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Research on the Construction of Evaluation Index System for Excellent Professional Construction Level in Higher Vocational Colleges

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Abstract: The construction of an evaluation index system for the level of excellent professional construction in vocational colleges is crucial. It helps to establish professional construction goals, provide scientific evaluation basis, promote communication and cooperation between universities, and provide students with professional choice information to assist in their career planning. This article explores the core elements of promoting the professional level of vocational colleges from the construction principles, construction process, and main indicator connotations of the evaluation index system for the level of excellent professional construction in vocational colleges, and attempts to contribute to the professional construction of vocational colleges.

Keywords: Higher Vocational Colleges; Excellent Professional Construction Level; Evaluation Index System

At present, there are still problems in the construction of the evaluation index system for the level of excellent professional construction in vocational colleges, such as insufficient scientificity and rationality of the index system, lack of dynamic adjustment mechanism, insufficient evaluation of practical teaching, objectivity and impartiality of the evaluation process, incomplete application and feedback mechanism of evaluation results, lack of deep cooperation with industry enterprises, and low level of informatization. Taking into account the laws of education, industry demands, and the scientific nature of evaluation, ensuring the comprehensiveness, rationality, and practicality of the evaluation system is an effective measure for developing an evaluation index system for the level of excellent professional construction in vocational colleges.

1.Principles for the Construction of Evaluation Index System for Excellent Professional Construction Level in Vocational Colleges

The construction of the evaluation index system for the level of excellent professional construction in vocational colleges should strictly follow the following core principles to reflect its rigor, standardization, and accuracy:

(1) Goal oriented principle: The construction of the evaluation index system must closely revolve around the core goals and specific requirements of professional development, ensuring a high degree of alignment between the evaluation content and the professional training objectives. This principle emphasizes that the evaluation system must be consistent with the strategic planning of professional development, reflecting the long-term vision and immediate goals of professional construction, and ensuring the synchronization and coordination between evaluation work and professional development.

(2) Principle of scientificity: In the selection of indicators and weight allocation, scientific analysis and empirical research should be used to ensure the objectivity and accuracy of evaluation results, reflecting a rigorous academic attitude. The principle of scientificity requires that the construction of the evaluation system must be based on data-driven and empirical foundations, ensuring the fairness of the evaluation process and the reliability of the evaluation conclusions through scientific methodology.

(3) The principle of comprehensiveness: The

evaluation index system should comprehensively cover all key aspects of professional construction, including but not limited to the construction of teaching staff, improvement of teaching conditions, optimization of curriculum system, implementation of practical teaching, standardization of teaching management, and promotion of student development, to ensure the comprehensiveness and systematicity of evaluation. The principle of comprehensiveness emphasizes that the evaluation index system should cover all aspects of professional construction, without any omissions, to comprehensively reflect the comprehensive strength and potential advantages of professional construction.

(4) Principle of operability: The indicator design should be specific and clear, facilitating data collection and evaluation implementation, while taking into account the convenience of the evaluation process and the comparability of the evaluation results, to ensure the smooth progress of the evaluation work. The principle of operability requires that the evaluation index system should have a high degree of operability in practical applications, making it easy for operators to accurately understand and apply, while ensuring the standardization and uniformity of evaluation results.

(5) Dynamic principle: Given the dynamic development characteristics of professional construction, the evaluation index system should have the ability to adjust and respond flexibly in a timely manner to reflect new trends and requirements in professional construction, and maintain the timeliness and foresight of the evaluation system. The principle of dynamism emphasizes that the evaluation system should have the ability to self update, adapt to changes in the educational environment and new demands for professional development, and ensure that the evaluation system is always at the forefront of the industry.

(6) Incentive principle: The evaluation index system should be integrated into the incentive mechanism to stimulate the intrinsic motivation of professional construction, promote the continuous improvement of professional level, and guide professional construction towards higher standards. The principle of motivation aims to encourage professionals to continuously pursue excellence through positive incentives in the evaluation system, stimulate the enthusiasm of teachers and students, and promote the continuous progress of professional construction.

(7) Comparability principle: On the basis of ensuring the scientificity and comprehensiveness of the evaluation index system, the horizontal and vertical comparability of the evaluation results should be ensured, in order to facilitate communication and reference between different professions, as well as comparative analysis of the same profession at different stages of development, and promote the overall improvement of professional construction level. The principle of comparability requires the evaluation system to provide comparable benchmarks for professional development, promote healthy competition and common progress among professions, and provide scientific decision-making basis for professional development.

2. Selection Process of Evaluation Index System for Excellent Professional Construction Level in Vocational Colleges

(1) Establish evaluation purpose: In the context of the new era, in response to the national requirements for high-quality development of vocational education, the clear evaluation index system aims to comprehensively enhance the core elements of vocational education construction, including but not limited to teaching quality, teacher composition, practical training facilities, social service efficiency, etc., to ensure that evaluation work is consistent with national education policies and provide scientific guidance for cultivating high-quality technical and skilled talents.

(2) Conduct literature review and theoretical exploration: Through in-depth analysis of the theoretical and practical achievements of professional construction evaluation at home and abroad, combined with the actual situation of the development of higher vocational education in China, lay a solid theoretical foundation for constructing a scientific and reasonable evaluation index system. At the same time, we should pay attention to absorbing international advanced educational concepts, ensuring the forward-looking and international perspective of the evaluation index system.

(3) Preliminary construction of evaluation

index framework: Based on in-depth theoretical research and the actual needs of vocational education development, a preliminary evaluation index system covering key elements of professional construction is constructed. In the selection of indicators, emphasis is placed on reflecting the characteristics of higher vocational education, emphasizing the cultivation of practical teaching and innovative abilities, and ensuring that evaluation indicators can comprehensively reflect the effectiveness of professional construction.

(4) Widely solicit opinions from various parties: solicit opinions and suggestions on the preliminary construction of the evaluation index system from multiple stakeholders such as vocational college educators, industry experts, and education management departments. By organizing symposiums, seminars, and other forms, we fully listen to voices from different levels to ensure the comprehensiveness and representativeness of the evaluation indicators.

(5) Strictly screen and optimize evaluation indicators: Based on collected opinions from multiple parties, rigorously screen and meticulously optimize evaluation indicators. In the optimization process, attention should be paid to the quantifiability and operability of indicators to ensure that evaluation indicators can accurately reflect the actual level of professional construction, while facilitating the implementation and promotion of evaluation work.

(6) Scientific allocation of evaluation index weights: Using scientific methods such as expert consultation and Delphi method to reasonably determine the weights of each evaluation index. In terms of weight allocation, fully consider the importance and urgency of each indicator's impact on the level of professional construction, ensuring the scientific and authoritative nature of the evaluation indicator system.

(7) Implement empirical research and feedback adjustment: Conduct empirical evaluation work in some vocational colleges, collect and analyze evaluation feedback opinions in depth. Through empirical research, verify the applicability and effectiveness of the evaluation index system, make necessary adjustments and improvements to the evaluation index system, and ensure its practicality and guidance.

(8) Formally released and implemented evaluation system: After multiple rounds of revision and improvement, a scientifically rigorous and operationally strong evaluation index system for the construction level of excellent vocational majors has been formed, and officially released and implemented for the whole society. The official release of this system marks a new stage in the evaluation of the level of vocational education construction, providing powerful tools and methods for promoting the high-quality development of vocational education in China.

3. The Specific Connotation of the Evaluation Index System for the Construction Level of Excellent Majors in Vocational Colleges

3.1 Professional Setting

① The positioning of the training objectives should be in line with the characteristics of the school, closely focusing on the key areas of national and regional economic and social industry development, serving new formats and models of industries, and connecting with new professions. The majors relied upon should be key (characteristic) majors at or above the provincial level.

② A detailed feasibility report on the establishment of undergraduate vocational education majors is required. The feasibility report includes research and analysis of industry enterprises, analysis of one's own educational foundation and professional characteristics, demonstration of training objectives and specifications, planning and related systems to ensure the sustainable development of the profession.

③ The expression of training objectives is clear, specific, measurable, and achievable, reflecting the development expectations of graduates and highlighting professional characteristics and advantages.

④ There is a mechanism for regularly evaluating training objectives and revising them in a timely manner based on the evaluation results.

3.2 Teacher Team

① The number of teaching staff is sufficient and the structure is reasonable. The ratio of full-time teachers in the dependent profession to the number of full-time students in the profession shall not be less than 1:20, the

proportion of full-time teachers with senior professional titles shall not be less than 30%, the proportion of full-time teachers with master's degrees shall not be less than 50%, and the proportion of full-time teachers with doctoral degrees shall not be less than 15%.

② Among the full-time teachers in this major, the proportion of "dual teacher" teachers shall not be less than 50%. Part time teachers from the front line of industry enterprises account for a certain proportion and have substantial professional teaching tasks. The teaching hours of the professional courses they undertake are generally not less than 20% of the total teaching hours of the professional courses.

③ A high-level teacher teaching (research) innovation team recognized by provincial-level or above education administrative departments, or a professional leader appointed by provincial-level or above teaching masters or high-level talents, or a professional teacher who has received two or more relevant awards in the teaching field at the provincial level or above.

④ There are systems and measures to motivate teachers to invest in teaching, ensuring that teachers have sufficient practice and energy to devote to curriculum teaching and student guidance.

⑤ There are institutions responsible for teacher development and a teacher training system at both the school and college levels. Regularly organize teachers to participate in various evaluation activities such as enterprise training and supervision evaluation, and link the comprehensive evaluation results with campus performance allocation and professional title promotion.

⑥ There is a reward and punishment mechanism to implement the main responsibility of teachers in teaching, which can carry out various evaluation activities such as teacher self-evaluation, student evaluation, peer evaluation, and supervision evaluation every year. The comprehensive evaluation results are linked to the performance allocation and professional title promotion within the school.

⑦ There are grassroots teaching organizations that regularly carry out related teaching and research activities such as professional construction, curriculum construction, textbook construction, teaching skill improvement, and teaching method improvement, and have achieved significant results.

3.3 Training Program

① The training plan should be jointly formulated by schools and enterprises, following the growth law of technical and skilled talents, highlighting the high-level of knowledge and skills, so that graduates can engage in the transformation of scientific and technological achievements and experimental results, produce and process high-end products, provide high-end services, solve complex problems and carry out complex operations.

② The curriculum system is reasonably designed, in line with professional teaching standards, and can support the achievement of graduation requirements. The curriculum structure reflects the deep integration of general education, professional education, and vocational education; Theoretical and practical courses, as well as compulsory and elective courses, are reasonably designed, with a focus on offering integrated courses of theory and practice. Professional core courses are generally taught by senior professional title teachers.

③ There are systems and measures to strengthen the key role of classroom teaching in cultivating students. The teaching syllabus can effectively implement graduation requirements. Teaching methods can effectively enhance students' participation and create a classroom atmosphere of dialogue, questioning, and discussion. Teaching quality evaluation can effectively implement the main responsibility of teachers and guide them to continuously improve the quality of classroom teaching.

④ It has established a long-term and stable professional practice base that is representative of the industry, progressiveness in technology and standardized in management. The professional practice base can provide a suitable professional practice environment and practice guidance to meet students' professional practice needs. We should establish stable cooperative relationships with high-quality enterprises such as industry education integration enterprises in related fields. Actively explore modern apprenticeship and other training models to promote the organic connection between academic certificates and vocational skill level certificates.

⑤ The practical teaching system is complete, and professional practice covers the cultivation of craftsmanship spirit, professional skill training, professional comprehensive practice, job practice, and innovation and entrepreneurship practice, reflecting the actual production needs. Single skills and comprehensive skills are progressively integrated. The proportion of practical teaching hours to the total class hours shall not be less than 50%, and the opening rate of experimental and practical training projects (tasks) shall reach 100%.

⑥ Regularly evaluate the rationality of the curriculum system and revise it based on the evaluation results. The evaluation and revision process can incorporate the opinions of employers and graduate representatives.

3.4 Educational Conditions

① There are systems and measures to ensure that professional teaching funds are fully invested and increasing year by year. The funding for student experiments, internships, and graduation thesis (design) is sufficient to meet the needs of talent cultivation. The average value of teaching and research instruments and equipment per professional student should not be less than 10000 yuan.

② There are sufficient teaching facilities, abundant book resources, and modern information technology effectively supports the development of teaching work. There are good management, maintenance, updating, and sharing mechanisms to meet teaching needs and ensure convenient use for students and teachers.

3.5 Work Fundamentals

① There are provincial-level and above technology research and development promotion platforms (engineering research centers, collaborative innovation centers, key laboratories or technical skill master studios, experimental training bases, etc.).

② Being able to carry out scientific research, technological development, social services and other projects for regional and industry enterprises, and generate significant economic and social benefits.

③ The number of professional training sessions provided to industry enterprises and society shall not be less than twice the number of students enrolled in this major each year.

(6) Social reputation

① Being able to attract outstanding students and effectively support and promote their development through sound teaching management systems and measures, meeting their diverse needs. The completion rate of the enrollment plan for the dependent major is generally not less than 90%, and the registration rate for new students is generally not less than 85%.

② Students have high satisfaction with their learning experience, learning outcomes, and personal growth, while graduates have good employment quality and high recognition from employers. The employment rate of fresh graduates in the supported majors shall not be lower than the average level of universities within the province.

4. Conclusion

In short, the establishment of an evaluation index system for the construction level of excellent majors in higher vocational education is an important measure to improve the quality of higher vocational education, promote the sustainable development of majors, and meet social needs. It has profound significance for the overall progress of higher vocational education. The establishment of this indicator system sets a clear benchmark and direction for professional development. This system provides quantifiable standards and directions for the excellent development of vocational education through specific evaluation indicators, which helps ensure the high-quality promotion of professional education. This system provides powerful tools for continuous improvement and optimization of professional construction. Through regular evaluation and feedback, problems in professional development can be identified and corrected in a timely manner, promoting the continuous improvement of education quality. This system promotes the rational allocation and utilization of educational resources. The establishment of an evaluation index system helps guide vocational colleges to make reasonable investments in teacher resources, teaching facilities, and practical teaching, ensuring the effective utilization of educational resources. In addition, the system has enhanced the social recognition and influence of vocational

education. Through an open and transparent evaluation process, various sectors of society can have a better understanding of the development status of vocational education, and enhance the social reputation and attractiveness of vocational education. Finally, for students, this system is also an important reference for their choice of major and career planning. Clear evaluation indicators help students to have a clearer understanding of the characteristics and advantages of each major, thus making more suitable educational choices for themselves.

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