

# Logic and Path of Academic Evaluation Reform in Higher Vocational Colleges under the Background of High-Quality Development

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## Abstract

**High-quality development calls for a high-quality vocational education system. Deepening the reform of academic evaluation is a key means to optimize the positioning of vocational education types and improve the internal governance level of colleges, and an effective path to satisfy the sense of gain of educated individuals. It is suggested to construct evaluation standards that promote the all-round development of students, build a smart space for students' autonomous learning, build an overpass between academic achievements and career development, and form a scientific and effective evaluation subject.**

## Keywords

**High-quality Development; Higher Vocational Colleges; Academic Evaluation; Path.**

## 1. Introduction

In October 2020, the state promulgated the "Overall Plan for Reforming Education Evaluation in the New Era", kicking off the prelude to the comprehensive evaluation reform of education in the new era. In October 2021, the newly promulgated "Opinions on Promoting the High-Quality Development of Modern Vocational Education" marked that China's vocational education has officially entered the stage of high-quality development. High-quality development calls for a high-quality vocational education system. The reform of academic evaluation plays an important role in building a modern vocational education system and has a distinct guiding role in deepening the reform of vocational education. Therefore, this article takes the reform of academic evaluation in higher vocational colleges as the research object, deepens the research on the concept and practice plan of vocational education evaluation, and has certain practical significance for enhancing the adaptability of China's vocational education.

## 2. The Value of Academic Evaluation Reform in Higher Vocational Colleges under the Background of High-Quality Development

### 2.1. An Important Measure to Optimize the Positioning of Vocational Education Types and Promote the High-Quality Development of Vocational Education

In 2022, the newly revised "Vocational Education Law of the People's Republic of China" stipulates that vocational education is an educational type of equal importance to general education, and further explicitly requires the state to promote the coordinated development of vocational education and general education in a coordinated manner. Diversified development is one of the basic characteristics of education in China and an important means for different types of education to develop their characteristics. For a period of time, restricted by the level of economic and social development, management system and traditional concepts, the development and construction of China's vocational education system was underdeveloped. The construction mode and evaluation system obviously followed and applied the traces of

general education, to some extent weakening the school-running characteristics and development level of vocational education. During the "14th Five-Year Plan" period, the high-quality development of vocational education has a clearer timetable and roadmap. Giving full play to the function of vocational education evaluation of "activating the whole game with one move", demonstrating the characteristics of type education in terms of government performance evaluation, school evaluation, teacher evaluation, student evaluation, etc., continuously improving and perfecting the evaluation system is a key means to establish a quality evaluation and guarantee system with vocational education characteristics and promote the high-quality development of vocational education.

## **2.2. A Key Means to Give Full Play to the Guiding Role of Education Evaluation and Improve the Internal Governance Level of Colleges**

The "Overall Plan for Reforming Education Evaluation in the New Era" is the first document on the systematic reform of education evaluation in China, mainly involving major changes in education concepts, education methods, education guidance and education governance. The plan focuses on five types of subjects including the Party committee and government, schools, teachers, students and society, adheres to the combination of breaking and establishing, and mainly involves 22 reform and construction tasks in 5 aspects, which will promote the fundamental transformation of the internal governance of schools from management to governance. Academic evaluation is an important means to ensure the quality of talent training in higher vocational colleges, and the key to academic evaluation lies in grasping the learning needs of higher vocational students [1]. At present, promoting the academic evaluation system of higher vocational colleges from "school management" to "school governance" is not a simple transformation from primary to advanced management, but a revolution in ideas and an innovation in values. It requires profound changes in all aspects such as ideas, management methods, organizational structure and institutional mechanisms of colleges. It is conducive to higher vocational colleges to deeply promote the modernization of school governance, get rid of the traditional idea of "management", guide the government, schools, teachers, students and society to exert their initiative with the orientation of education evaluation in the new era, establish new concepts, adopt new methods, innovate evaluation models, develop and improve the evaluation system of colleges, jointly participate in school governance, build a diversified governance system, and form a joint force for the construction and development of schools.

## **2.3. An Effective Path to Improve the Actual Effect of Education and Satisfy the Sense of Gain of Educated Individuals**

The famous American educator Gardner's theory of multiple intelligences believes that normal individuals all possess multiple intelligences to a certain extent, and the key to individual development differences lies in the degree and combination of a certain kind of intelligence. To achieve the growth and success of students, it is necessary to respect students' interests, hobbies and individual differences, and establish educational types, teaching methods, curriculum contents, evaluation forms and education systems that are suitable for students' individual intelligence conditions. At present, influenced by traditional educational concepts, there is a one-sided tendency to evaluate students only by "scores" and "enrollment", which is not conducive to the all-round development of students. In a sense, vocational education is a kind of "strengthening the strong points" education, not a "compensating the weak points" education. Through "strengthening the strong points" to promote the all-round development of students, so as to achieve the goal of "simultaneous cultivation of morality and skills". At present, in the new era of knowledge explosion, receiving general higher education is no longer the only way for students to grow and succeed. Developing an evaluation system with the characteristics of vocational education types will provide a strong guarantee for the growth and

success of different educated individuals and lay a solid institutional foundation for vocational college students to exert their skills and specialties, satisfy their sense of gain and shine in life.

### **3. Main Problems in the Reform of Academic Evaluation in Higher Vocational Colleges**

#### **3.1. The Evaluation Method is Mainly Summative Evaluation**

For a long time, the academic evaluation in higher vocational colleges in China has mainly been summative evaluation, which is particularly common in vocational education evaluation in China. Although there are some diagnostic evaluations in vocational education, such as the internal guarantee evaluation carried out since 2015 with the internal quality assurance system diagnosis and improvement work of higher vocational colleges as the carrier, its due status and scientific evaluation system have not been fully established. The academic evaluation of vocational education still remains at the level of summative evaluation and identification evaluation. The function of vocational education evaluation has not been scientifically and fully exerted, and evaluation has not been used as an important means to promote the development of students, teachers and schools.

#### **3.2. The Evaluation Subject is Mainly Government Evaluation**

The vocational education academic evaluation work carried out in China involves many aspects, including the evaluation of the school-running level of schools. Although the diversity of the main body of vocational education academic evaluation has begun to receive attention, stakeholders are still absent. The discourse power of schools, teachers, students and industry enterprises in the corresponding evaluation is still low, and the diversity of evaluation is not prominent; the ability and level of the third-party evaluation institutions need to be further improved, and the function of the third-party evaluation of vocational education has not been fully exerted.

#### **3.3. The Evaluation Mechanism is Mainly Formal Evaluation**

There are a large number of types and quantities of vocational education evaluations in China. From the micro, meso and macro levels, they can successively include the evaluation of students' situations, the evaluation of the effectiveness of regional vocational education reform, and the evaluation of the implementation of national vocational education policies, etc. However, formal evaluation is more obvious. This formal vocational education evaluation will lead to the neglect of the direct evaluation of the quality of vocational education. The evaluation standards and index systems designed based on this evaluation mechanism may even always circle around the "periphery" of the evaluation object, unable to penetrate the core, directly resulting in the insufficiency of the educational or connotative nature of vocational schools.

### **4. Research on the Promotion Strategy of Academic Evaluation Reform in Higher Vocational Colleges under the Background of High-Quality Development - Taking the Academic Evaluation of Z School as an Example**

#### **4.1. System Leading, Constructing Evaluation Standards that Promote the All-round Development of Students**

The college adheres to the construction of evaluation standards supported by institutional culture and cultivates talents with all-round development of morality, intelligence, physical fitness, art and labor.

1) Ensure the orderly operation of evaluation through institutional innovation. Since 2020, the college has successively introduced a series of rules and regulations on student education evaluation work, providing fundamental compliance for student education evaluation work. The college has introduced the "Management Measures for Curriculum Replacement and Credit Recognition", established an intercommunication mechanism between curriculum teaching and various learning methods, strengthened intercollegiate exchanges, and encouraged students to obtain credits through channels such as innovation and entrepreneurship, science and technology competitions, and vocational skills certification, giving full play to the enthusiasm and autonomy of learning. The college has introduced the "Interim Measures for the Recognition and Academic Incentive of Students' Landmark Achievements", encouraging and guiding students to participate in high-level vocational skills competitions and innovation and entrepreneurship training projects, and cultivating students' more comprehensive vocational qualities and higher-level vocational skills. The college has introduced the "Management Measures for Student Science and Technology Competitions", promoting the growth of students' skills and realizing the individualized growth and success of students.

2) Take the all-round development of morality, intelligence, physical fitness, art and labor as the evaluation standard. The college gives full play to the advantages of industry-based school-running, implements the implementation measures for students' comprehensive quality assessment, and cultivates talents with simultaneous cultivation of morality and skills and integration of knowledge and action. Strengthen moral education, carry out a series of activities of Mingde Grand Lecture Hall, educate and guide students to cultivate good morality and practice socialist core values. Strengthen intellectual education, educate and guide students to cherish their study time and devote themselves to learning and exploration. Strengthen physical education, offer full military strength courses, help students enhance their physical fitness and temper their will. Strengthen aesthetic education, establish a virtual teaching and research room for aesthetic education, cultivate students' aesthetic sentiment through culture. Strengthen labor education, carry out a series of labor week activities with distinct levels and diverse forms, carry forward the spirit of labor, the spirit of craftsmanship and the spirit of model workers, and cultivate students' quality of hard work and endurance.

#### **4.2. Digital Empowerment, Building a Smart Space for Students' Autonomous Learning**

In recent years, the college has taken morality establishment and talent cultivation as the fundamental task, taken the creation of a smart campus in Zhejiang Province's colleges and universities as an opportunity, enabled digitalization to empower education and teaching reform, pressed the shortcut key of the intelligent evaluation mode of education, and promoted the migration of student education evaluation to the intelligent context.

1) Build digital teaching resources. Relying on the professional teaching resource library, implement new educational and teaching methods such as flipped classrooms, blended learning, and mobile learning. At present, the college has built 35 national professional teaching resource library courses, 26 provincial-level high-quality online open courses and 323 online classroom platform courses, realizing multi-space and multi-dimensional interaction and communication between teachers and students, meeting students' needs for mobile learning, distance learning, online learning and ubiquitous learning, stimulating students' interest in learning, and providing digital resource support for the reform of student education evaluation.

2) Build a virtual and real integrated smart classroom. Relying on technologies such as virtual reality, human-computer interaction, database and network communication, the college has built a smart classroom with high perception ability, collaboration ability and service ability in accordance with the construction idea of "combination of virtual and real, mutual complementation, and reality if possible". By the end of December 2022, the college has

approved the overall upgrade of 55 public multimedia classroom facilities, newly built 3 smart classrooms and 4 VR virtual simulation training rooms, expanding students' practice fields and enriching teaching contents.

3) Build a smart classroom comprehensive platform. The evaluation model is the top-level design and guiding basis of the evaluation activity [2]. The college has built a smart classroom comprehensive information service platform that is networked, full-covered, throughout the process, and fully participated, with early warning functions and incentives. The data platform collects, stores, processes, analyzes and applies the data of students in the entire school stage, diagnoses various data and indicators of students in the learning process, and the platform automatically generates a decision-making information resource database that supports leadership decision-making research and judgment. Using the intelligent analysis model, it conducts process quality inspection, evaluation, early warning and improvement on the growth and success of students, promotes the transformation of student education evaluation work from focusing on outcome evaluation to focusing on process evaluation, and improves the effectiveness of students' autonomous learning.

### **4.3. Improve Quality and Efficiency, Build an Overpass between Academic Achievements and Career Development**

The academic achievements that students obtain can only be a successful education if they are transformed into human capital for career development. If there is no strong correlation between academic achievements and career development, the value-added benefits of vocational education in colleges will be greatly discounted.

1) Build a contextual learning space. In order to enhance the coupling degree between students' learning content and enterprise needs and effectively improve the effectiveness of education and teaching. The college signed a strategic cooperation agreement with the government, carried out modern apprenticeship pilot work with industry characteristics, and tempered vocational skills and professional ethics during the internship. The college and leading enterprises in the security industry are preparing to establish a modern industrial college, continuously integrating and optimizing teaching resources, jointly building an integration of production and education training base, breaking through the limitations of students' learning fields, and allowing students to enhance adaptability in real work scenarios and learning situations.

2) Implement the "Post-Curriculum-Competition-Certificate" talent training model. In order to comprehensively cultivate students' professional skills, the college adheres to the training idea of "promoting learning through competition", "promoting teaching through competition" and "promoting reform through competition", actively explores the practical education model with skills competitions as the carrier, and tempers students' professional practical ability and comprehensive vocational quality. Through the introduction of the college's science and technology competition management measures, the carrying out of a series of activities in the science and technology competition month, the offering of competition training courses, and the implementation of 21 1+X certificate system pilots such as network security assessment, intelligent security system implementation and operation and maintenance, cultivate outstanding talents with top-notch professional skills and excellent comprehensive quality that meet the needs of the industry, break through the "last mile" between academic achievements and career development, and truly enable students to achieve the goal of value-added and empowerment development in learning.

### **4.4. Multiple Drives, Form a Scientific and Effective Evaluation Subject**

1) Professionalization of the evaluation team. The college has established a teaching supervision office, equipped with full-time staff, carried out regular online and in-class follow-

up observations, paid close attention to classroom teaching discipline, and strengthened supervision over classroom violations such as sleeping and playing mobile phones in class; at the same time, strengthened collaboration with industries and enterprises, and strengthened supervision over students' internship, practical training and on-the-job internship, greatly improving teaching quality.

2) Comprehensive evaluation content. The college uses the smart classroom comprehensive information service platform and digital reform to empower education evaluation. Not only should comprehensive evaluations be conducted on direct data such as students' learning attitudes, participation degrees and attendance rates in the learning process, but also scales should be designed for changes in indicators such as students' operational and technical abilities after learning. More importantly, holistic assessment and evaluation should be conducted on key data such as students' teamwork ability, task completion degree, professional ethics and work spirit to form a systematic and closed-loop evaluation system.

3) Diversification of evaluation methods. The college actively pilots the research method of integrating qualitative evaluation and quantitative evaluation. The qualitative evaluation method does not take students' examination scores as the final evaluation, but focuses on indicators such as students' learning attitude, teamwork and professional loyalty demonstrated throughout the education process, as an important part of the evaluation of students' education effectiveness; the quantitative evaluation method mainly uses carriers such as internship manuals, learning education points cards, and various activity sign-in sheets for specific operations, objectively records students' learning attitudes, labor skills, personalized characteristics, etc., and conducts assessment and scoring based on students' actual performance.

## 5. Conclusion

With the deep integration of information technology in the field of education, the traditional academic evaluation methods can no longer adapt to the rapid development of the new teaching mode. How to organically integrate online learning evaluation and offline classroom learning evaluation [3], and explore and construct a scientific academic evaluation system is the key problem to be solved in the future teaching reform.

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