

# Discussion on the effect and improvement direction of higher education evaluation

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**Abstract:** *This paper mainly focuses on the evaluation of higher education, adopts the literature review method and summary method, takes the connotation and essence of higher education evaluation as the focus, introduces the achievements of higher education evaluation, points out the problems of higher education evaluation, and expounds the improvement direction of the evaluation work in detail. The results show that under the efforts of the education administration departments and universities, the higher education evaluation has achieved certain results, but there are still many problems in the practical work. Relevant departments should attach great importance to the evaluation of professional ability, establish and improve the evaluation access and supervision mechanism, strengthen the utilization mechanism of the evaluation results, help promote the evaluation work, and improve the overall quality of the evaluation results.*

**Keywords:** *Higher Education; Education Evaluation; Improvement Direction*

## 1. Introduction

As early as in the 1980s, educational evaluation has already existed as the means of government accountability for higher education. After continuous research and exploration, the relevant supporting policies are becoming more and more perfect. However, in this process, educational evaluation is gradually separated from the essence, and walks into the evaluation cycle of only admission, papers and scores. In view of this, China formulated the Overall Plan for Deepening the Reform of Education Evaluation in the New Era in 2020, requiring that education evaluation must abandon the "five only" evaluation. As a bridge connecting the evaluation results and teaching improvement, the educational evaluation results have a direct impact on the efficiency of teaching and educating people in colleges and universities. Therefore, in-depth analysis of the results of higher education evaluation is an effective way to respond to the spirit of deepening the Overall Plan of Education Evaluation Reform in the New Era and improve the education mechanism. This paper discusses this topic briefly by combining my own work experience.

## 2. Connotation and essence of higher education evaluation

### 2.1. Connotation of higher education evaluation

At present, when evaluating the self-teaching improvement, colleges and universities mainly start from the internal self-evaluation of colleges and universities, which not only changes the focus of education supervision, but also reflects the initiative of colleges and universities in teaching management. In the development of higher education evaluation, the evaluation methods are more scientific and the evaluation indicators are more and more perfect. At the same time, the composition of personnel involved in the evaluation work is more and more reasonable, showing the characteristics of an open evaluation system. Comprehensive analysis of the development of higher education evaluation, we believe that its connotation can be understood from the following aspects: first, the evaluation of higher education is consistent with the self-evaluation of colleges and universities; second, the evaluation of higher education should be closely combined with teaching activities; third, the evaluation of higher education should realize the effective coordination of the evaluation mechanism in inside and outside. In recent years, more and more experts and scholars focus on the function of higher education evaluation, with education evaluation as the management means, which can achieve the management and development goals of colleges and universities<sup>[1]</sup>.

## ***2.2. The Essence of higher education evaluation***

In essence, the evaluation of higher education is more about the empowerment and accountability of college education. Through the empowerment of independent power of colleges and universities, it stimulates the interest of colleges and universities and improves the efficiency of education. The purpose of educational evaluation is not to compare the advantages and disadvantages and make the confirmation of self-strength, but to understand its own problems and advantages through various evaluation methods and means, so as to find the future development direction. Overall, educational evaluation is not about "looking back on the past", but about "looking forward to the future". Whether it is the selection of "double first-class" schools at the macro level or the detection of students' learning situation at the micro level, although these activities have different ways and goals, but they all ultimately use the evaluation results. The effect of higher education evaluation is related to the success or failure of education reform. Therefore, it is necessary to strengthen the inspection, feedback and evaluation, so as to obtain more accurate evaluation results and hinder the sustainable development of higher education.

## **3. Achievements achieved in the higher education evaluation work**

### ***3.1. The education of moral education has been fundamentally implemented***

In the education work of colleges and universities, cultivating morality is the basic creed. Influenced by the technological revolution and the western concept of private property, there are great differences between western higher education and Chinese higher education, which western education does not emphasize morality. Ushensky proposed that the main task of education is to educate a person, and to cultivate the moral character of adult education as a sign of adult or not. The implementation of the goal of cultivating moral education is fully in line with the task of higher education in socialist countries, which is also the criterion that China's first-class universities must abide by. At the same time, it is also the basis of inheriting traditional culture and core values<sup>[2]</sup>. In the practice of running colleges and universities in China, moral education always takes as the first priority. Therefore, it is also the main index in the education evaluation work, and moral education runs through every aspect of colleges and universities, so as to realize the educational goal of moral education in colleges and universities.

### ***3.2. The efficiency of the co-management and joint construction of the evaluation system has been improved***

In China's education management, the efficiency of co-management and joint construction is always the focus of attention. Its core is to ensure that the rights of the subject in the evaluation system and the interests of the subject are satisfied, and to ensure the scientific and fair nature of the evaluation system. In the current education evaluation system, the government is the important main body, representing the rationality of running colleges and universities and education quality. With the deepening of educational reform, China has begun to transform the management function of the government in colleges and universities, which can only indirectly evaluate and manage colleges and universities, promote the establishment and reform of the evaluation system through various elements, and realize the co-management and co-construction of the higher education evaluation system. In recent years, China has continuously emphasized the value of colleges and universities in running schools and evaluation, expanded their power in management, and paid attention to the construction of self-evaluation system. For the social evaluation in the evaluation system, China has also realized its importance, avoided the profit-seeking aspects of social evaluation, and made the social evaluation service of educational evaluation to be more inclined to high-quality development.

### ***3.3. Classification and evaluation have been promoted***

After several years of reform and development, colleges and universities have made remarkable achievements in the classification and evaluation, which is the result of the integration of school-running conditions and social development of colleges and universities, and is the final product of the increasingly perfect work of education evaluation. Under the background of the rapid development of social economy, the country keeps increasing the investment in higher education, which increases the classification of disciplines in colleges and universities and the detailed division of

majors. Under the leadership of classification and evaluation, the development of colleges and universities shows great differences, mainly reflected in the management system, school level and other aspects. In this context, the formation of higher education evaluation system has played an important role in improving the quality of colleges and universities<sup>[3]</sup>. In the implementation of education evaluation in colleges and universities, the most important problem is how to effectively deal with the diversity of teachers and students' development, and how to reflect the objectivity of the affected indicators caused by the difference between teachers and students in the evaluation work. In the process of classification evaluation, it includes not only the evaluation of teachers and students and education administrators, but also the evaluation of the subjects affecting the operation of colleges and universities, as well as the evaluation of the teaching behavior and performance of colleges and universities. At present, China has initially established a perfect classification management mode, which makes the boundary of employment and enrollment of colleges and universities more and more clear.

#### **4. Problems existing in the higher education evaluation work**

##### ***4.1. Lack of timely communication and lack of authority in the evaluation work***

The essence of higher education evaluation is to transmit information. In order to accelerate the transmission of information, it is necessary to build an information communication mechanism to promote the timely communication between the evaluators and the evaluated subjects, so as to avoid various problems caused by the lack of timely information communication. However, in reality, many colleges and universities ignore the communication of the evaluation results, performance command and inform the evaluation results in the educational evaluation work. Although this reflects the authority of educational evaluation, it lacks a communication mechanism. Therefore, the feedback and opinions of the evaluators and the evaluation results will be included in the implementation of educational improvement. For example, a university was selected in the selection of a "double first-class" university, but many netizens did not "buy" into it, even teasing the evaluation results in the form of jokes. Thus it can be seen that the evaluation results without communication and consultation are difficult to get the recognition of all fields of society, ignore the idea of the evaluation object, and even lead to the situation that the evaluation subject and object are opposite. In addition, the working philosophy and communication consciousness of some colleges and universities are backward, and educational evaluation has become a mechanical work.

##### ***4.2. Quantitative evaluation, ignoring the essence of education***

The overall Plan for Deepening the Reform of Education Evaluation in the New Era points out that all the educational evaluation work should be attributed to qualitative / quantitative evaluation, which is an effective way to break the "five only" evaluation. However, at present, the evaluation of higher education in China is mainly based on the form of scores and grades, and many projects participating in the evaluation will be quantified as a specific parameter in the end. In fact, there are very few quantifiable programs in college education activities, especially those involving students, which can hardly be quantified numerically. Based on the number of papers and graduation rate, the classification of colleges and universities not only fails to reflect the specific value of college education, but also can not turn the warm education into a cold number, making colleges and universities enter the "digital trap" and gradually lose credibility and professional degree<sup>[4]</sup>.

##### ***4.3. Binding of interests, destroy the university education ecology***

In the process of education evaluation in colleges and universities, many colleges and universities and evaluators associate the evaluation results with resource allocation and reputation together, which makes the evaluation of education alienated and destroys the ecology of university education. Education evaluation results, the interests of the mutual binding, prompted some colleges and universities with improper means to seek "victory", the teaching resources in the reality, image propaganda, etc., the improper evaluation concept, also reflect on "light vertical promotion, horizontal comparison", colleges and universities only focus on and other schools selection competition, ignore their own problems and future development. In order to pursue more interests, some colleges and universities ignore ranking, awards and other aspects, but choose projects that are helpful to promote their own image. Some colleges and universities even fabricate data for the improvement of their own

ranking, resulting in the final evaluation results cannot reflect their own teaching level. For example, in the first round of self-evaluation stage of "double first-class" universities, some universities have great differences in the ranking list, and some even differ by more than 100. This is the result of the incorrect understanding of the spirit of education evaluation, and also the key factor to aggravate the imbalance of education ecology.

## **5. Direction of improvement of higher education evaluation**

### ***5.1. Improve the professional ability of the evaluators***

The development of higher education evaluation and the implementation of the results all lie in people. In order to give full play to the value of educational evaluation and the optimized teaching function of the results, the role of evaluators must be demonstrated. First, to improve the cognitive ability of administrative personnel. Administrative personnel are the organizers of the educational evaluation work, and when carrying out the evaluation work, they should not only play their own administrative guidance role, but also enhance the service ability. Educational evaluation is a professional work. If the administrative personnel do not change the concept of evaluation and improve their professional ability, but use the concept of administrative management and issue the orders from the perspective of the superior, there will be "ungrounded" in the educational evaluation. In this regard, the administrative personnel should establish the correct evaluation concept, regard the evaluation object as the service object, and try their best to make the service object recognize their own service mode. At the same time, the administrative personnel should establish a new relationship among the evaluation stakeholders, guide the evaluation subjects to participate in the evaluation work fairly, form a situation of mutual checks and balances through consultation and response, and realize the modernization of the governance system<sup>[5]</sup>. Secondly, in the educational evaluation work, in addition to the administrative personnel, the working ability of the implementation personnel also affects the quality of the evaluation results, so it is necessary to strengthen the education and training of the implementation personnel, the main contents include evaluation concepts, the application of evaluation tools, the interpretation of evaluation results. The training method should not only use lectures, but also combine case analysis and group discussion, so as to optimize the training effect. In addition, a combination of conventional and centralized training can be adopted, in which the focus of conventional training is evaluation theory. Centralized training can focus on a certain evaluation, prompting the relevant subjects to have a dialogue around the whole evaluation process and reach a consensus in the dialogue. In the education and training activities, colleges and universities can introduce information means to expand the training scale and enrich the training content. At the same time, with the help of big data, we can understand the advantages and disadvantages of the diagnosis information of universities, and make horizontal and vertical comparison, so as to provide reference for the application and improvement of the evaluation results.

### ***5.2. Establish and improve the evaluation, access and supervision mechanism***

In order to ensure the fairness of the evaluation results, the government should "remove" its identity, and eliminate the interests and human feelings in the evaluation work, so as to promote the educational evaluation to the original ecology. The Overall Plan for Deepening the Reform of Education Evaluation in the New Era points out that the authenticity of data and materials must be guaranteed in higher education evaluation. In order to actively observe the spirit of the document, a third-party evaluation organization should be established, and a sound evaluation access and supervision mechanism should be formulated, so as to timely find out the false data in the evaluation work. In order to ensure the objectivity of the evaluation process, the third party organization cannot have interest disputes with the relevant stakeholders and change the traditional entrusted evaluation path. For the government, it is necessary to introduce supporting policies, clarify the evaluation indicators and parameters, and determine the evaluation access threshold on this basis to enhance the social credibility of the evaluation institutions. For example, when a university establishes a self-evaluation mechanism, it cooperates with a third party structure to obtain the preliminary evaluation results, and then the special committee gives the evaluation opinions, and then feeds the opinions to the evaluation department to confirm the final evaluation results, so as to ensure the fairness of the evaluation results<sup>[6]</sup>.

### 5.3. Optimize the use mechanism of the evaluation results

First, schools should establish and improve the feedback mechanism of evaluation results. The school establishes feedback channels for the evaluation results to ensure that the evaluation results are transmitted to the evaluation objects quickly and completely, enrich the feedback forms of the evaluation results, pay special attention to descriptive feedback, and form targeted analysis reports to provide reference for the improvement of the evaluation objects. Secondly, schools should weaken the evaluation benefit load. The optimal allocation of educational resources means that the evaluation results should not be linked with university funds and engineering projects, the total score is not calculated, and the final ranking should not be released. In this way, the evaluation objects will not "do wrong" in pursuit of evaluation, and give full play to the value of the evaluation tools on the basis of ensuring the true and objective evaluation process.

## 6. Conclusion

To sum up, the educational evaluation results are the cornerstone of improving teaching in colleges and universities. Only by improving the quality of evaluation results and digging into the value of evaluation results can the quality of college education be improved. This paper discusses around the higher education evaluation, found that the current higher education evaluation work still exist problems, need education part, evaluation institutions, constantly overcome influence factors, actively explore the improvement path of education evaluation, so as to implement the overall plan for deepening the reform of the new era of education evaluation file spirit, promote the development of modern education reform.

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