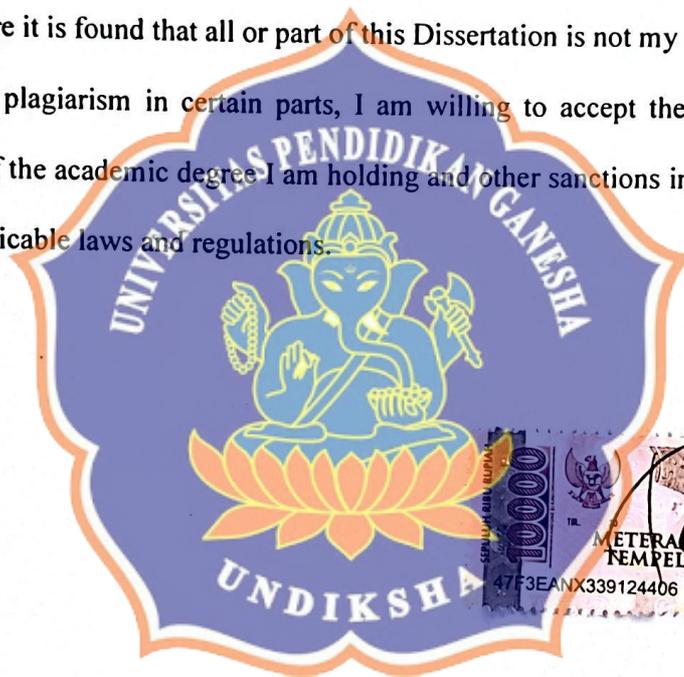


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STATEMENT SHEET

I declare truthfully that the Dissertation that I prepared as a condition for obtaining a Doctoral degree from the Postgraduate Program of Ganesha University of Education is entirely my own work. As for certain parts in the writing of the Dissertation that I cited and the works of others, the sources have been clearly written in accordance with the norms, rules, and ethics of scientific writing.

If in the future it is found that all or part of this Dissertation is not my own work or that there is plagiarism in certain parts, I am willing to accept the sanction of revocation of the academic degree I am holding and other sanctions in accordance with the applicable laws and regulations.



Singaraja,



Tan Nuo

SUMMARY

Introduction

The internationalization theory of higher education described by Altbach and Knight (2007) as a dual driver of institutional strategy and national development—underlies China’s Chinese Foreign Cooperation in Running School Program (CFCRSP), which imports foreign curricula, teaching methods, and management models to modernize vocational education. Policy instruments such as the Action Plan for the Internationalization of Higher Education and the Quality Assurance System for CFCRSP guide universities in forging partnerships with more than 180 countries, establishing 2,385 joint institutions that enable curriculum co-development, technology transfer, and the “3+0” model where students earn foreign degrees while studying domestically. Within this framework, the present study at Fuzhou Vocational and Technical College pursues five specific objectives: (1) evaluate program implementation from the contextual component; (2) assess the input component; (3) examine the process component; (4) measure the product component; and (5) investigate the overall effectiveness of the program. Each objective is examined through systematic evaluations by students, teachers, and administrators, allowing a comprehensive view of strengths and challenges in curriculum alignment, teaching standards, resource allocation, and intercultural adaptation. By linking the theoretical and policy backdrop to empirical assessment, the research aims to generate actionable insights that can refine CFCRSP implementation, enhance vocational training quality, and further China’s broader agenda of higher-education internationalization.

Method

This evaluation research systematically assesses the effectiveness, quality, and impact of the Chinese Foreign Cooperation in Running Schools program (CFCRSP) at Fuzhou Vocational and Technical College, aiming to provide evidence-based insights for decision-making and program improvement. The study surveyed 183 students, 26 teachers, and 13 administrators (222 participants) and interviewed include 5 teachers, 5 administrators, and 8 students (18 participants) using a questionnaire aligned with the CIPP model’s four dimensions—Context,

Input, Process, and Product. Closed-ended Likert items captured perceptions of teaching quality and operational effectiveness. Findings will identify strengths, pinpoint areas for enhancement, and support sustainable development and better educational outcomes within the college's vocational training mission, and long-term institutional growth worldwide strategically.

Research Results

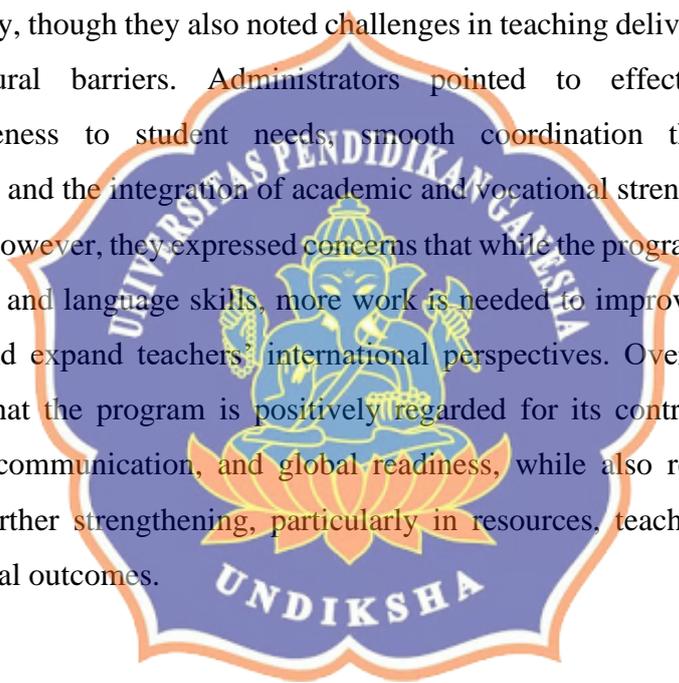
Based on the effectiveness analysis, the results show different but complementary patterns across stakeholder groups. From the students' perspective, the CIPP evaluation produced a mixed pattern of + - + +, indicating positive assessments of the context, process, and product components, but a negative evaluation of the input component. This suggests that while students viewed the program goals, implementation, and outcomes favorably, they perceived weaknesses in supporting inputs such as resources, facilities, and training support. Nevertheless, the overall dominance of positive ratings indicates that the CFCRSP implementation is considered effective, with input identified as the main area requiring improvement.

From the teachers' perspective, the CIPP effectiveness score was ++-+, meaning that context, input, and product components were rated positively, while the process component received a negative evaluation. This negative rating reflects concerns related to program planning, syllabus and learning plan preparation, and monitoring and evaluation practices. Despite these process-related concerns, the overall evaluation remains effective, as most dimensions were assessed positively.

From the administrators' perspective, the CIPP effectiveness score was +++-, indicating positive evaluations of context, input, and process components, but a negative assessment of the product component. This suggests that administrators were generally satisfied with program planning, resources, and implementation, but expressed concerns regarding program outcomes, such as student academic achievement and overall result effectiveness. Overall, because each stakeholder group rated three out of four CIPP components positively, the implementation of the CFCRSP at Fuzhou Vocational and Technical College can

be considered effective, while also highlighting different priority areas for improvement across stakeholders.

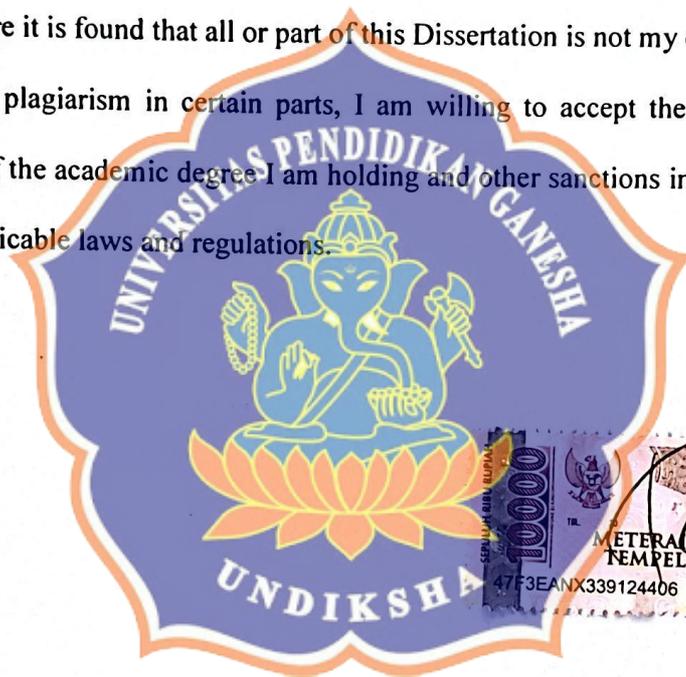
The interview results provide deeper insights into stakeholder perceptions of the CFCRSP at Fuzhou Vocational and Technical College. Students highlighted the value of the program in enhancing intercultural collaboration, improving communication and feedback mechanisms, and preparing them for future careers through industry-linked skills and employment opportunities. Teachers emphasized that the program helps students recognize skill gaps, provides strong institutional support and quality control, and contributes to significant improvements in English proficiency, though they also noted challenges in teaching delivery due to language and cultural barriers. Administrators pointed to effective policies and responsiveness to student needs, smooth coordination through committee structures, and the integration of academic and vocational strengths in the teaching process. However, they expressed concerns that while the program has strengthened reputation and language skills, more work is needed to improve internal teaching quality and expand teachers' international perspectives. Overall, the interviews confirm that the program is positively regarded for its contributions to student learning, communication, and global readiness, while also revealing areas that require further strengthening, particularly in resources, teaching processes, and institutional outcomes.



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Singaraja,



Tan Nuo

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With sincere appreciation,

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