

# Construction of Evaluation Index System for Transformation and Development of Application-oriented Undergraduate Colleges Based on Improving Social Service Ability

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**Abstract:** This paper aims to construct an evaluation index system for the transformation and development of application-oriented undergraduate colleges based on improving the ability of social service, in order to provide reference for application-oriented undergraduate colleges and universities to help them better carry out transformation and development. This paper constructs an evaluation index system for the transformation and development of application-oriented undergraduate colleges based on improving social service ability. The index system includes 11 indicators in four aspects: social service ability, teacher team construction, school-enterprise cooperation and innovation and entrepreneurship education. Finally, this paper assigns and analyzes the index system, and puts forward the improvement measures of applied undergraduate colleges in different indicators. The research conclusion of this paper will help applied undergraduate colleges to better understand the current situation and problems of their transformation and development, and provide reference and guidance for them to further improve their social service ability and transformation and development level.

**Keywords:** Applied undergraduate colleges, Social service ability, Transformation and development, Evaluation index system.

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## 1. Introduction

The transformation and development of application-oriented undergraduate universities is an important task in our higher education system. These institutions are set up to train practical talents for society and to bridge higher education with the needs of industry and society. However, application-oriented undergraduate colleges are faced with many challenges in the transformation and development, such as improving the ability of social service, strengthening the relationship with industry and society, and balancing teaching and research.

In this study, we will discuss how to construct an evaluation index system for application-oriented undergraduate colleges to improve their social service ability and promote their transformation and development. This study will provide valuable insights for education policy makers, university administrators and scholars in the field of higher education.

In the process of transformation and development, application-oriented undergraduate colleges should pay attention to improving their social service ability. In order to evaluate the social service ability of applied undergraduate colleges comprehensively, objectively and scientifically, it is necessary to establish a set of scientific and reasonable evaluation index system. Therefore, the research group carried out a questionnaire survey to evaluate the social service ability of applied undergraduate colleges and universities, and establish an evaluation index system.

## 2. Investigate Background and Significance

The status of application-oriented undergraduate colleges

in the current national "double first-class" construction and higher education reform has been gradually paid attention to. In order to meet the needs of social development, application-oriented undergraduate colleges need to strengthen their social service ability, improve the quality of teaching and scientific research, and enhance the comprehensive competitiveness of the school.

In this context, it is necessary to establish a set of scientific and reasonable evaluation index system to comprehensively evaluate the social service ability of application-oriented undergraduate colleges, find out the advantages and disadvantages of the school, and provide scientific basis for the development of the school.

This survey can help us understand the students' understanding and expectation of the service ability of the university, understand the students' satisfaction with the campus culture and environment and make suggestions, so as to provide better service and improvement direction for the university. At the same time, for students, filling in the questionnaire can help them have a more comprehensive understanding of the development of their own school, and further improve their sense of identity of their major and school.

The following is a survey of 600 teachers and students from 6 application-oriented undergraduate colleges in Shandong Province.

## 3. Survey Respondents

It mainly includes:

### 3.1. Undergraduate students

Applied undergraduate students in universities, including all grades and majors. The contents of the survey will focus on their cognition and expectation of the university's teaching, scientific research and social service ability, as well as their satisfaction with the campus culture and environment and suggestions for improvement.

### 3.2. Teachers

Including teachers in various subject areas, the survey content will focus on their evaluation of the school's teaching, scientific research, social service ability and suggestions for school development.

The above two survey objects can fully understand the internal situation of the school, establish a comprehensive evaluation index system, and provide scientific basis for the development of the school. At the same time, through questionnaire survey, schools can also learn the attitudes and expectations of students and teachers towards school development, so as to provide better services and improvement directions for schools.

## 4. Questionnaire Design

### 4.1. Personal Information

(1) Your gender is:

- Male
- Female
- Other

(2) Your age is:

- Under 18 years of age
- Ages 18-25
- Ages 26-35
- 36-45 years old
- Age 46 and older

(3) Your city is:

### 4.2. About your applied undergraduate institution

(4) Your school is:

(5) Your College is:

(6) What is your major:

(7) Your grade is:

- Freshman year
- Sophomore year
- Junior year
- Senior year

### 4.3. Evaluation index of transformation and development of applied undergraduate colleges

Please evaluate your applied undergraduate institution according to the following content, the evaluation results will be used to further improve the evaluation index system. Please answer carefully.

A. Faculty strength

(8) Do you think there are enough teachers in your college?

- Fully adequate
- relatively sufficient
- Insufficient
- Very inadequate

(9) Are the academic qualifications and professional titles of your faculty high?

- Very high
- Higher
- General
- Lower
- Very low

(10) What do you think of the teaching and scientific research ability of your faculty?

- Very strong
- Strong
- General
- Weaker
- Very weak

B. Quality of personnel training

(11) How about your employment rate after graduation?

- More than 90%
- 80-90%
- 70%-80%
- 60-70%
- Less than 60%

(12) Are the companies you work for satisfied with your professional skills?

- Very satisfied
- Relatively satisfied
- General
- Not very satisfied
- Very dissatisfied

(13) Whether the company you work for is satisfied with your comprehensive quality?

- Very satisfied
- Relatively satisfied
- General
- Not very satisfied
- Very dissatisfied

C. The level of social services

(14) Is the social service program of your college diverse?

- Very rich
- Relatively rich
- General
- relatively simple
- Very simple

(15) Are the social service projects undertaken by your college innovative?

- Very innovative
- Be innovative
- General
- Lack of innovation
- No innovation

D. Discipline construction and scientific research level

(16) Does your college offer majors that meet the needs of the society?

- Complete compliance
- More consistent
- General
- Not quite
- Not at all

(17) Do the scientific research achievements of your school have high social practical value?

- Very high
- Higher
- General
- Lower
- Very low

(18) Does your college have any cooperative scientific research projects with enterprises?

- Have
- No

E. Resource input and management level

(19) Does your college have complete teaching, laboratory facilities and library resources?

- Fully equipped
- more capable
- General
- Not really
- None at all

(20) Is the resource investment and management of your college reasonable?

- Perfectly reasonable
- More reasonable
- General
- Not very reasonable
- Totally unreasonable

F. School-enterprise cooperation level

(21) Does your college carry out school-enterprise cooperation projects?

- Carried out a number of school-enterprise cooperation projects
- Carried out a small number of school-enterprise cooperation projects
- No school-enterprise cooperation projects

(22) How much do you think school-enterprise cooperation will help you in your employment?

- Very helpful
- Helpful
- General
- Not very helpful
- No help

G. Campus culture and environment

(23) How satisfied are you with the campus culture and environment of your school?

- Very satisfied
- Relatively satisfied
- General
- Not very satisfied
- Very dissatisfied

(24) What are your suggestions for the improvement of the campus culture and environment in your school?

Thank you for taking the time to fill out the questionnaire. Your answers will be used to further refine our research.

## 5. Construction of Evaluation Index System

The following is the evaluation index system for the transformation and development of application-oriented undergraduate colleges based on improving social service ability:

### 5.1. Indicators of social service capacity improvement

(1) Response ability of social service demand: that is, the response ability of application-oriented undergraduate colleges to local and industrial social service demand, including proactively understanding demand, timely feedback, effective problem solving, etc.

(2) Social service innovation ability: that is, the innovation ability of application-oriented undergraduate colleges in social service, including innovative service mode, innovative service content, innovative service object, etc.

(3) Social service management ability: that is, the management ability of application-oriented undergraduate colleges in social services, including service process management, service quality management, service project management, etc.

### 5.2. Teaching staff construction indicators

(1) Discipline structure of teaching staff: that is, the rationality of discipline structure of teaching staff in application-oriented undergraduate universities, including the number and level of teaching staff in each discipline.

(2) Teaching ability of teachers: that is, teaching ability of application-oriented undergraduate colleges and universities, including teaching methods, curriculum Settings, practical teaching ability, etc.

(3) Faculty research ability: that is, faculty research ability of application-oriented undergraduate colleges, including the number and level of scientific research projects.

### 5.3. Indicators of school-enterprise cooperation

(1) Closeness of school-enterprise cooperation: that is, the closeness of cooperation between application-oriented undergraduate colleges and enterprises, including the number, scope and depth of cooperation projects.

(2) School-enterprise cooperation quality: namely, the quality of cooperation between application-oriented undergraduate colleges and enterprises, including the actual results of cooperation projects and the satisfaction of both parties.

(3) Depth of university-enterprise cooperation: namely, depth of cooperation between application-oriented undergraduate colleges and enterprises, including cooperation forms and contents.

### 5.4. Indicators of innovation and entrepreneurship education

(1) Quality of innovation and entrepreneurship education: that is, the quality of innovation and entrepreneurship education in application-oriented undergraduate universities, including curriculum setting, teaching methods, teachers, teaching effects, etc.

(2) Number of innovation and entrepreneurship education activities: that is, the number of innovation and entrepreneurship education activities of application-oriented undergraduate universities, including competitions, lectures, forums, etc.

(3) Transformation rate of innovation and entrepreneurship education achievements: namely, transformation rate of innovation and entrepreneurship education achievements of application-oriented undergraduate colleges, including transformation of students' innovation and entrepreneurship achievements and transformation of scientific and technological achievements.

(4) Training effect of innovation and entrepreneurship education: that is, the training effect of innovation and entrepreneurship education on students in application-oriented undergraduate universities, including students' innovation and entrepreneurship awareness, innovation and entrepreneurship ability, innovation and entrepreneurship spirit, etc.

(5) Innovation and entrepreneurship education practice opportunities: namely, innovation and entrepreneurship practice opportunities provided to students by application-oriented undergraduate colleges, including students'

innovation and entrepreneurship project practice, business incubator, etc.

To sum up, a scientific and reasonable evaluation index system is an indispensable part of the transformation and development of application-oriented undergraduate colleges. Only by establishing such an index system can we evaluate the development level of application-oriented undergraduate colleges in social service ability, teaching staff construction, school-enterprise cooperation, innovation and entrepreneurship education in a more comprehensive, objective and scientific way, and provide guidance for the transformation and development of application-oriented undergraduate colleges.

The following is the evaluation index system design and value assignment for the transformation and development of application-oriented undergraduate colleges based on improving social service ability:

**Table 1.** Evaluation index system design and assignment table

Indicators category	The index name	Target assignment
Social service ability	Social service project number	80
	Social service revenue accounted for.	15
	Social service project coverage	90
The construction	High-level personnel proportion +	70
	Double pear + teacher ratio	80
	Teacher's teaching quality evaluation results	90
University-enterpr	Number of university-enterprise cooperation projects	85
	University-enterprise cooperation revenue accounted for	20
	University-enterprise cooperation project coverage	75
Innovation	Innovative undertaking education quality	85
	Number of innovative entrepreneurship education activities	90
	The conversion + innovation entrepreneurship education results	75
	Innovative entrepreneurship education training effect	80
	Innovative undertaking education practice	85

According to the index assignment, it can be seen that application-oriented undergraduate colleges have the most outstanding performance in social service ability, followed by the construction of teaching staff, while there is still room for improvement in school-enterprise cooperation and innovation and entrepreneurship education. Application-oriented undergraduate colleges should develop corresponding promotion measures according to different indicators, such as strengthening the coverage of projects in social service ability and increasing the income proportion; In the construction of teaching staff, we should increase the introduction of high-level talents, train more double-qualified teachers, and strengthen teaching quality evaluation. We will strengthen cooperation with enterprises in school-enterprise cooperation and innovation and entrepreneurship education, open more innovation and entrepreneurship courses, and increase the

conversion rate of innovation and entrepreneurship achievements. The implementation of these measures will help application-oriented undergraduate colleges to further enhance their social service ability and transformation development level.

## 6. Conclusion

With the rapid development of China's economy and the continuous improvement of people's living standards, the demand for social services is increasing day by day. Application-oriented undergraduate colleges should take the responsibility to enhance the ability of social service, strengthen the ability to serve the society through transformation and development, and cultivate more application-oriented talents.

Here are some suggestions on the construction of the evaluation index system:

### 6.1. Teachers

Application-oriented undergraduate colleges need to have a high level of faculty to ensure the quality of teaching and research. Therefore, the evaluation index system needs to consider the teacher's education background, professional title, academic achievements, teaching quality, practical experience and other aspects.

### 6.2. Quality of talent training

The core task of application-oriented undergraduate colleges is to cultivate application-oriented talents with practical ability. The evaluation index system should consider the employment rate of students after graduation, employment quality of graduates, enterprise satisfaction and other aspects.

### 6.3. Social service level

Application-oriented undergraduate colleges should strengthen the ability to serve society and provide more services for society. The evaluation index system should consider the school's social service project, social service effect, social influence and other aspects.

### 6.4. Discipline construction

Application-oriented undergraduate colleges should pay attention to discipline construction to ensure the quality and practicability of disciplines. The evaluation index system should consider the discipline category, construction level and quality of the discipline.

### 6.5. Practical teaching

Application-oriented undergraduate colleges should pay attention to practical teaching and strengthen students' practical ability. The evaluation index system should consider the quantity and quality of practice teaching base, practice teaching effect and other aspects.

### 6.6. Research and innovation

Application-oriented undergraduate colleges should pay attention to research and innovation and constantly promote the development of teaching and subject. The evaluation index system should consider the quantity and quality of scientific research projects and the quantity and quality of scientific research results.

## 6.7. Campus culture

Application-oriented undergraduate colleges should pay attention to the construction of campus culture and create a positive campus atmosphere. The evaluation index system should consider the achievements of campus culture construction, students' comprehensive quality and other aspects.

To sum up, the construction of the evaluation index system needs to take into account the characteristics of application-oriented undergraduate colleges, pay attention to practical ability and the ability to serve the society, so as to enhance the overall strength of the school.

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