

CIPP-BASED EVALUATION OF THE CAREER DEVELOPMENT CENTER (CDC) PROGRAM AT HUBEI ENSHI COLLEGE AND STUDENTS' PERCEIVED EMPLOYABILITY

DISERTASI



**PROGRAM STUDI ILMU PENDIDIKAN (S3)
PROGRAM PASCASARJANA
UNIVERSITAS PENDIDIKAN GANESHA**



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ORIGINALITY STATEMENT

I hereby declare that this dissertation entitled "A CIPP-Based Evaluation of the Career Development Center (CDC) Program at Hubei Enshi College and Students' Perceived Employability" is my own original work. To the best of my knowledge and belief, this dissertation has not been submitted, either in whole or in part, for the award of any degree or other qualification at any university or institution.

All sources of information, ideas, data, quotations, and materials obtained from the work of others have been appropriately acknowledged and cited in accordance with accepted academic standards. Any assistance received during the preparation of this dissertation has also been properly recognized.

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Li Qian



ACKNOWLEDGEMENT

The completion of this dissertation would not have been possible without the guidance, support, and encouragement of many individuals and institutions. Therefore, the I would like to express sincere appreciation to all those who have contributed to the successful completion of this study.

I extend sincere gratitude to the Rector of Universitas Pendidikan Ganesha, the Director of the Postgraduate Program, and all academic leaders for providing the opportunity, facilities, and academic environment that supported the completion of this doctoral study. Special appreciation is also extended to the supervisors and examiners for their valuable guidance, constructive feedback, insightful suggestions, and continuous encouragement throughout every stage of this research.

Finally, I express sincere gratitude to everyone who has contributed, directly or indirectly, to the completion of this dissertation. The researcher recognizes that this dissertation may still have limitations and therefore welcomes constructive comments and suggestions for future improvement. It is hoped that this dissertation will contribute to the advancement of educational evaluation, particularly in the evaluation of career development programs and graduate employability, and serve as a useful reference for future research and practice.

Singaraja, 2026

Li Qian

SUMMARY

Introduction

Higher education institutions are expected to prepare graduates not only with academic knowledge but also with employability skills that enable them to succeed in an increasingly competitive labor market. Rapid developments in artificial intelligence (AI) and digital technologies have transformed workplace demands, requiring graduates to possess communication, teamwork, problem-solving, adaptability, and lifelong learning skills in addition to disciplinary knowledge. Consequently, universities must provide systematic career development support to help students transition successfully from higher education to employment. In response to these challenges, Hubei Enshi College established a Career Development Center (CDC) in 2024 as a pilot initiative to strengthen students' career readiness and employability. The CDC offers career counseling, professional development workshops, internship support, resume writing, interview preparation, and career fairs to help students develop workplace competencies and gain a better understanding of labor market expectations. Despite its growing role, the CDC has not been systematically evaluated since its establishment, and evidence regarding its effectiveness in improving students' employability remains limited.

Program evaluation is essential for determining whether the CDC achieves its intended objectives and for identifying strengths and areas requiring improvement. A comprehensive evaluation can provide evidence-based information that supports institutional decision-making, enhances program quality, and ensures that career development services remain aligned with students' needs

and labor market demands. Previous studies have reported that career guidance, internships, work-integrated learning, and professional development programs contribute positively to students' career readiness and employability. However, most studies have focused on individual interventions rather than evaluating Career Development Centers as integrated institutional systems. Furthermore, limited research has examined how different aspects of program implementation collectively contribute to students' perceived employability, particularly within Chinese higher education institutions.

To address this gap, the present study evaluates the Career Development Center at Hubei Enshi College using the Context, Input, Process, and Product (CIPP) evaluation model. The study examines institutional policies and program goals (Context), available resources and personnel (Input), program implementation (Process), and program outcomes (Product). In addition, the study investigates students' perceptions of how the CDC contributes to their employability, particularly in developing career identity, personal adaptability, and social and human capital. The findings are expected to provide practical recommendations for improving the quality of career development services at Hubei Enshi College while contributing to the application of the CIPP model in evaluating Career Development Centers within higher education. The study also offers evidence that can support universities in designing more effective career development programs to enhance graduates' employability in an increasingly dynamic and technology-driven labor market.

Method

This study employed a mixed-method evaluation design with a quantitative-dominant approach to evaluate the Career Development Center (CDC) program at Hubei Enshi College using the Context, Input, Process, and Product (CIPP) evaluation model. The quantitative component served as the primary source of data, while qualitative interviews were conducted to provide a deeper understanding of participants' experiences and support the interpretation of the survey findings.

The study was conducted at Hubei Enshi College, China. The participants consisted of 127 undergraduate students who had participated in CDC activities and were selected through simple random sampling. In addition, 10 students and 4 teachers were purposively selected for semi-structured interviews based on their direct involvement with the CDC program. Data were collected using a structured questionnaire developed from the CIPP evaluation framework and semi-structured interview guides. The questionnaire measured students' perceptions of the four CIPP dimensions, namely Context, Input, Process, and Product, while the interviews explored participants' views on the CDC's contribution to employability, particularly in terms of career identity, personal adaptability, and social and human capital. The research instruments were validated through expert judgment and pilot testing, and their reliability was established using Cronbach's Alpha.

Quantitative data were analyzed using descriptive statistics by converting raw scores into Z-scores and T-scores, which were subsequently interpreted using the Glickman Quadrant to determine the effectiveness of each evaluation dimension. Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. Finally, the quantitative and qualitative findings were integrated to provide a

comprehensive evaluation of the CDC program and its contribution to students' perceived employability.

Findings

The findings indicate that the Career Development Center (CDC) program at Hubei Enshi College was evaluated positively across all four dimensions of the Context, Input, Process, and Product (CIPP) model. The Context evaluation showed that the program's objectives, policies, and activities were generally aligned with students' career development needs and labor market expectations, although greater program promotion and student awareness are still needed. The Input dimension demonstrated that the CDC possesses adequate human resources, facilities, and staff training to support program implementation, while highlighting the need for additional staffing and stronger communication with students. The Process dimension received the highest evaluation among the four components, indicating that the CDC activities were well organized, accessible, and effectively delivered. Students expressed positive perceptions of the workshops, counseling services, and career development activities. Nevertheless, the findings also revealed the need to strengthen monitoring procedures and establish more systematic feedback mechanisms to support continuous program improvement. The Product dimension showed that students perceived the CDC as contributing positively to their career knowledge, career readiness, job-search skills, confidence, and overall satisfaction with the services provided.

When the four CIPP dimensions were considered collectively using the Glickman evaluation criteria, the CDC program was categorized as effective,

indicating that the program has successfully achieved its primary objectives while maintaining positive performance across all evaluation dimensions.

The qualitative findings further supported the quantitative results. Both students and teachers perceived that participation in the CDC program enhanced students' employability by strengthening their career identity, improving personal adaptability, and developing both human capital and social capital. Students reported greater confidence in career planning, communication, teamwork, problem-solving, and understanding workplace expectations, while teachers observed improvements in students' career readiness and professional competencies. Overall, the integration of quantitative and qualitative findings suggests that the CDC program has made a meaningful contribution to preparing students for the transition from higher education to the labor market while also identifying several areas for future improvement.

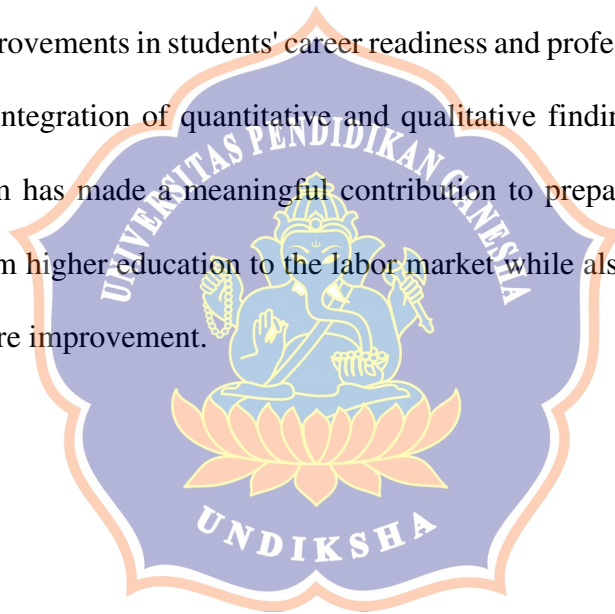


TABLE OF CONTENTS

ORIGINALITY STATEMENT	iii
ACKNOWLEDGEMENT	iv
ABSTRAK	v
ABSTRACT	vi
SUMMARY	vii
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I	1
INTRODUCTION	1
1.1. Research Background	1
1.2. Description of The Evaluation Program	10
1.3 Limitation and Problem Formulation	12
1.4. Evaluation Objectives	13
1.5. Benefits of Evaluation	14
CHAPTER II	16
LITERATURE REVIEW	16
2.1. Theoretical Studies	16
2.1.1 Employability Concept	16
2.1.2 The Dimension of Employability	19
2.1.3. Career Development Center	22
2.1.4. Program Evaluation	25
2.1.5. CIPP Evaluation Model	27
2.2. Relevant Research Studies	28
2.3. Evaluation Constellation Formula Used	33
CHAPTER III	38

RESEARCH METHODS	38
3.1. Types of Evaluation Research	38
3.2. Place and Time of Research.....	39
3.3. Population and Sample	40
3.4. Evaluation Research Model Used	42
3.5. Data Collection, Technique, and Instrument	43
3.5.1. Data Collection Technique	43
3.5.2. Instrument	44
3.6. Validity, Reliability and Trustworthiness of Data	54
3.7. Data Analysis	60
CHAPTER IV	65
FINDINGS AND DISCUSSIONS	65
4.1 Findings.....	65
4.1.1 The Evaluation of CDC Program at Hubei Enshi College from The Context Dimension.....	67
4.1.2 The Evaluation of CDC program at Hubei Enshi College from The Input Dimension.....	71
4.1.3 The Evaluation of CDC program at Hubei Enshi College from The Process Dimension.....	76
4.1.4 The Evaluation of CDC program at Hubei Enshi College from The Product Dimension.....	81
4.1.5 Perceived effectiveness of CDC CIPP Evaluation Model	85
4.1.6 Students' Perceptions of the CDC program on Their Employability at Hubei Enshi College.....	87
4.2 Discussions	96
CHAPTER V	105
CONCLUSION AND SUGGESTIONS.....	105
5.1 Conclusion	105
5.2 Suggestion.....	109
References.....	114
APPENDIX.....	122

LIST OF TABLES

Table 2.1 Evaluation Constellation.....	34
Table 3.1 Inclusion Criteria for Interview	41
Table 3.2 Research Participants.....	42
Table 3.3 CIPP Model for CDC Evaluation in Hubei Enshi College.....	43
Table 3.4 Blueprint of Evaluation Questionnaire	45
Table 3.5 Questions in Interview Guide	49
Table 3.6 Blueprint Interview for Teachers.....	52
Table 3.7 CVR Score	55
Table 3.8 Results of Empirical Validity	56
Table 3.9 Reliability Results.....	59
Table 3.10 Glickman Quadrant Model	62
Table 4.1 Demography of Respondent	65
Table 4.2 Normality Test	66
Table 4.3 Descriptive Statistics of Context Evaluation	67
Table 4.4 Evaluation of CDC based on Context Dimension	68
Table 4.5 Descriptive Statistics of Input Evaluation	72
Table 4.6 Evaluation of CDC based on Input Dimension	73
Table 4.7 Descriptive Statistics of Process Evaluation.....	76
Table 4.8 Evaluation of CDC based on Process Dimension.....	78
Table 4.9 Descriptive Statistics of Product Evaluation	82
Table 4.10 Evaluation of CDC based on Product Dimension.....	83
Table 4.11 Perceived Effectiveness of CDC Program.....	86

LIST OF FIGURES

Figure 4.1 Diagram of Context Evaluation.....	69
Figure 4.2 Diagram of Input Evaluation	74
Figure 4.3 Diagram of Process Evaluation	78
Figure 4.4 Diagram of Product Evaluation	84



LIST OF APPENDICES

Appendix 1 Questionnaire English Version	123
Appendix 2 Questionnaire Chinese Version.....	125
Appendix 3 Pilot Tested Results.....	129
Appendix 4 Research Data.....	202
Appendix 5 Data Analysis	224

