

Study on the Construction of Academic Evaluation System of Applied Undergraduate University Based on Social Needs

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Abstract: Higher education should cultivate not only research-oriented talents but also application-oriented talents to meet the needs of social development, which is more important. With the continuous development and improvement of higher education in China, higher education has entered the stage of popularization and universalization, which requires higher education, especially undergraduate education, to be classified and stratified. At the same time, with the rapid development of China's information, economy and culture construction, the social requirements and demands for application-oriented talents are constantly improving, which urgently requires us to break through the traditional training concept, delving more deeply into the researches of application-oriented talents cultivation and academic evaluation system. Thus, it analyzes and determines whether the talents trained by application-oriented undergraduate universities meet the needs of social development, and how to build and improve the existing academic evaluation system.

Keywords: Application-oriented, undergraduate university, academic evaluation system, social needs.

1. Foreword

Application-oriented undergraduate universities aim to cultivate excellent talents with high application ability, which is in sharp contrast with undergraduate universities that focus on the training of academic talents. They are committed to stimulating students' innovative spirit and practical ability, and the effectiveness of their talent training and their compatibility with the society will directly affect the high-quality development of undergraduate education and teaching.

Academic evaluation is the process of evaluating and measuring whether students' individual development reaches the predetermined goals according to the talent training goals and teaching objectives under the specific social background and educational conditions. As the concrete embodiment of academic evaluation, the academic evaluation of university students not only reflects the social expectation and value evaluation of college students' learning results, but also reflects how college students adapt to the special requirements of social development. ① The traditional academic evaluation system relies too much on examination results, ignoring the consideration of students' comprehensive qualities and practical abilities, such as innovative ability, critical thinking, teamwork ability and communication skills. This evaluation system is mainly applicable to undergraduate universities focusing on the training of academic talents, it cannot fully adapt to the educational goals of application-oriented undergraduate universities. The existing evaluation system based on theoretical knowledge assessment has been unable to meet the needs of economic and social development. This evaluation system has a directional deviation from the employment of graduates, leading to the lack of competitiveness and development potential of many graduates in the workplace. Therefore, for application-oriented undergraduate universities, it is necessary to build a more scientific and comprehensive academic evaluation system to better meet the needs of social development.

Application-oriented undergraduate university education is

a key stage for employers to shape professional talents who can directly meet their needs. Therefore, it is necessary to consider the core issues of what kind of talents to cultivate, who to train talents for and how to cultivate talents in combination with the requirements of employers and the society. Application-oriented undergraduate universities should conform to people and social needs, change their educational concepts and transform from knowledge-based education to ability-based education. Under the guidance of this concept of talent education, the current student evaluation theory in Chinese universities has also been re-examined and reformed. In 2010, President Hu Jintao clearly put forward in the speech in the National Education Work Conference: "Instead of only seeing whether students can accurately fill in the standard answer, education effect should put emphasis on the students' learning ability, practice ability, innovation ability, on if they have mastered the key ability to find and solve problems, on whether they have a high degree of social responsibility." In 2017, the State Council issued the *13th Five-Year Plan for the Development of National Education*, which proposed to give full play to the guiding role of education evaluation in scientific cultivation of talents and to take promoting the all-round development of people and adapting to economic and social development as the fundamental standard for evaluating the quality of education. We will promote the transformation of qualified ordinary undergraduate universities into application-oriented universities. We will increase the proportion of application-oriented talents, technical skills talents and compound talents. We will cultivate students' innovative and entrepreneurial spirit and ability, strengthening students' practical ability. ② In August 2018, the Ministry of Education issued the *Notice on the Implementation of the Spirit of the National Undergraduate Education Work Conference in the New Era*, which proposed to effectively strengthen the learning process assessment and increase the proportion of the process assessment results in the total score of the course. ③ In October 2018, the Ministry of Education issued the *Opinions*

on *Accelerating the Construction of the Comprehensive Improvement of Talent Cultivation Capabilities within High-level Undergraduate Education*, which proposed to improve the diversified academic evaluation system that attaches equal importance to ability and knowledge assessment. Comprehensively applying various forms such as written test, oral examination, and non-standard answer test, the system is expected to fully assess students' command and use of knowledge. In this way, students' comprehensive quality can be improved, students' ability of communication, team cooperation, organization and coordination, practical operation, ambitious creation can be enhanced. ④ On October 8 and 31, 2019 and in October 2020, the Ministry of Education successively issued the *Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Comprehensively Improving the Quality of Talent Training*, the *Implementation Opinions of the Ministry of Education on the Construction of First-Class Undergraduate Courses*, and the *Overall Plan for Deepening the Reform of Education Evaluation in the New Era*, constantly emphasizing reversing the unscientific evaluation orientation and improving the university academic evaluation system.

The promulgation of this series of policies has pointed out the direction for the reform of academic evaluation of college students in China, provided strong support for its smooth implementation, and demonstrated the determination of the reform. Since the development of higher education in China, application-oriented undergraduate universities has become an indispensable part of higher education, therefore, the establishment of a scientific, reasonable academic evaluation system that meets the needs of social development has become one of the important problems to be solved.

2. Research Status of Academic Evaluation System in Application-Oriented Undergraduate Universities

The research on the academic evaluation system can be traced back to the 1980s and 1990s. Through the search of “academic evaluation system”, there are 809 articles for “university academic evaluation system” and 25 articles for “academic evaluation system of application-oriented undergraduate universities”.

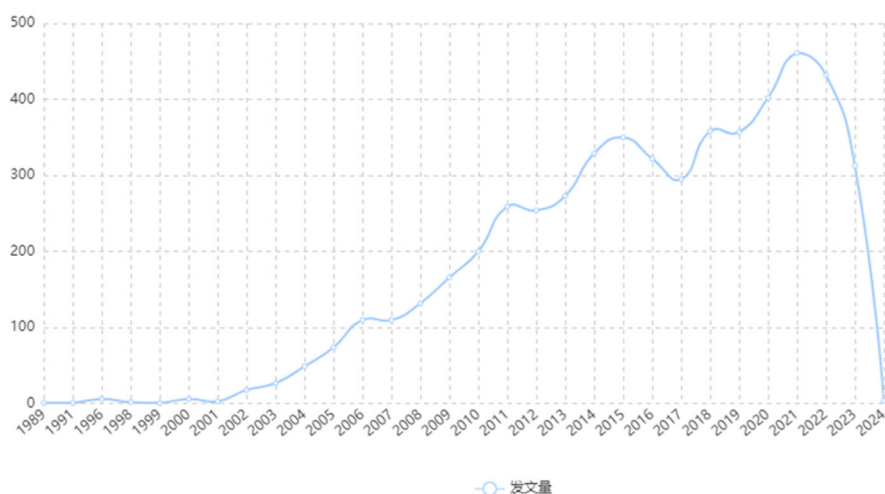


Figure 1. The number of papers published on academic evaluation system

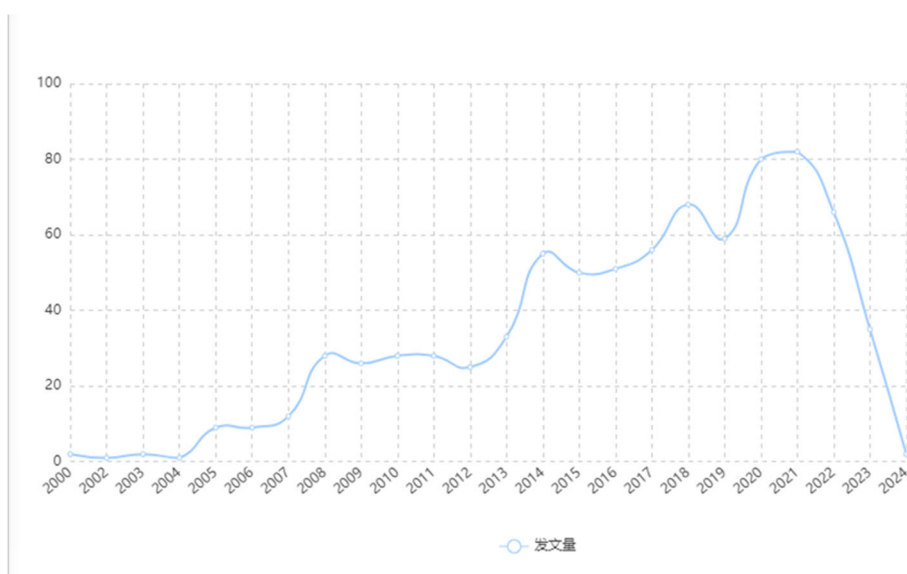


Figure 2. The number of papers published on university academic evaluation system

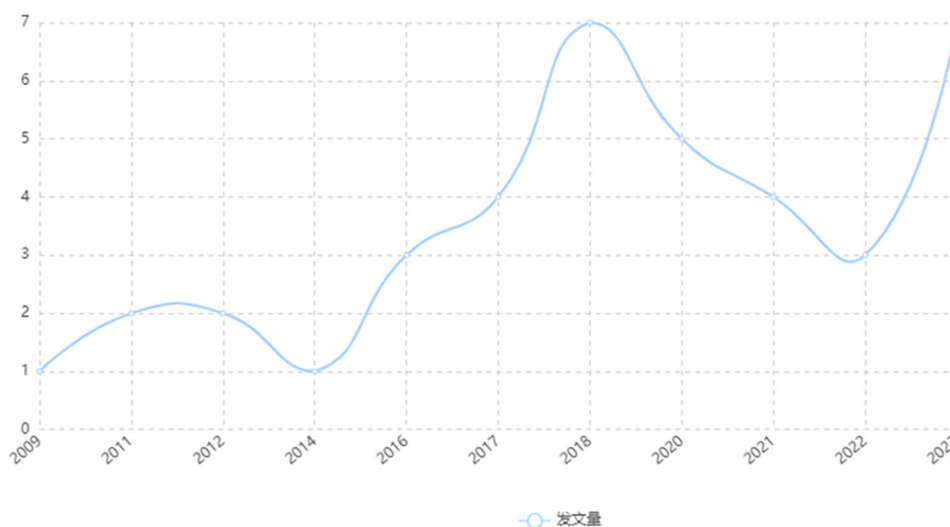


Figure 3. The number of papers published on academic evaluation system of application-oriented undergraduate universities

Through the preliminary analysis of these papers, we can find that since 2014, the Ministry of Education has clearly transformed some ordinary undergraduate universities into applied technological universities, which has been continuously deepened. However, in terms of breadth, the research specifically on the academic evaluation system of application-oriented undergraduate universities is still relatively limited, accounting for only 0.47% of the academic evaluation system.

After an in-depth analysis of the literature, we can find that the research on academic evaluation mainly has the following characteristics:

(1) From the perspective of research. Most of the research is from the perspective of basic education or various disciplines, the academic evaluation system of universities is rarely studied from the perspective of employers. This deficiency in the practical application field needs further research.

(2) From the perspective of the research content. It mainly focuses on the narrow examination field or the academic evaluation system of a specific subject or course or the academic evaluation of a specific school or region. To some extent, the comprehensiveness of the research is limited, its applicability and pertinence need to be further improved.

(3) From the perspective of the research results. Most of them are carried out from the perspective of revising and improving the existing evaluation scheme, lacking the fundamental change in the guiding ideology. As a result, the evaluation system fails to get rid of the shackles of the traditional framework and lacks a comprehensive understanding and grasp of the value concept.

To sum up, these previous studies provide useful inspiration and help for us to understand the existing academic evaluation system, find out the existing problems, and further improve them. However, the combination of the academic evaluation system of application-oriented undergraduate universities with social needs and employers needs to be further studied.

3. Current Situation and Existing Problems

3.1. The evaluation system emphasizes theory over practice

In the existing academic evaluation system of application-oriented undergraduate universities, there is an obvious problem: the evaluation system focuses too much on theory and ignores practice. This tendency is contrary to the training goal of application-oriented undergraduate universities, lacking the in-depth cultivation of students' practical ability and comprehensive quality. As a result, most of the talents are short of practical experience, causing a big gap with the actual needs of society.

3.1.1. Disconnection between theory and practice

The current evaluation system focuses on the assessment of theoretical knowledge but ignores the evaluation of students' practical operation ability and application skills. As a result, students may only perform well in theoretical examinations, but may not be competent in actual work scenarios.

3.1.2. Lack of effective assessment of practical ability

The low proportion or lack of practical ability in the evaluation system leads to the lack of students' attention to practical ability, and then affects their future career development.

3.1.3. Limitation on the development of students' comprehensive quality

Only relying on the test results to evaluate students makes students pay too much attention to the exam content but ignore the cultivation of practical operation and comprehensive quality. It limits the development of their ability to think, solve problems and innovate.

3.2. Single subject of evaluation

Another prominent problem in the academic evaluation of application-oriented undergraduate universities is that the evaluation subject is too single. Most of the evaluation subjects are the single role of teacher evaluation, few enterprises participate in students' academic evaluation, or the mutual evaluation between students is considered as one of the subjects of evaluation. In terms of examination mode,

teachers mainly stipulate the method, the content and the results of the assessment, enterprise assessment or the mutual evaluation between students will not be included. This may lead to a certain deviation between the evaluation results and the training objectives.

3.2.1. Single evaluation subject

A single evaluation subject not only limits the objectivity and comprehensiveness of the evaluation, but also may cause role conflicts. Teachers are not only the main body of teaching implementation, but also the evaluation subject of teaching results. The quality of students' learning are evaluated by the only subject of teachers. It is not sure whether this kind of good students evaluated by teachers can meet the actual needs of the society. There is a certain unscientific relationship between the subjective judgment of the evaluation results and the objective social needs.

3.2.2. Lack of multi-angle evaluation

The single evaluation subject leads to the inability to comprehensively evaluate the learning effect of students from multiple perspectives. It is difficult for teachers to understand the real feedback of enterprises or students on the course and teaching results. Without the participation of enterprises, industry experts cannot provide professional feedback on students' ability, teachers also cannot decide whether it is reasonable to adjust and optimize the teaching content. At the same time, students, as recipients of education, their participation is crucial to teaching improvement. If students do not participate in the evaluation, teachers will not be able to accurately understand students' learning needs and difficulties, thus affecting the teaching effect.

3.3. Deviation between academic evaluation content and social needs

In the existing academic evaluation system of application-oriented undergraduate universities, the deviation between evaluation content and social needs is a problem that cannot be ignored. This deviation not only affects the overall development of students, but also weakens the promotion effect of academic evaluation on the improvement of teaching quality.

3.3.1. One-sided evaluation content

At present, the focus of academic evaluation of most application-oriented undergraduate universities is still based on the training of basic knowledge and skills, the development requirements of various abilities account for a small proportion in the evaluation content. Under this guidance, students pay too much attention to the book knowledge, and ignore the cultivation of practical operation and comprehensive quality.

3.3.2. Ignoring the diversified development of students

One-sided and narrow evaluation content is difficult to comprehensively evaluate the diversified development of students, which leads to the lack of students' attention to their practical ability and limits their comprehensive quality development. This is far from the pursuit of higher education to cultivate high-level, high-quality and compound talents.

3.3.3. Getting away from social needs

With the development of the Times, the social demand for talents is also constantly changing. The talents needed by the society should not only have professional knowledge to meet the development needs of enterprises and the society, but also have the skills and qualities to use knowledge. Students must make themselves into talents with such comprehensive

abilities as innovation, thinking, communication and coordination. The existing academic evaluation system fails to fully reflect these needs, making it difficult for students to adapt to the actual demands of the society.

3.3.4. Lacking effective assessment of practical ability

According to the survey, the existing evaluation of application-oriented undergraduate universities is mainly paper written papers which examines the evaluation of students' practical ability. For example, the proportion of projects, works and papers in the evaluation system is still low, or even missing. As a result, students lack due attention to their practical ability. During the school period, they also muddle and make raids at the end of the semester, and the study during the university period is a low version of basic education learning, which cannot effectively connect students with the society. Students lack future planning and practical cultivation of various high-level abilities needed to enter the society.

3.4. Evaluation and reform puts more emphasis on form than on result

At present, some colleges and universities have been aware of the various problems existing in the current academic evaluation of college students, and also put forward and take some reform measures, such as improving the proportion of regular grade, letting students do presentation in class, making students do group homework and so on. However, we often see the form throughout these reforms. In response to the results presented by students after these reforms, a final closed loop has not formed concerning whether students have really participated in it, how much have they participated, whether the reform content has any effect on the cultivation of students' abilities and what is the final result. In reality, the phenomenon of "lifting high and lowering down gently" of the reform affects the authenticity and accuracy of the evaluation results.

3.4.1. Formalist tendencies

Some evaluation systems pay too much attention to the form, such as requiring teachers to fill in various forms and organizing too many unnecessary activities, while ignoring the most important link, that is, the effectiveness of the evaluation results. This formalistic reform, which means the reform conducted for the sake of reform, has greatly led to the evaluation moving from one extreme to the other.

3.4.2. Lack of clear quality standards

Due to the lack of clear quality standards, the evaluation process often becomes subjective and arbitrary, resulting in great differences in the evaluation results between different teachers and different courses. This not only affects the fairness and credibility of the evaluation, but also may cause unfair phenomena.

3.4.3. Insufficient quality control

Some evaluation systems lack an effective quality control mechanism, which leads to the lack of normalization and standardization of the evaluation process. This is not only difficult to ensure the authenticity and accuracy of the evaluation results, but also may cause various problems, such as fraudulent evaluation and unfair evaluation results.

3.5. The teaching staff is not completely matched with the application-oriented undergraduate universities

The choice of teachers and the development plan of teachers will directly affect the focus of teachers' own development, and will also radiate to the focus of students' ability. At present, most application-oriented undergraduate colleges focus on the scientific research level and educational degree of teachers, the practical experience within industrial enterprises is not regarded as an assessment point of teachers to judge their ability. The main manifestations are as follows:

3.5.1. Lack of practical experience

When some young teachers get their master's or doctor's degree, they directly enter universities. After that, they mainly focus on academic research, lacking due practical experience of enterprises in the industry. Universities also pay less attention to it in the training of teachers. As a result, some teachers lack practical experience, which makes it difficult for them to provide corresponding guidance and suggestions to students in the teaching process.

3.5.2. Lack of cooperation with enterprises

As universities or teachers themselves do not have the awareness or needs to cooperation with enterprises, some teachers are difficult or unwilling to cooperate with enterprises, which leads to the lack of understanding of the actual needs of enterprises, thus not matching the needs of social enterprises in the design of teaching content and teaching evaluation.

4. Improvement Measures

4.1. Adjusting the academic evaluation system and strengthening the practical teaching link

Increasing the proportion of practical ability assessment in the evaluation system, reducing the proportion of theoretical examination results, ensuring that the evaluation method is consistent with the training goal, and guiding students to pay attention to the cultivation of practical ability. Improving the quality of practical teaching to ensure that students can truly master practical operation skills. Encouraging students to participate in practical activities and providing students with more practical opportunities through experiments, internships, projects and other forms so that they can exercise their ability in practical operation. In the evaluation process, attention should be paid to the evaluation of students' ability in undertaking practical operation and solving practical problems.

4.2. Introducing multiple evaluation subjects and adopting various evaluation methods

In order to evaluate students' learning effect more comprehensively and objectively, it is suggested to introduce diversified evaluation subjects. In addition to teacher evaluation, enterprises and industry experts should also be actively absorbed to participate in the evaluation, so that students' ability can be comprehensively evaluated from multiple perspectives. This will not only better reflect the needs of the society and the industry, but also provide more practical feedback and advice. Ensuring the fairness and transparency of the evaluation process and avoiding role conflicts. At the same time, in addition to the traditional

written test, a variety of evaluation methods should be adopted to evaluate students' theoretical knowledge and practical ability more comprehensively, such as project report, group discussion, case analysis, situation simulation, practical operation, oral defense and so on. Paying attention to the evaluation of students' comprehensive application ability, the assessment of students' ability to adapt to the environment and integrate resources, and the cultivation of comprehensive quality.

4.3. Introducing industry standards and requirements and adjusting the curriculum content

Cooperating with the industry, incorporating industry standards and requirements into the evaluation system, encouraging students to prove their ability by obtaining relevant industry certificates, and comprising industry certificates into the evaluation system. Inviting enterprise experts to participate in academic evaluation, providing more practical feedback and suggestions, and effectively implementing the knowledge and skills that students actually need according to the requirements. In accordance with the needs of the society and the industry, timely adjusting the curriculum and teaching content to make it closer to the practical application. In addition to professional knowledge and skills, further implementing students' comprehensive literacy, such as teamwork, communication and expression, innovative thinking, to help students improve their competitiveness in employment and promote the coordinated development of education and social economy.

4.4. Clarifying the focus of reform and strengthening quality control

The reform is imminent, so each undergraduate university should take action in time. However, we should not reform for the sake of reform. We should be soberly aware that the content and effectiveness of the reform are the focus. The assessment objectives and quality standards of each evaluation link should be clarified, so as to further refine the assessment content and form as well as the curriculum setting, teaching content and teaching methods. Establishing a sound quality control mechanism to track and supervise the whole process of the evaluation process. The evaluation process can be regularly checked, evaluated and reflected to find and solve the existing problems in time to ensure the authenticity and accuracy of the evaluation results. A third-party evaluation agency can be introduced to evaluate and review the evaluation system to find problems and put forward suggestions for improvement from an objective perspective. This can increase the transparency and fairness of the evaluation system, improve the credibility of the evaluation results, and enhance the self-discipline of schools and teachers.

4.5. Improving teachers' practical ability and establishing a school-enterprise cooperation mechanism

Talents should be actively introduced through recruitment, part-time jobs or visiting professors, teachers with practical experience in relevant industries or enterprises should also be actively introduced. They can provide students with more practical guidance and advice. Improving the talent structure from the following aspects: optimizing the structure of

teachers, increasing the proportion of teachers with practical background, and ensuring the teaching quality and cultivating students' practical ability. Providing practical opportunities from the following respects: providing practical training opportunities for existing teachers, such as participating in enterprise projects, temporary training, etc. to help them improve their practical ability and application level. Encouraging teachers to actively participate in various practical projects such as school-enterprise cooperation projects, scientific research projects, etc. to improve their practical ability. Perfecting the evaluation index from the following perspectives: establishing a perfect teacher evaluation index system and taking the teachers' practical ability as one of the important evaluation indicators. Encouraging teachers to pay more attention to the improvement of their own practical ability through the incentive mechanism such as promotion, bonus, etc. Establishing a school-enterprise cooperation mechanism with relevant enterprises and encouraging enterprise experts to teach or guide practical courses on campus, and providing opportunities for teachers to practice in enterprises. Co-developing courses: cooperating with enterprises to jointly develop courses and textbooks to ensure that the teaching content matches the market demand. Setting up research fund: encouraging teachers to carry out practical teaching research, setting up research fund for practical teaching to support teachers to conduct practical teaching research and exploration. Promoting the research results in the following ways: popularizing the research results of practical teaching and applying them to the practical teaching to improve its quality.

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