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A Systematic Literature Review on the CIPP Evaluation Model in Education: Examining Its Trends, Applications, and Research Gaps

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A B S T R A C T

This study aims to analyze the development, trends, applications, and research gaps of the CIPP (Context, Input, Process, Product) Evaluation Model in the field of education over the past decade (2015–2025). This review employs a Systematic Literature Review (SLR) approach guided by PRISMA 2020, based on a structured search in the Scopus database using Boolean codes. The selection process followed the four PRISMA stages: identification, screening, eligibility, and inclusion, resulting in 22 relevant articles for in-depth analysis. The findings indicate that the CIPP model remains a dominant and adaptable evaluation framework across diverse educational contexts, ranging from primary and secondary education to higher education and professional training. The thematic analysis reveals a methodological shift toward mixed methods, expert-based evaluation techniques (such as Delphi and AHP), as well as data-driven and technology-enhanced approaches. The Context and Input components demonstrate the highest performance, whereas the Process and Product components still require improvement. Despite its wide application, research gaps persist, particularly in longitudinal evaluation, digital-based assessment, and theoretical integration. This study offers a theoretical contribution by updating the state of the art of the CIPP model and provides practical insights for policymakers and educators to strengthen evidence-based and outcome-oriented educational evaluation practices.

1. Introduction

Educational evaluation is a fundamental element in ensuring the quality, relevance, and effectiveness of educational implementation across various levels of education, ranging from basic education to higher education and professional training. In the context of increasingly complex social, economic, and technological dynamics,

education systems are expected not only to produce competent and competitive graduates but also to demonstrate transparency, accountability, and responsiveness in managing learning processes and outcomes. Educational institutions are required to justify how resources are utilized, how policies are implemented, and to what extent educational objectives are achieved. In this regard, evaluation functions as a reflective and diagnostic mechanism that enables stakeholders to systematically assess the effectiveness of educational policies and programs, identify strengths and weaknesses in implementation, and provide a credible basis for evidence-based decision-making and continuous improvement. As emphasized by Snyder (2019), evaluation plays a strategic role in supporting informed policy formulation and enhancing the overall quality of educational governance.

In contemporary educational discourse, evaluation is no longer perceived merely as an activity focused on measuring learning outcomes or assessing students' cognitive achievement through standardized testing. Instead, it is increasingly understood as a comprehensive and systematic process that encompasses the assessment of broader dimensions, including policy contexts, institutional environments, resource availability, implementation mechanisms, and program outcomes. This paradigm shift reflects growing recognition that educational quality cannot be adequately captured through outcome indicators alone, but must be understood as the result of complex interactions among multiple components within an educational system. Holistic and system-oriented evaluation approaches emphasize the interdependence between planning, implementation, and outcomes, highlighting the need to analyze how contextual factors and inputs influence educational processes and results. As noted by Y. Xiao & Watson (2019), comprehensive evaluation enables educational institutions to respond more effectively to change, improve learning management quality, and ensure alignment with national education priorities and long-term development goals.

Over the past decade, educational evaluation has experienced a paradigmatic transformation toward more holistic and systemic approaches, moving beyond the traditional emphasis on outcome measurement. Classical evaluation theory, as articulated by Scriven & Scriven, Michael (1967), underscores that effective evaluation should integrate summative judgments of final outcomes with formative analysis of implementation processes to support learning, improvement, and decision-making. This theoretical perspective remains highly relevant in contemporary educational contexts, where programs and policies operate within dynamic and uncertain environments. Recent studies further highlight the urgency of developing evaluation frameworks capable of capturing the full complexity of educational programs, including planning activities (context), the adequacy and utilization of resources (input), the quality of implementation (process), and the achievement of intended and unintended outcomes (product). Consequently, there is an increasing demand for evaluation models that are both systemically comprehensive and adaptable to diverse educational settings and policy environments.

To address these evolving demands, the CIPP Evaluation Model (Context, Input, Process, Product) has emerged as one of the most widely applied and influential

frameworks in educational evaluation research and practice worldwide. Developed to support decision-oriented evaluation, the CIPP model offers a systematic perspective on the entire program life cycle, beginning with needs assessment and contextual analysis, continuing through resource planning and implementation monitoring, and culminating in outcome and impact evaluation. Its comprehensive structure allows evaluators to generate information that is not only judgmental but also developmental in nature. The flexibility of the CIPP model makes it applicable across a wide range of educational contexts, including curriculum evaluation, institutional performance assessment, and professional development programs. As highlighted by Zhang et al. (2011), the CIPP approach aligns closely with contemporary educational demands for continuous improvement, accountability, and data-driven decision-making.

Empirical studies conducted in recent years demonstrate the extensive application of the CIPP model across diverse educational settings. For instance, Bawor et al., (2024) applied the CIPP framework to evaluate a culture-based and modernization-oriented education program, highlighting its effectiveness in assessing contextual relevance and program outcomes. Similarly, Sutisna & Madani (2025) employed the CIPP model to evaluate the implementation of Child-Friendly School policies, emphasizing the importance of contextual readiness and stakeholder involvement in shaping program effectiveness. In the area of inclusive education, Mutiara et al., (2026) utilized a mixed-methods CIPP approach to assess inclusive and multicultural education policies, demonstrating the model's capacity to integrate quantitative indicators with qualitative insights. Moreover, the application of CIPP has expanded to technology-enhanced learning contexts, as evidenced by Febrino & Iskandi (2026), who evaluated the effectiveness of digital-based Islamic Religious Education learning using the CIPP framework. Beyond formal schooling, the CIPP model has also been applied in education-related training and development programs, such as sports coaching and athlete development, illustrating its adaptability across learning-oriented contexts (Gistati & Rismayanthi, 2026).

Despite its extensive application and theoretical robustness, the use of the CIPP Evaluation Model in educational research has not been sufficiently examined through comprehensive and systematic reviews, particularly with respect to its development and application over time. Many existing studies tend to adopt a fragmented approach, focusing on only one or two components of the model rather than analyzing the CIPP framework as an integrated system. Furthermore, prior research frequently adopts cross-sectional and case-based designs, limiting cumulative understanding of methodological patterns, application domains, and emerging research gaps. As noted by Petticrew & Roberts (2008), the absence of systematic synthesis hinders the development of coherent knowledge and constrains the ability of researchers and practitioners to draw broader evidence-based conclusions from fragmented empirical findings.

In response to these identified gaps, this study aims to systematically examine the development, trends, applications, and research gaps associated with the CIPP Evaluation Model in the field of education during the 2015–2025 period.

Specifically, this review seeks to explore how the CIPP model has evolved over the past decade, the educational contexts in which it has been most frequently and effectively applied, the dominant methodological approaches employed in its implementation, and the areas that remain underexplored in existing research. To achieve these objectives, the study adopts a Systematic Literature Review (SLR) approach guided by PRISMA 2020, ensuring transparency and rigor in the identification, selection, and analysis of relevant studies. The findings are expected to contribute both theoretically, by updating the state of the art of the CIPP model, and practically, by informing policymakers and educational practitioners seeking to strengthen evidence-based and outcome-oriented evaluation practices.

2. Methodology

This study employed a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure methodological rigor, transparency, and reproducibility. The SLR approach was selected because it enables a structured and comprehensive synthesis of existing studies related to the CIPP Evaluation Model (Context, Input, Process, Product) in the educational field. By following PRISMA 2020, the review process adheres to internationally recognized standards for identifying, screening, and selecting relevant literature. This approach allows other researchers to replicate the study using the same procedures and criteria, thereby strengthening the credibility and reliability of the findings (Page et al., 2021;Snyder, 2019).

Instrument

The primary instrument used in this study was a systematic review protocol developed in accordance with the PRISMA 2020 guidelines. This protocol served as a formal methodological instrument that governed the entire review process, including search strategy formulation, inclusion and exclusion criteria, screening procedures, and data extraction categories. The protocol ensured consistency and objectivity in decision-making throughout the review stages. In addition, Mendeley Reference Manager was used as a supporting instrument to manage bibliographic data, identify and remove duplicate records, verify metadata accuracy, and organize full-text articles. The combined use of a standardized review protocol and reference management software minimized selection bias and enhanced procedural consistency.

Data Collection

Data collection was conducted through a systematic search of the Scopus database (www.scopus.com) during the identification stage of the PRISMA process. Scopus was selected because it provides extensive coverage of peer-reviewed journals in education, social sciences, and public policy, ensuring access to high-quality and methodologically sound studies. The use of a single, well-established database was intended to maintain consistency in search results and to reduce duplication and

indexing bias. This approach supports transparency and allows other researchers to replicate the search process using the same database and search parameters.

The literature search employed a structured Boolean search strategy to retrieve studies focusing on the CIPP Evaluation Model in educational contexts. The search terms were organized into three conceptual groups: CIPP-related terminology, education-related contexts, and evaluation-related concepts. This structure ensured that the search captured studies that explicitly applied or discussed the CIPP framework within educational evaluation. The complete Boolean search string is provided below to allow for accurate replication of the search procedure:

("CIPP model" OR "CIPP evaluation" OR "Context Input Process Product" OR "CIPP framework")
AND ("education" OR "training" OR "learning" OR "school" OR "university" OR "policy implementation" OR "public sector")
AND ("evaluation" OR "program evaluation" OR "policy evaluation" OR "implementation evaluation")

To focus on recent research developments, the search was limited to journal articles published between 2015 and 2025. Only English-language publications were included to ensure consistency in interpretation and analysis. Document types were restricted to research articles, while conference papers, review articles, book chapters, notes, and conference reviews were excluded because they often lack the methodological detail required for systematic synthesis. These limitations helped maintain analytical rigor and relevance.

In addition, articles containing keywords unrelated to the conceptual scope of this study, such as Covid-19, Pandemic, or SARS-CoV-2, or those classified under disciplines outside education and social sciences (e.g., medicine, engineering, psychology, or computer science), were excluded. All records retrieved from Scopus were exported to Mendeley Reference Manager for duplicate removal, metadata verification, and preliminary organization prior to screening. This step ensured that only unique and relevant records progressed to subsequent stages of the review process. This procedure contributed to the overall transparency and reproducibility of the data collection process and prepared a reliable dataset for screening and analysis (Kitchenham, 2007).

Data Analysis

Data analysis in this systematic literature review was conducted following the PRISMA 2020 framework, which provides a structured and transparent procedure for selecting and analyzing relevant studies. After completing the data collection and data cleaning stages, all retrieved records were subjected to a systematic screening process (Y. Xiao & Watson, 2019; Braun & Clarke, 2006). During this stage, titles and abstracts were reviewed to assess their relevance to the objectives of the study, particularly their focus on the CIPP Evaluation Model within educational contexts. This initial screening step ensured that studies unrelated to

educational evaluation or the CIPP framework were excluded at an early stage, thereby improving the efficiency and focus of the review process.

The screening process applied predefined inclusion criteria to ensure consistency in article selection. Studies were retained if they explicitly referred to the CIPP Model or its components, addressed educational evaluation or program evaluation, and were conducted within educational settings such as schools, higher education institutions, training programs, or educational policy contexts. Articles that did not meet these criteria or lacked sufficient relevance were excluded. This step ensured that only conceptually aligned and thematically relevant studies advanced to the next stage of analysis, strengthening the overall validity of the literature selection process.

Following the screening stage, a full-text assessment was conducted during the eligibility stage to confirm the methodological and topical relevance of the remaining articles. At this stage, full-text articles were examined to ensure accessibility, clarity of research objectives, and sufficient methodological detail to support systematic analysis. Articles that could not be accessed in full or did not provide adequate information related to the application of the CIPP Model in education were excluded. This eligibility assessment ensured that the final set of studies was suitable for in-depth analysis and synthesis. The overall process of article identification, screening, eligibility assessment, and final inclusion was conducted in accordance with the PRISMA 2020 guidelines and is summarized visually in Figure 1. The study selection process followed the PRISMA 2020 framework, encompassing the identification, screening, eligibility, and inclusion stages, as illustrated in Figure 1.

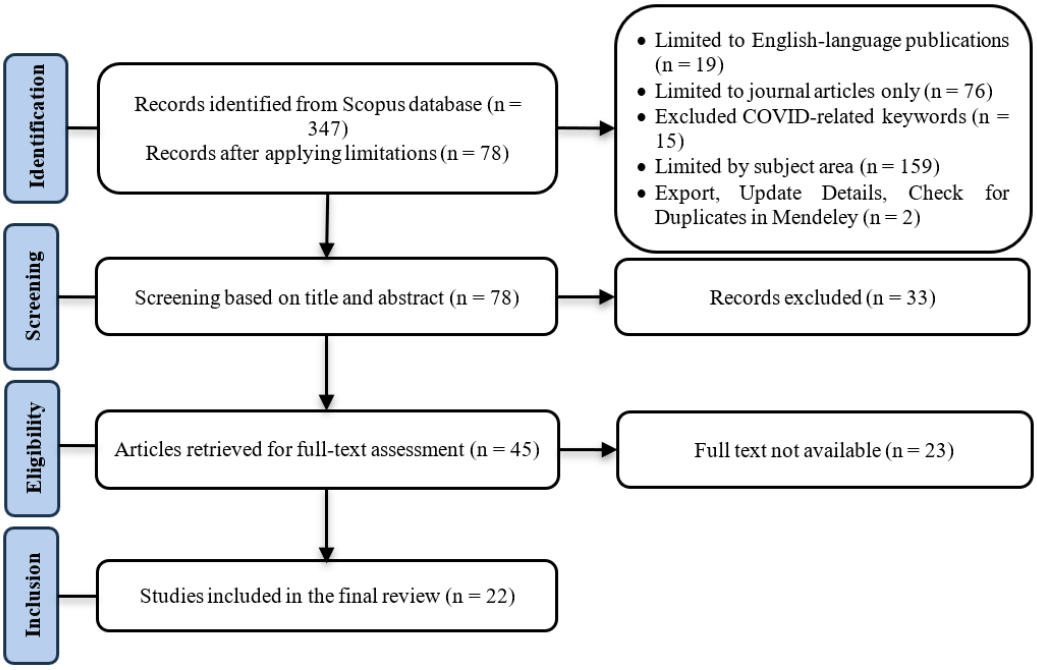

Figure 1. PRISMA 2020 Chart

3. Results and Discussion

This systematic literature review analyzed 22 journal articles published between 2015 and 2025, as summarized in Table 1. The included studies were conducted across diverse educational levels and geographical regions, with a strong concentration in Asian countries, particularly Indonesia, Iran, and China. The educational contexts covered primary and secondary education, higher education, medical and health education, vocational training, and nonformal education, indicating broad application of the CIPP Evaluation Model. The temporal distribution of publications, illustrated in Figure 2, shows relatively limited research output in the early years of the review period, followed by a gradual increase and a notable rise after 2022, reflecting growing scholarly interest in comprehensive and system-oriented educational evaluation frameworks.

Table 1. Characteristics of Included Studies

No	Author(s)	Year	Country / Region	Educational Context	Research Method
1	Mohabati et al.	2025	Iran	Higher education	Mixed methods
2	Yoshany et al.	2025	Iran	Medical education	Quantitative
3	Zhao et al.	2024	China	Medical education	Expert-based
4	Zemzami & Zbat	2025	Morocco	Secondary education	Mixed methods
5	López	2024	Spain	Higher education	Quantitative
6	Barella et al.	2024	Indonesia	Primary education	Mixed methods
7	Dewi et al.	2025	Indonesia	Inclusive education	Mixed methods
8	Rahabav & Souisa	2021	Indonesia	Nonformal education	Qualitative
9	Rebia et al.	2023	Indonesia	Vocational education	Mixed methods
10	Sari et al.	2024	Indonesia	Curriculum evaluation	Qualitative
11	Suryanto et al.	2024	Indonesia	Hybrid learning	Mixed methods
12	H. Xiao et al., 2024	2024	China	Medical education (VTRO)	Expert-based
13	Ahmadipour et al.	2023	Iran	Higher education	Quantitative
14	Ghazali et al.	2022	Malaysia	Higher education	Quantitative
15	Kim et al.	2022	South Korea	Professional training	Quantitative
16	Asadi et al.	2023	Iran	Professional training	Quantitative
17	Chanthalangsy et al.	2024	Laos	Medical training	Mixed methods
18	N. P. Sari & Setiawan	2023	Indonesia	Teacher training	Mixed methods
19	Mirzazadeh et al.	2016	Iran	Medical education	Mixed methods (longitudinal)
20	A Razak et al.	2017	Turkey	Higher education	Quantitative
21	Ahmad et al.	2022	Pakistan	Teacher education	Mixed methods
22	Olibe & Rezaee	2024	Iran	Educational policy	Mixed methods

Beyond publication growth, it is equally important to examine the educational contexts in which the CIPP Evaluation Model has been applied, as this distribution reflects the practical domains driving its adoption. The application contexts of the CIPP Evaluation Model identified in this review are presented in Table 2. The results indicate that the model has been most frequently applied in higher education

and medical or health-related education, followed by vocational and professional training programs.

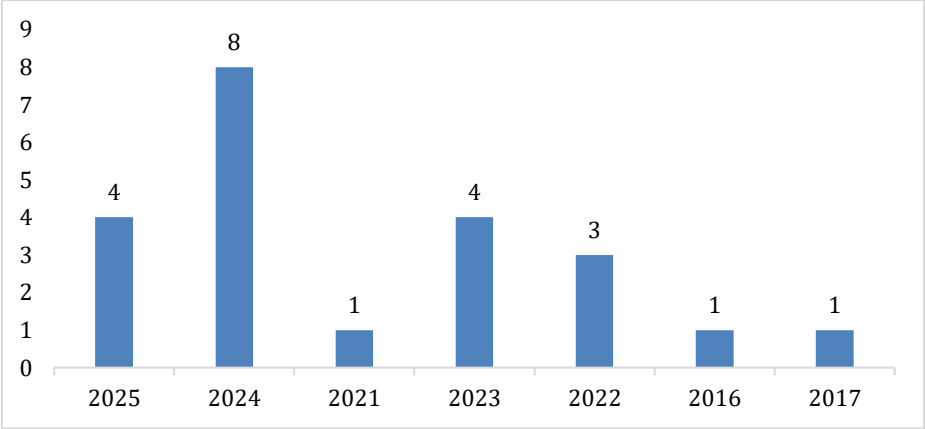

Figure 2. Publication Trends (2016–2025)

Applications in primary and secondary education remain substantial, particularly for evaluating school programs and inclusive education initiatives, while applications in nonformal education are still relatively limited. This distribution demonstrates the flexibility of the CIPP model across diverse educational settings, with a stronger emphasis on formal and professionally oriented programs within the existing literature.

Table 2. Application Contexts of the CIPP Evaluation Model in Education

Educational Context	Number of Studies	Examples of Evaluated Programs
Higher education	5	Curriculum evaluation, institutional performance, academic program quality
Medical and health education	5	Medical internships, clinical training, VTRO systems, obstetrics and gynecology training
Vocational and professional training	4	Product-based learning, ICD-10 training, ultrasound and skills training
Primary and secondary education	2	Child-friendly schools, inclusive education, character education programs
Teacher education and training	2	Pre-service and in-service teacher training programs
Nonformal and community education	3	Community learning centers and nonformal education management

In addition to understanding where the CIPP model has been applied, examining how it has been implemented methodologically provides further insight into current evaluation practices. The methodological approaches employed in the reviewed studies are summarized in Table 3. The results show that mixed-methods designs are the most commonly used approach in CIPP-based educational evaluations, followed by quantitative methods relying primarily on questionnaire-based instruments and statistical analysis. In contrast, purely qualitative approaches, expert-based methods such as Delphi and AHP, and longitudinal designs appear less frequently. This methodological distribution highlights a general tendency to

integrate quantitative measurement with qualitative inquiry to capture both outcome indicators and contextual dimensions of educational programs.

Table 3. Methodological Approaches in CIPP-Based Studies

Methodological Approach	Number of Studies	Main Characteristics
Mixed methods	10	Combination of surveys, interviews, observations, and document analysis
Quantitative	7	Questionnaire-based evaluation, statistical analysis (e.g., descriptive, SEM)
Qualitative	2	Interviews, observations, thematic or content analysis
Expert-based methods	2	Delphi technique, Analytical Hierarchy Process (AHP)
Longitudinal design	1	Long-term evaluation of curriculum implementation

While the preceding results describe key patterns in the application of the CIPP model, a deeper discussion is required to explain the underlying reasons and implications of these findings. The increasing use of the CIPP Evaluation Model, particularly after 2022, reflects a growing need for evaluation frameworks that go beyond outcome measurement and support systemic, decision-oriented analysis in education. This trend can be attributed to rising demands for accountability, quality assurance, and evidence-based policymaking in increasingly complex educational systems. The adaptability of the CIPP model allows evaluators to assess not only whether programs achieve intended outcomes, but also how contextual factors, resource availability, and implementation processes interact to shape those outcomes. As a result, the CIPP model remains relevant across diverse educational reforms and program types, especially in environments undergoing rapid institutional and policy change.

The dominance of higher education and medical or health-related education contexts in the application of the CIPP model suggests that evaluation demands are strongest in sectors characterized by high professional standards, regulatory oversight, and substantial resource investment. In these contexts, comprehensive evaluation is essential to ensure alignment between learning objectives, competencies, and societal needs. Conversely, the relatively limited application of the CIPP model in nonformal and community-based education may reflect constraints related to institutional capacity, evaluation expertise, or data availability. This imbalance indicates that while the CIPP framework is flexible, its implementation is influenced by organizational readiness and governance structures, which shape where and how systematic evaluation practices are adopted.

The predominance of mixed-methods approaches in CIPP-based studies highlights the methodological suitability of combining quantitative measurement with qualitative inquiry when evaluating complex educational programs. Quantitative data provide structured evidence of performance across CIPP components, while qualitative data capture contextual dynamics, stakeholder perspectives, and implementation challenges that cannot be fully explained through numerical

indicators alone. The relatively limited use of longitudinal and expert-based methods indicates that most evaluations remain cross-sectional and descriptive, potentially constraining deeper understanding of causal relationships and long-term program effectiveness. Expanding methodological diversity could therefore enhance the explanatory power and strategic value of CIPP-based evaluations.

From a theoretical perspective, the reviewed studies largely apply the CIPP model as a descriptive and diagnostic framework rather than as an explanatory or predictive model. The four components are often treated as parallel dimensions, with limited analysis of their interrelationships or dynamic interactions. This practice may limit the theoretical advancement of the CIPP model, as it underutilizes its potential to explain how contextual and input factors influence processes and outcomes over time. Strengthening the theoretical integration among CIPP components, for example through structural or systems-based modeling, could support the evolution of the model from a taxonomic evaluation tool toward a more analytically robust framework.

The findings of this review reveal several persistent research gaps that warrant further investigation. Methodologically, there is a need for more longitudinal, experimental, and analytically advanced studies to capture program dynamics and sustainability over time. Substantively, greater attention should be given to underexplored educational areas such as character education, digital literacy, sustainability education, and nonformal learning. In addition, the integration of digital technologies, learning analytics, and data-driven evaluation systems remains limited, despite their potential to enhance real-time monitoring of Process and Product components. Addressing these gaps would strengthen the relevance of the CIPP model in contemporary educational contexts and support its application in more adaptive and future-oriented evaluation systems.

4. Conclusion

This study set out to systematically examine the development, trends, application contexts, methodological approaches, and research gaps related to the CIPP Evaluation Model in the field of education during the 2015–2025 period. The findings confirm that the research objectives have been successfully achieved through a structured synthesis of recent and relevant literature. Overall, the review demonstrates that the CIPP model remains a widely adopted and adaptable evaluation framework, reflecting its continued relevance in addressing the increasing complexity and accountability demands of educational systems.

The results indicate that the CIPP model has been applied across diverse educational contexts, with particularly strong representation in higher education and professionally oriented programs. These applications highlight the model's strength in supporting comprehensive and decision-oriented evaluation practices. From a methodological perspective, the predominance of mixed-methods approaches suggests that researchers increasingly recognize the need to integrate

quantitative and qualitative evidence to capture the multidimensional nature of educational programs evaluated using the CIPP framework.

Despite its broad application, this study also identifies important gaps that signal directions for future research. These include the limited use of longitudinal and analytically advanced evaluation designs, underrepresentation of nonformal and emerging educational contexts, and insufficient integration of digital technologies and data-driven evaluation tools. Addressing these areas would enhance the analytical depth and practical relevance of future CIPP-based evaluations. In conclusion, this research provides an updated and coherent synthesis of the state of the art of the CIPP Evaluation Model in education and offers a solid foundation for advancing more adaptive, evidence-based, and outcome-oriented evaluation practices.

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