

The logical Path and Stage Tasks For The Construction of a Three-level Grading Evaluation System for Professional Construction: "Standard, Quality, and Excellence"

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Abstract: Currently, there are only a few vocational colleges in China that carry out professional grading evaluation. Therefore, for the introduction and reference of undergraduate college professional grading evaluation in the field of higher vocational education, analyzing the positive significance of conducting professional grading evaluation in the field of higher vocational education and providing cases of establishing professional grading evaluation can help promote the level of professional construction in vocational colleges. This article suggests that based on a comparative analysis of the current status and existing problems of the application of professional grading evaluation in internal and external higher education institutions in China, we should analyze the data collection requirements and system functional requirements of professional grading evaluation, develop a professional construction quality evaluation platform, and provide intelligent solutions for standardizing the evaluation operations of higher vocational education majors. A series of operable, executable, and referenceable grading evaluation documents should be constructed to ensure the smooth and effective implementation of professional grading evaluation work, improve the level of professional construction, and lay a solid foundation for the high-quality development of schools.

Keywords: Professional Construction; Grading Evaluation; Logical Path; Stage Tasks

Professional construction work is the core of

school reform and development, the foundation of school development, and is crucial to the survival of the school. The key to success in higher education lies in whether universities can establish their own level, advantages, and characteristics within their respective categories and levels. The evaluation of professional construction quality is of great significance for improving education quality, promoting professional development, optimizing resource allocation, and enhancing social recognition. The hierarchical management concept provides an effective framework and guiding principles for evaluating the quality of professional construction. The hierarchical management theory holds that hierarchical management refers to the process of finely layering each management object in accordance with the purpose under specific environmental conditions, and designing corresponding management functional levels such as decision-making, planning, organization, control, coordination, command, and personnel according to the management needs of each level, systematically integrating management resources, achieving the optimization of object management at all levels, and obtaining as much output as possible with minimal input of factors. The core task of hierarchical management is to divide the management objects into different levels, study the main influencing factors of their levels, design management functions based on management objectives, improve the management methods required for each level of function, optimize management, and promote the effectiveness and efficiency of management.

Therefore, conducting a hierarchical evaluation of professional construction quality helps to

build a clear and orderly evaluation system. By dividing the evaluation of professional construction quality into different levels, it can ensure that each level has clear evaluation standards and scope of responsibilities, which helps to avoid confusion and repetitive work in the evaluation process and improve the efficiency of evaluation work; Can promote the rational allocation of resources. In the evaluation of professional construction quality, different levels of evaluation work may require different resource inputs, such as manpower, material resources, and time. Through hierarchical management, resource allocation can be based on the actual needs of each level to ensure the smooth progress of evaluation work; Helps to improve the professionalism and accuracy of evaluation work. In a hierarchical management system, each level has corresponding evaluation criteria, which can more accurately grasp the key elements of professional construction quality and make more accurate evaluations; Can promote continuous improvement in the quality of professional construction. By regularly evaluating and providing feedback at all levels, problems and deficiencies in professional development can be identified in a timely manner, and effective measures can be taken for improvement. This helps to continuously improve the level of professional development and meet the demands of society and students for high-quality education.

1. Logical Path for the Construction of a Three-Level Grading Evaluation System for Professional Development

Focusing closely on the major strategy of high-quality development of school majors and the needs of economic and social development, we will continue to deepen the reform of the evaluation system for vocational education in the new era. We will explore the quality evaluation standards for professional construction in terms of hierarchical management mechanism, evaluation index system, data collection platform, evaluation process management, and result feedback application, promote the high-quality development of professional construction, and strive to improve the quality and level of talent cultivation. The specific logical path is as follows:

1.1 Strengthen Hierarchical Management and Improve the Hierarchical Evaluation System

According to the current situation of school major construction, the evaluation subjects of school majors are divided into three levels, namely newly established majors, general majors, and excellent majors. Newly established majors refer to majors that have been included in the college's professional development plan, meet basic professional requirements, and are newly applied for establishment based on the college's professional development needs. Excellent majors refer to majors that serve local economic construction, closely follow industrial development needs, have distinctive talent training models, good educational conditions, are indispensable to the local area, and have high social recognition. General majors refer to majors other than newly established majors and excellent majors. Different levels of majors are evaluated on different platforms using different evaluation criteria. The evaluation of newly established majors highlights the construction of norms and standardization, while the evaluation of general majors highlights the quality and effectiveness of construction. The evaluation of outstanding majors highlights the creation of landmark achievements and breakthroughs in major projects.

1.2 Strengthen Comprehensive Objectivity and Optimize the Evaluation Index System

Conduct thorough research on the construction of relevant majors in domestic universities, adhere to the principles of systematicity, scientificity, operability, and classification guidance, and select representative and sustainable indicators for evaluation. Mainly based on quantitative indicators and supplemented by qualitative indicators, divided into three levels according to evaluation dimensions, to achieve comprehensive coverage of professional construction elements, and to regularly make scientific and reasonable dynamic adjustments based on the actual situation of school professional construction.

1.3 Strengthen Management Efficiency and Build an Information Collection Platform

Improve the quality evaluation platform for professional construction, establish a "four

layer" evaluation system of "professional secondary college teaching work committee school", achieve "paperless" operation throughout the process, and improve work efficiency. Optimize workflow, fill in basic data information for each major according to the evaluation index system, conduct initial data review for each major in the secondary college, conduct data re examination for each major by relevant departments of the school, and conduct a re examination of school data by the Teaching Work Committee to determine the evaluation level, which is then submitted to the school party committee for approval. Establish a professional basic status information database to support relevant departments in mastering and evaluating the construction level and development trends of the profession.

1.4 Strengthen Standardization and Orderliness, and Enhance the Management of the Evaluation Process

Adhere to hierarchical evaluation and reasonably divide the evaluation sequence according to newly established majors, general majors, and excellent majors. Adopting a combination of "information technology evaluation+comprehensive evaluation by the teaching work committee" for hierarchical evaluation, quantitative indicators rely on information technology to automatically feedback status results, and qualitative indicators rely on the teaching work committee to form an expert group to achieve online management, dynamic evaluation, and classified feedback throughout the entire process, striving to ensure full closed-loop, full cycle, and full element evaluation.

1.5 Strengthen the Promotion of Construction Through Evaluation, and Focus on the Application of Feedback on Results

Based on the evaluation results, classify and form a professional construction quality analysis report to provide guidance for the professional construction of the college. Taking the evaluation results of professional construction quality as an important basis for optimizing and adjusting the school's professional structure, establishing a "red and yellow list" warning system for majors, guiding secondary colleges to reduce majors with large scale and difficult employment, transform

majors with unclear advantages and characteristics, and revoke majors with weak teacher resources, poor teaching conditions, and low evaluations from students and employers. Guide each professional group to rely on evaluation feedback information, focus on standardizing professional talent training programs, strengthen curriculum systems, teacher teams, teaching conditions, practical bases, enrollment and employment, and continuously improve the level of professional construction and the quality of talent training.

2. Stage Tasks for the Construction of a Three-Level Grading Evaluation System for Professional Development

Establishing a professional construction quality grading evaluation system that is suitable for the school's situation can help accurately measure the construction quality of each major. It can systematically and comprehensively evaluate the teaching staff, curriculum design, practical teaching, student satisfaction, and other aspects of each major, thus obtaining objective and scientific evaluation results; Helps to identify strengths and weaknesses in professional development, develop targeted improvement measures, optimize resource allocation, and enhance the level of professional development; Helps to stimulate competition and cooperation among majors, promote active improvement of teaching quality and drive reform and innovation in various majors; Helps to enhance the school's visibility and reputation, attract more high-quality students and faculty resources.

2.1 Construction of Standardized Evaluation Standards for Newly Established Majors

The standardized evaluation of newly established majors is a crucial task, which aims to comprehensively and deeply examine and evaluate the teaching level, training quality, and future development prospects of newly established majors. Basically, the research on standardized evaluation standards for newly established majors mainly includes: the formulation of evaluation standards fully considers the characteristics and positioning of newly established majors. The formulation of standards should reflect foresight, systematicity, and operability, reflecting both the current development trends of the industry and fully considering future changes. The rationality of

professional settings is mainly analyzed from multiple perspectives such as market demand, discipline layout, and talent cultivation goals, comprehensively assessing the rationality and foresight of newly established majors; The scientificity of the curriculum system depends on whether the curriculum is closely aligned with the core of the major and whether it helps to enhance students' overall quality; The strength of the teaching staff mainly depends on their academic level, teaching experience, and level of attention to students; The effectiveness of practical teaching focuses on whether it is closely integrated with enterprises and industries, and whether it can truly enhance students' practical abilities and innovative spirit. By drafting the 'Standards for the Construction of New Majors', we aim to guide the leapfrog development of new majors.

2.2 Construction of General Professional Quality Evaluation Standards

Based on a comprehensive analysis of the operational process of the performance evaluation of the school's professional construction, feedback from various colleges mainly focuses on issues such as overly complex individual indicators, poor differentiation of individual indicators, failure to consider disciplinary characteristics, and low scores of bonus points for professional construction characteristics. Delphi method, comparative analysis method, and other methods are used to correct the factors in the indicator system that are complex to operate and cannot objectively evaluate the level of professional construction. By revising the "Performance Assessment and Dynamic Adjustment Measures for Professional Construction Work", we will guide different levels and categories of majors to establish their own characteristics on their respective platforms.

2.3 Construction of Evaluation Standards for Outstanding Professional Characteristics

Using case analysis and literature research methods, this study comprehensively analyzes the current status of high-level professional evaluation in vocational education undergraduate major construction requirements, "gold major" construction goals, and performance assessment of double high major groups. It evaluates the uniqueness, advantages,

and innovation of excellent majors from the aspects of adaptability, innovation, systematicity, operability, and sustainable development. The specific evaluation content includes the forefront and innovation of the profession, teaching quality and faculty strength, professional characteristics and educational benefits, scientific research ability and academic achievements, and compatibility with economic and social development. By formulating the "Management Measures for the Cultivation and Acceptance of Excellent Majors", we will guide the school's advantageous majors to compete for provincial, ministerial, and even national honors, laying a solid foundation for enhancing the school's brand building and social attractiveness.

2.4 Evaluate the Construction of Intelligent Organizational Mechanisms for Management

The evaluation of professional construction quality is a systematic project, and the large-scale and wide-ranging data collection has obvious characteristics of long-term, periodic, and continuous support. With the help of the school's integrated teaching and management intelligent platform, we provide a comprehensive solution for professional evaluation, including interpretation of evaluation standards, diagnosis of evaluation data, generation of evaluation materials, calculation of achievement degree, and analysis of comprehensive evaluation. We construct a mapping and weighting system for professional construction and evaluation standards, and use data and views to display the degree of achievement of graduation requirements and indicators for students and majors more intuitively and quickly. We can timely understand the development status of professional construction, effectively implement continuous improvement in the process of professional construction and evaluation by identifying and improving problems, and enhance the connotation and teaching quality of the profession itself.

3. Conclusion

In short, the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" issued by the Central Committee of the Communist Party of China and the State Council proposes to "improve the evaluation

mechanism that is compatible with the development of vocational education". The Implementation Plan for Deepening the Reform of Education Evaluation in the New Era in Zhejiang Province, issued by the Zhejiang Provincial Committee of the Communist Party of China and the Zhejiang Provincial People's Government, clearly proposes to "explore the effectiveness evaluation of the construction of high-level vocational colleges and majors (groups) in the province". In summary, establishing a graded evaluation model for the construction quality of vocational education majors is an inevitable choice to ensure the quality of vocational talents and promote the rapid and good development of vocational education. It is urgent to establish a professional construction quality grading evaluation system that is suitable for the school's situation. The establishment of different types and levels of professional construction quality evaluation systems based on the years of professional education, development advantages, and integration with regional industries has become a reality on paper.

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