

# *Research on the Effectiveness of Ideological and Political Education in University English Curriculum Teaching Reform Based on the CIPP Evaluation Model*

**Peilong Ding**

*Office of Academic Affairs, Chuzhou City Vocational College, Chuzhou, China  
dingpeilong@czcvc.edu.cn*

**Keywords:** University English; Curriculum Ideological and Political Education; CIPP Evaluation Model; Effectiveness Evaluation

**Abstract:** With the comprehensive promotion of curriculum Ideological and Political Education construction, university English courses urgently need to verify the educational effectiveness through empirical methods. This study implements teaching reform based on the five-element integrated concept of "teacher - student - textbook - teaching method - evaluation", and constructs an effectiveness evaluation system based on the CIPP model. The study adopts a quasi-experimental design method and conducts expert evaluation and comparison of four-level grades for 200 students. The results show that the comprehensive score of experts reaches 94.8 points, and the four-level grades of the reform class are  $503.27 \pm 32.19$ , which are superior to those of the ordinary class ( $482.65 \pm 34.21$ ) ( $p < 0.001$ ), and the proportion of high scores has increased from 38.00% to 55.00%. The research indicates that the curriculum Ideological and Political Education reform of university English can effectively improve teaching quality and students' comprehensive abilities, aiming to provide empirical support and practical references for the evaluation of curriculum Ideological and Political Education effectiveness.

## **1. Introduction**

Since the Ministry of Education released the "Guidelines for the Construction of Ideological and Political Education in University Courses" in May 2020, relevant academic circles have witnessed an increasing number of studies on ideological and political education in university English courses. They have conducted in-depth explorations on aspects such as course objectives, teaching content, teaching methods, and quality evaluation. The existing research has made progress in the target system and content reconfiguration, but there is a lack of empirical research and a weak effectiveness evaluation system. Thus, it can be seen that the theory of university English course ideological and political education is rich and the paths are diverse, but overall, it still presents problems such as insufficient empirical research, a weak effectiveness evaluation system, and an incomplete evidence chain. Especially in terms of the verification of teaching effectiveness, most existing research remains at the level of experience summary and qualitative analysis, lacking a systematic evaluation framework supported by data, and it is difficult to comprehensively reveal the

collaborative mechanism of ideological and political education in language ability cultivation and value guidance. Based on the above issues, the research group, guided by the principle of "teacher-student-textbook-teaching method-evaluation" in a five-in-one manner, has constructed a teaching reform plan for ideological and political education in university English courses. Based on the CIPP (Context–Input–Process–Product) evaluation model, it adopts a method combining expert comprehensive evaluation and student learning effectiveness data to conduct a systematic verification of the implementation results.

## **2. Research Design and Teaching Reform Practice**

### **2.1 Problem Diagnosis**

The "Guidelines for the Construction of Ideological and Political Education in University Courses" emphasizes that to fulfill the fundamental task of fostering virtue, it is necessary to integrate value formation, knowledge imparting, and ability cultivation, and to avoid any separation of these aspects. However, in the current teaching practice, there are three particularly prominent problems in the ideological and political education of university English courses: Firstly, teachers' understanding and implementation ability of the concept of ideological and political education vary greatly, and the educational function of the course has not been fully exerted; Secondly, students' understanding of the value of integrating ideological and political education into the university English course is not thorough enough; Thirdly, the evaluation standards for ideological and political education in the courses are not unified and lack operability, making it difficult to scientifically judge their actual effects. The questionnaire survey and interview research conducted by the research group from September 2024 to June 2025 further confirmed these phenomena. Some teachers have insufficient awareness and ability in ideological and political education, the way of exploring ideological and political elements in the textbooks is rather mechanical, the second classroom and assessment mechanism lack targeted education, resulting in the educational effectiveness of ideological and political education in the university English courses being not very obvious, indicating that there is still considerable room for improvement in the reform of ideological and political education in university English courses.

### **2.2 Integration Mechanism of CIPP Evaluation Model and University English Course Ideological and Political Reform**

The CIPP evaluation model was proposed by Stufflebeam<sup>[1]</sup>, emphasizing the need for a systematic analysis of the background, resource investment, teaching process, and outcome output of educational projects. This provides formative feedback for course improvement and decision-making. In recent years, the application of the CIPP model in higher education teaching reform and course implementation evaluation has gradually increased. Suryanto A et al. evaluated the mixed learning practice in Indonesian universities based on the CIPP model, and the results showed that the teaching context and resource investment had a significant impact on learning outcomes<sup>[2-3]</sup>. Kodir A et al. conducted a quantitative analysis of the university remote learning policies during the pandemic using the CIPP model<sup>[4]</sup>, indicating that contextual conditions, infrastructure, and teaching processes were important factors affecting the reform effectiveness. Agus A introduced the CIPP model into the evaluation of inclusive education courses<sup>[5]</sup>, believing that this model has good compatibility in measuring the quality of value-oriented course implementation and educational equity. From an international perspective, existing studies show that the CIPP model has strong explanatory power in course reform evaluations with multiple goals, complex processes, and difficult-to-measure results. Course ideological and political education

belongs to value-oriented course reform, and its effectiveness is more reflected in the teaching process and learning experience. Given that university English courses also have the functions of language ability cultivation and value guidance, introducing the CIPP model helps to systematically reveal the implementation mechanism of course ideological and political reform from the dimensions of background, investment, process, and output, providing a theoretical basis for subsequent effectiveness evaluation.

## 2.3 Research Design and Methods

### (1) Research Subjects and Group Design

The research subjects were a total of 200 students from the 2022 and 2023 grades of non-English major students at a local applied university. The university's main educational positioning is the cultivation of high-level vocational and technical skills. The student professional structure is mainly composed of non-foreign language majors such as science and engineering, economics, and management. They have certain representativeness. Based on the professional type, English academic foundation, and gender structure, they were balanced stratified and then randomly assigned to the reform class (100 students) and the ordinary class (100 students). Before the implementation of the reform, independent sample t-tests were conducted on the university English scores and ideological and political literacy assessment of the two groups of students. The results showed that the differences were not statistically significant ( $p > 0.05$ ), indicating that the baselines of the two groups of students were consistent.

The reform class systematically integrates the elements of course ideological education into the regular English teaching content, while the ordinary class continues to follow the traditional teaching mode. To reduce interference variables, both groups maintained consistency in course content, teaching hours, and the professional background of the instructors in terms of teaching philosophy, resource integration, classroom organization, and evaluation methods, except for the differences in ideological and political reform in teaching concepts, resource integration, classroom organization, and evaluation methods, in order to ensure the rationality of the reform effect attribution and the internal validity of the research conclusion.

### (2) Implementation Design of Teaching Reform

First, a mechanism for cultivating teachers' ideological and political education capabilities is established. The entire research team of teachers adopts a step-by-step approach to enhance their ideological and political education capabilities. They conduct diverse training activities such as policy and law learning and teaching theory research, and carry out special discussions and contextualized teaching design training based on typical cases of ideological and political education<sup>[6-7]</sup>. At the same time, through collective lesson planning, lesson refinement, and mutual evaluation of teaching plans, they deepen their understanding of the connotations of ideological and political elements and form a "discovery, refinement, and integration" teaching design thinking. During the specific implementation process, teachers deeply explore the value implications of the text in the analysis of the teaching materials, effectively guide students to make value judgments during classroom questioning, and actively promote students to express their viewpoints in discussion and exploration activities. Thus, an organic integration is achieved at the three levels of "language knowledge - cultural understanding - value guidance"<sup>[8]</sup>.

Second, the activation of students' cognition and participation mechanism. The research adopts specific measures such as guiding lectures on learning objectives, case-based guidance, and experiential activities to enable students to understand the value demands and growth significance of the course. At the same time, through questionnaires, interviews, and discussions, it fully understands the students' ideological characteristics and learning needs. Based on this, the teaching

content and activities are optimized. At the classroom level, emotional care and value exploration are embedded in discussion exchanges and task-driven sections; at the extracurricular level, project practice and second-class classroom expansion of learning scenarios are relied upon to gradually guide students to shift from "passive acceptance" to "active participation" and "self-reflection".

Third, deep reconfiguration of teaching content and thematic expression of value. Based on the school-based textbook "New Era College English Course", the research systematically restructured the teaching content. While respecting the laws of language learning, it deeply explored the ideological and political education connotations in the text. The textbook sets up 16 core themes such as "youth growth, professional ethics, excellent cultural inheritance, social responsibility, family and national sentiment, achievements of the era, great spirit, and the community of human destiny", and realizes the integration of themes through chapter introduction, problem design and extension tasks. In the teaching process, attention is paid to the integration of Chinese and foreign cultural comparisons, reading of classic original texts and the guidance of contemporary values.

Fourth, innovative teaching methods for the immersive educational model. The research explores the use of scenario creation, task-driven, role-playing, and cooperative inquiry methods to carry out flipped classrooms and project-based learning, integrating the educational content into the language practice of listening, speaking, reading, writing and translation. At the same time, multimedia resources, MOOCs and "second-class classroom" activities are used to build a learning community that connects inside and outside the classroom. Through presentation reports, group collaboration and situational expressions, learning experiences are strengthened, enabling students to express values and compare cultures in real contexts, thereby achieving the coordinated development of language ability and value recognition.

From the perspective of the overall implementation logic, "teacher - student - textbook - teaching method - evaluation" is not a simple superposition of elements, but constitutes a coupled collaborative educational system. Among them, teachers, as the core driving entity, will achieve value transmission through teaching design and classroom guidance; students, as the learning subjects, their cognitive investment and emotional identification will directly affect the educational effectiveness; textbooks, as the content carriers, undertake the functions of value presentation and the integration of language knowledge; teaching methods, as the realization paths, determine the depth and specific manner of value integration; evaluation, as the feedback mechanism, will continuously correct teaching strategies through process monitoring and result verification during the dynamic operation process, forming a closed-loop mechanism of "goal orientation - implementation regulation - feedback optimization", thereby promoting the transformation of course ideological education from "embedded integration" to "endogenous integration".

## 2.4 Construction of Evaluation Index System

The research is based on the requirements of documents such as "Guidelines for the Construction of Ideological Education in Higher Education Courses" and "University English Teaching Guidelines", and the CIPP evaluation model. It uses the principles and methods of constructing the comprehensive evaluation index system of ideological education in university courses by Professor Xu Xiangyun and others. On this basis, the weights of the first and second-level evaluation indicators are determined through expert consultation<sup>[9-10]</sup>. The research team invited 7 internal experts who have long been involved in the construction of ideological education and evaluation systems on October 18th-20th, 2025, to independently score the importance of each indicator, and then summarize and normalize the results, finally forming the weight setting shown in Table 1.

Table 1 Evaluation Index System for Ideological and Political Education in University English Curriculum Based on the CIPP Model

Primary indicators (weight)	Secondary indicator	Weight
Context assessment (0.20)	Political environment	0.59
	Educational environment	0.41
Input evaluation (0.22)	Teaching resources	0.46
	Teacher Qualifications	0.54
Process evaluation (0.35)	Teaching plan	0.42
	Teaching implementation	0.58
Product evaluation (0.23)	Teaching effectiveness	0.51
	Course Impact	0.49

Note: Under each secondary indicator, there are a total of 30 specific observation indicators ( $X_1 - X_{30}$ ), covering aspects such as political orientation, teaching resources, teacher quality, teaching implementation, and course effectiveness.

The evaluation index system consists of 4 first-level indicators, 8 second-level indicators, and 30 observation indicators; the SPSS26 software was used for testing, and it passed the tests of discrimination, structural validity, and reliability. The results showed that the Cronbach's  $\alpha$  coefficient of each dimension was greater than 0.8, indicating that the scale has a high internal consistency; the KMO value was 0.86, and the Bartlett's spherical test was significant ( $p < 0.001$ ), indicating that the data are suitable for factor analysis, verifying the rationality of the division of "background evaluation, input evaluation, process evaluation, and result evaluation" into 4 dimensions, and that all 8 second-level indicators have good structural validity and internal consistency.

## 2.5 Data Collection and Statistical Methods

### (1) Scoring Indicators and Calculation Formulas

To conduct a comprehensive evaluation of university English ideological and political education, a system of indicators was constructed that includes four main dimensions: context evaluation, input evaluation, process evaluation, and product evaluation. Each dimension has corresponding secondary indicators and observation indicators. The expert group used the above university English ideological and political education evaluation index system and adopted a five-level gradient scoring system to score the observation indicators ( $X_i$ ), which were specifically divided into "excellent (A = 90-100 points), good (B = 75-89 points), medium (C = 60-74 points), poor (D = 45-59 points), and very poor (E = 0-44 points)", and used formulas (1) - (5) to calculate the scores of the first and second-level evaluation indicators as well as the comprehensive evaluation score.

Background assessment (C) mainly considers aspects such as political environment and educational environment, and is calculated as shown in Equation (1).

$$C=0.20 \left\{ (0.59 \cdot \frac{\sum_{i=1}^3 X_i}{3}) + (0.41 \cdot \frac{\sum_{i=4}^6 X_i}{3}) \right\} \quad (1)$$

In Equation (1),  $X_i$  represents the scores given by experts for various indicators (such as policy support, teaching resources, etc.). The weighting coefficients in the formula reflect the relative importance of each indicator. The input evaluation (I) mainly covers aspects such as teaching resources and teacher quality, and the calculation is as shown in Equation (2).

$$I=0.22 \left[ (0.46 \cdot \frac{\sum_{i=7}^8 X_i}{2}) + (0.54 \cdot \frac{\sum_{i=9}^{11} X_i}{3}) \right] \quad (2)$$

Equation (2) scores various resources and the ideological and political literacy of teachers based on the input. It uses weight coefficients to ensure that the impact of each resource on the course is reasonably measured. Process evaluation (P<sub>1</sub>) focuses on assessing the implementation of the teaching plan, including teaching design and classroom implementation, and is calculated as shown in Equation (3).

$$P1=0.35 \left[ (0.42 \cdot \frac{\sum_{i=12}^{13} X_i}{2}) + (0.58 \cdot \frac{\sum_{i=14}^{23} X_i}{10}) \right] \quad (3)$$

Equation (3) observes the implementation process of the classroom through scoring, and quantifies the actual execution effect of various teaching activities. The product evaluation (P<sub>2</sub>) mainly assesses the effect and impact of course ideological and political education, and is calculated as shown in Equation (4).

$$P2=0.23 \left[ (0.51 \cdot \frac{\sum_{i=24}^{28} X_i}{5}) + (0.49 \cdot \frac{\sum_{i=29}^{30} X_i}{2}) \right] \quad (4)$$

Equation (4) calculates the final teaching outcome based on dimensions such as students' recognition of ideological and political education and improvement of English proficiency. The overall evaluation of the final comprehensive assessment is derived by weighting the scores of all four dimensions, as shown in Equation (5).

$$\text{Total} = \frac{\sum_1^N (C + I + P_1 + P_2)}{N} \quad (5)$$

In Equation (5), *N* represents the total number of participants, ensuring the accuracy and representativeness of the comprehensive score.

## (2) Statistical Analysis Methods

After data collection, the research used SPSS 26.0 software for data analysis. Independent sample t-tests were employed to statistically analyze the differences in the improvement of ideological and political literacy and English proficiency between the two groups of students. Chi-square tests were used for categorical variables. In linear regression analysis, the National College English Test Band 4 score was set as the dependent variable, and the ideological and political literacy assessment score was set as the independent variable. The regression coefficients, overall significance test (F value), and goodness of fit (R<sup>2</sup>) were reported to test the predictive effect of ideological and political literacy on English proficiency. In the result presentation, the study relied on a 95% confidence interval. When *p* < 0.05, it was considered that the difference was statistically significant. Additionally, effect size (Cohen's *d*) was introduced to measure the practical significance of the difference.

## 3. Effectiveness Evaluation

The research constructed a dual-dimensional measurement framework of "expert evaluation - student effectiveness" to comprehensively assess the effect of curriculum ideological and political reform from the two aspects of teaching implementation quality and learning results.

### 3.1 Comprehensive Evaluation Results of Experts

After two years of systematic practice of the teaching reform, the research group, based on the CIPP evaluation index system shown in Table 1, organized relevant experts to conduct a comprehensive evaluation of the effectiveness of university English course ideological and political education reform through methods such as listening to reports, reviewing materials, observing classes, interviews, and questionnaire surveys. The comprehensive results showed that the overall score of the ideological and political teaching reform in the course was 94.8, indicating that the implementation quality of the reform was at a relatively high level. The scores of the secondary evaluation indicators were 97.7, 97.5, 96.3, and 96.3 respectively, indicating that the teacher's ability and classroom implementation quality were outstanding. The scores of the tertiary evaluation indicators, such as X9 (course ideological and political awareness), X10 (target content grasp), X11 (implementation method application), and X27 (promotion of ideological and political literacy to language and comprehensive abilities), all reached above 97.4.

### 3.2 Regression Comparative Analysis of Ideological and Political Literacy and English Proficiency

To explore whether the university English course ideological and political education reform can promote the development of language ability, the research conducted a linear regression analysis using the National College English Test Band 4 score as the dependent variable and the ideological and political literacy assessment score as the independent variable, under the premise of balanced control of stratification and baseline. Considering that the students' original English foundation and individual characteristics might have an impact on their academic performance, the research controlled the main confounding variables in the sample design stage by stratifying by the college entrance examination English score and balancing gender. Then, it examined the predictive effect of ideological and political literacy on language ability under relatively consistent baseline conditions. From the reform class and the ordinary class, students were stratified according to the college entrance examination English score into 5 score segments, with the same number of male and female students in each segment and the difference in English scores between corresponding gender students not exceeding 3 points. The analysis results are shown in Table 2.

Table 2 Regression Comparative Analysis of Ideological and Political Literacy between Reform Class and Ordinary Class on Fourth-Grade Academic Performance

Indicators	Regular class	Reform Class
Unstandardized coefficient B (standard error)	5.523 (0.196)	6.331 (0.081)
Standardized coefficient $\beta$	0.889	0.992
t-value	28.15	77.999
p-value	<0.001	<0.001
95% CI	[5.133, 5.912]	[6.170, 6.492]
F value	792.409	6083.867
R <sup>2</sup> / Adjusted R <sup>2</sup>	0.890 / 0.889	0.984 / 0.984

As shown in Table 2, the standardized coefficient  $\beta$  of the reform class is 0.992, which is higher than that of the ordinary class (0.889), indicating that the correlation between ideological and political literacy and English grades is more significant in the reform class. Moreover, the unstandardized coefficient B is also larger (6.331 vs 5.523), meaning that for every 1-point increase in the ideological and political literacy score, the corresponding increment in the CET-4 scores of

the reform class students is greater. The explanatory rate (adjusted  $R^2 = 0.984$  vs  $0.889$ ) also shows that the model fit of the reform class is better.

### 3.3 Comparative Analysis of English Learning Outcomes

To test the actual impact of the course ideological and political education reform on language ability from the perspective of learning outcomes, CET-4 scores were selected for comparative analysis. The comparison indicators include: average score, pass rate, and the proportion of high scores ( $\geq 500$  points). The mean comparison was conducted using the independent sample t-test, and the categorical proportion comparison was performed using the chi-square test ( $\chi^2$ ), and the effect size (Cohen's  $d$ ) was reported to reflect the educational practice significance. The results are shown in Table 3.

Table 3 Comparison Results of Four-Level Scores between Reform Class and Ordinary Class

Indicators	Regular class (N = 100)	Reform Class (N = 100)	Statistical quantity	Significance
Average score (M $\pm$ SD)	482.65 $\pm$ 34.21	503.27 $\pm$ 32.19	t = 4.16; Cohen's d = 0.59	p < 0.001
Pass rate (%)	72.00%	84.00%	$\chi^2 = 4.20$	p = 0.040
The proportion of high-scoring segments ( $\geq 500$ points, %)	38.00%	55.00%	$\chi^2 = 5.81$	p = 0.016

As shown in Table 3, compared with the regular class, the reform class had a higher average score in the four-level assessment and a higher proportion in the high-score segment ( $\geq 500$ ) (55.00% vs 38.00%), and the pass rate also increased (84.00% vs 72.00%). The effect size Cohen's  $d = 0.59$ , which is a medium effect, indicates that the course ideological and political reform has substantive educational significance for language ability.

### 3.4 Ideological and Political Quality Assessment Results of the Course Reform Effect

The ideological and political quality assessment scale used in the research was revised based on existing research results related to course ideological and political education, and was optimized in line with the characteristics of the university English course. The scale mainly measures students' ideological and political quality from three dimensions: value recognition, social responsibility, and cultural confidence. Value recognition focuses on the degree of students' understanding and recognition of the socialist core values; social responsibility focuses on their public awareness and willingness to participate in society; cultural confidence mainly reflects their cognitive and recognition level of Chinese culture. The scale contains 20 items, and the distribution of items in each dimension is relatively balanced. In terms of measurement methods, the scale uses a five-level Likert scale (1–5 points), ranging from "strongly disagree" to "strongly agree", and the scores of each dimension are calculated based on the average of the items, and the comprehensive score is the weighted average of each dimension. The higher the score, the higher the students' ideological and political quality level.

To ensure the effectiveness and stability of the measurement tool, the ideological and political quality assessment scale used in the research has passed the content validity test by the expert group (CVI = 0.92), and the internal consistency coefficient is 0.87 (Cronbach's  $\alpha$ ), indicating that the scale has good measurement reliability in the research context. Based on the comprehensive evaluation of experts and the analysis of English learning output, the research further verified the effect of the university English course ideological and political reform from the perspective of value education effectiveness. The research compared and analyzed the ideological and political quality

assessment results of students in the reform class and the regular class, and the results are shown in Table 4.

Table 4 Comparison of Ideological and Political Quality Assessment Results between Reform Class and Ordinary Class

Dimension	Regular class (N = 100)	Reform Class (N = 100)	t-value	p-value
Value identification	3.61 ±0.43	4.02 ±0.39	4.87	<0.001
cultural confidence	3.58 ±0.46	3.95 ±0.41	4.32	<0.001
Social responsibility consciousness	3.70 ±0.40	4.06 ±0.37	4.65	<0.001
Overall score of ideological and political literacy	3.63 ±0.38	4.01 ±0.35	5.28	<0.001

Note: The ideological and political quality assessment is scored using a five-level scale. The higher the score, the higher the student's level of ideological and political quality.

In Table 4, the students in the reform class scored significantly higher than those in the ordinary class in terms of the overall level of ideological and political literacy, as well as in dimensions such as value recognition, cultural confidence, and social responsibility awareness ( $p < 0.001$ ). This indicates that the course-based ideological and political education reform has achieved remarkable results in the aspects of value guidance and identity construction.

#### 4. Summary and Implications

The research is based on the fundamental principle of cultivating virtue and fostering talents, and is designed and implemented based on the characteristics of university English course education and existing problems. It adopts a five-in-one support system of "teacher - student - textbook - teaching method - evaluation" for the course-based ideological and political education reform. Using a quasi-experimental design method and combining the CIPP evaluation model to construct a systematic index system, it simultaneously collects dual-dimensional data of expert comprehensive evaluation and student learning outcomes for verification. The research reaches the following conclusions: First, the course-based ideological and political education reform in university English has a promoting effect on teaching quality. The expert's comprehensive evaluation score based on the CIPP index system reaches a relatively high level, and it is outstanding in aspects such as political direction grasp, teacher quality improvement, and classroom implementation effectiveness. Second, the course-based ideological and political education reform has a positive impact on students' comprehensive development. Regression analysis and performance comparison results show that students in the reform class have a stronger collaborative improvement relationship in terms of ideological and political literacy and English ability, with higher average scores and higher proportion of high scores than the ordinary class, indicating that value guidance can promote language ability development and cross-cultural literacy improvement to a certain extent. The research uses expert evaluation and student learning outcomes data for dual-dimensional verification, thereby enhancing the objectivity and persuasiveness of the verification of the effectiveness of the course-based ideological and political education reform and providing an operational practical path and method reference for the evaluation of the effectiveness of university English course-based ideological and political education.

Although certain achievements have been made, the research still has limitations: Firstly, the sample range is limited to a single university, and its generalizability needs to be further tested; Secondly, the measurement of students' ideological and political literacy mainly relies on scale data,

and multiple evidence needs to be introduced; Finally, the research mainly uses single-variable regression as the main analysis method, and the control of potential variables is limited. Future research can continue to advance in these aspects: Firstly, expand the sample size and conduct cross-university comparisons to improve external validity; Secondly, build a multi-source data integration learning outcome measurement system to improve the diagnostic mechanism; Thirdly, explore the long-term impact mechanism of ideological and political integration on motivation and identity, thereby providing continuous improvement theoretical basis and empirical support for the implementation of university English course-based ideological and political education.

## Acknowledgements

The 2020 annual key research project of humanities and social sciences in Anhui universities: "Practical Research on the Effective Paths for Implementing 'Three-All Education' in Higher Vocational Colleges - Taking the Nursing Department of Chuzhou Urban Vocational College as an Example" (SK2020A0765); The 2022 annual key topic of educational research planning of Anhui Vocational and Adult Education Society: "Empirical Research on Ideological and Political Education in College English Courses" (Azcj2022038); The 2023 educational research planning project of the Anhui Province Vocational and Adult Education Society: "Research and Practice on the Hybrid Teaching Model of College English from the Perspective of Curriculum-based Ideological Education" (AZCJ2023043).

## References

- [1] STUFFLEBEAM D L. *The CIPP model for evaluation*[M]//KELLAGHAN T, STUFFLEBEAM D L, WINGATE L A. *International handbook of educational evaluation*. Dordrecht: Springer, 2003: 31-62.
- [2] STUFFLEBEAM D L, SHINKFIELD A J. *Evaluation theory, models, and applications*[M]. 2nd ed. San Francisco: Jossey-Bass, 2007.
- [3] SURYANTO A, ARIFIN Z, ANWAR K. *Evaluation of blended learning implementation in higher education using CIPP model*[J]. *International Journal of Emerging Technologies in Learning*, 2021, 16(6): 77-91.
- [4] KODIR A, RAHMAN A, WIDIASTUTI. *Evaluating remote learning policy during COVID-19 pandemic: A CIPP model approach*[J]. *Education and Information Technologies*, 2022, 27(3): 3765-3784.
- [5] AGUS A, JULIADHARMA M, DJAMALUDDIN M. *Application of the CIPP model in evaluation of the inclusive education curriculum in Madrasah Aliyah*[J]. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 2023, 8(1): 31-50.
- [6] LEPAGE P, AKAR E, TEMLI Y, et al. *Comparing teachers' strategies for moral education evaluation across cultural contexts*[J]. *International Journal of Educational Development*, 2019, 68: 102-112.
- [7] ASIF T, MALIK M H, HUSSAIN A, et al. *Developing an evaluation model for values education: A mixed-methods approach*[J]. *Studies in Educational Evaluation*, 2020, 67: 100923.
- [8] GUO X H. *An empirical exploration of college English blended teaching mode reform based on OBE concept*[C]//*Proceedings of the 2025 4th International Conference on Science Education and Art Appreciation (SEAA 2025)*. Paris: Atlantis Press, 2025: 126014439.
- [9] ZHANG G, ZELLER N, GRIFFITH R, et al. *Using the context, input, process and product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation and assessment of service-learning*[J]. *Journal of Higher Education Outreach and Engagement*, 2011, 15(4): 57-79.
- [10] BREWER C A, GRIFFITH B. *The evaluation of a blended faculty development course using the CIPP framework*[J]. *Journal of University Teaching and Learning Practice*, 2019, 16(3): 1-15.