

Construction of Multiple Evaluation System for Junior College Students

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Abstract: Evaluation has the function and ability to cause the change of the evaluation object, which is reflected through the effect of the evaluation activities and results on the evaluation object. To establish a scientific and standardized multiple evaluation system for junior college students is an important starting point for vocational colleges to comprehensively improve the quality of personnel training. This paper discusses the necessity and feasibility of constructing multiple evaluation system for junior college students, and puts forward the strategies of constructing multiple evaluation system.

Evaluation has the function and ability to cause the change of the evaluation object, which is reflected through the effect of the evaluation activities and results on the evaluation object. Although all schools attach great importance to students evaluation, they focus too much on students' academic performance, but ignore the quality and sustainable development of students, that is, they do not consider how to promote the all-round development of students from the perspective of value-added. The function of evaluation depends on the structure and operation mechanism of evaluation activities.[1] Therefore, to establish a scientific and standardized multiple evaluation system for junior college students is an important starting point for vocational colleges to comprehensively improve the quality of talent training.

1. Necessity of constructing multiple evaluation system for junior college students

The current student evaluation cannot reflect the quality requirements of vocational education. The quality of vocational education can be measured from three dimensions. First, whether the cultivated students can meet the needs of the country and society, and reflect the adaptability of career and society. Second, whether the cultivated students have strong independent learning ability so as to actively solve the practical problems in the process of social development, and reflect the development of students. Last but not the least, whether it can provide distinctive and diverse services to reflect the diversity and meet the diversified development of students. Some experts point out that suitable education is the best education. These requirements for vocational education should ultimately be implemented on students. However, the current student evaluation method is kind of monotonous, the academic performance occupies the absolute dominant position, so that the evaluation standards tend to be solidified, so that the comprehensive education function of vocational education can not be reflected, which is the primary problem that vocational education should solve.[2]

In addition, the current evaluation criteria are generally terminal evaluation, without in-depth discovery nor analysis of students' own problems in advance, it cannot put forward scientific diagnosis or improvement opinions, not to mention knowing the improvement effect of students,

which weakens the function of evaluation. The purpose of evaluation is not to rank or label students.

2. The feasibility of constructing multiple evaluation system

At the Third Plenary Session of the 18th CPC Central Committee, it was clearly required to fully implement the Party's educational policy, adhere to moral cultivation and cultivate people, strengthen education in the system of socialist core values, improve the excellent traditional Chinese culture education to form fast learning, establish effective forms and long-term mechanisms of activities to love labor and the motherland, and enhance students' sense of social responsibility, spirit of innovation and practical ability. Therefore, vocational colleges should, according to the law of students' growth and the needs of the society for talents, refine the educational goal of all-round development of morality, intelligence, physical education, and labor into the specific requirements of the necessary character and key ability of students in higher vocational colleges, construct the standard system of student development, and promote the all-round and lifelong development of students. To achieve these educational goals, its support point is to establish a diversified student growth and achievement evaluation system, reform the existing evaluation standards and evaluation methods in the malpractice.

Howard Gardner, professor of psychology at Harvard University in the United States, proposed the theory of Multiple Intelligences. He believed that human intelligence is multiple, including language intelligence, mathematical logic intelligence, music intelligence, physical movement intelligence, spatial intelligence, interpersonal intelligence, self-cognitive intelligence, natural observation intelligence and so on. Everyone has different combinations of intelligence. They have their own intellectual strengths and their own intellectual weaknesses, and their own unique ways of knowing how to go along with that. The multiple evaluation system embodies the educational concept of people-oriented and individualized education. Through multiple evaluation, suggestions are put forward for the comprehensive development of students, so as to promote their sustainable development. Students should be educated, improved and enhanced in diagnosis, which not only promotes students' academic progress, but also promotes their healthy personality formation and potential development.

3. The multi-evaluation system construction strategies

3.1 Contents of the multiple evaluation system

In September 2016, the Ministry of Education released a report on the Core Literacy Report on Chinese Students' Development, which divided the core into three aspects, namely, cultural foundation, independent development and social participation. In order to cultivate all-round development, the six core elements include humanistic heritage, scientific spirit, learning, healthy life, responsibility, and practical innovation.[3] The multiple evaluation system is developed according to the above contents. In view of the particularity of vocational colleges, vocational colleges should combine the actual situation of students and the setting of majors. It can formulate the student evaluation system from the four dimensions of academic development, career development, personal development and social ability development.

Academic development can be divided into academic goals, time management, learning ability and skills, thinking style and expression, academic improvement and other modules. Career development includes career goals, career planning, career ability expansion, innovation and entrepreneurship, job development and other modules. Personal development includes life planning,

life consciousness and physical health, sound personality, self-understanding and self-reflection, self-management and other modules. Social competence development includes modules such as responsibility, behavior, getting along with others, teamwork and social participation.

When formulating the standards of student development, the relevant departments of vocational colleges should further refine the content of modules so as to increase the pertinence of multiple evaluation. Taking the academic goal module of academic development as an example, it can be refined into: (1) determine the three-year learning goal and the annual learning goal; (2) establish the awareness of lifelong learning and put it into action; (3) overcome the difficulties encountered in the process of achieving the goal; (4) adjust the learning plan, learning attitude, and constantly move forward toward the goal. This will facilitate the relevant departments to carry out targeted evaluation.[4]

3.2 Implementation subject of multivariate evaluation system

Guangming Daily (October 05, 2016 edition 07) pointed out that the current problem in universities is that it is common for teachers to "only teach but not educate others" in the process of teaching. Administrators and service staff in other positions of the university only play their roles within their duties, but ignore the awareness of education in their hearts or behaviors. They do not participate in the education work. The main reason is that the faculty and staff are excluded from the evaluation function. The unscientific evaluation system deprives them of the right and obligation to participate in student evaluation.

The multiple evaluation system is to return the educational evaluation rights to all the staff, otherwise, the whole staff education will become an empty word. The space, channels and nutrients for students to receive education come from every position and every faculty member of the school. Therefore, only when all the teachers, counselors, administrative staff, auxiliary staff and logistic service personnel become the subject of education, all play the function of educating people, and achieve the integration of all staff strength, can the value appeal of "educating people by all staff" of colleges and universities be finally realized. In order to realize the education of all students, it is necessary to construct the multiple evaluation system of students, so that everyone can find the place to play their evaluation function in the system.

In particular, non-teaching departments should further optimize their work functions, increase their educational functions, actively participate in student evaluation, and give full play to their educational functions. The following part takes several typical non-teaching departments as examples to provide some contents, ways and methods of constructing multivariate evaluation system.

Department of Science and Technology: Cultivate students' learning awareness, learning ability, research awareness, research ability, innovation ability, etc., hold academic lectures on learning interest, learning strategies and learning methods. There should be a detailed count of academic lectures attended by students during their school years. Such as the number of students to listen to the lecture, what lecture did they attend, the content of the lecture introduction, lecture length, students' listening effect of the lecture, whether the students interact with the lecturers, what questions did they put forward and so on. In the journal of the university, student columns should be set up, academic discussions can be carried out, innovative ideas should be collected, and students are encouraged to write small papers based on their own learning practice and social practice, furthermore, to publish them if they are the best. The above information should be recorded into the students' files for the reference of employers. Students may also include relevant information in their resume for recruitment purposes.

Library: Take notes of books borrowed by students during the school period, borrowing time;

whether students have taken reading notes and collect copies can be counted. Take notes of how many times students read, the reading time, the names of the magazines, whether the students make reading notes, collect copies of notes; Calculate students' participation in various activities held by the library, such as reading contest, essay contest, etc., the above content will be made into a statistical table, which will be included in the student files, and can also be included in the student's resume for reference in the recruitment.

Logistics Department: responsible for the calculation of students' work-study records, including posts, hours, work performance, etc. Students' participating in the number of voluntary labor and its performance and so on. The above information is recorded in the student's school record, and can be included in the student's resume for recruitment reference.

Student Affairs Department: The Psychological Counseling Center of Student Affairs Department uses evaluation and supporting materials to prove whether students have positive psychological qualities, whether they can control their emotions, and master the methods of maintaining mental health care. What associations and societies do students participate in, what positions do they hold, what activities do they participate in and so on. The relevant information shall be recorded in the school record and may also be included in the resume for recruitment reference.

Enrollment and Employment Office: Calculate whether students have made academic plans, career plans, whether their career goals are clear, do they have strategies to achieve career goals, and the completion of the plan. Whether they have the practice of innovation and entrepreneurship, what is the effect, the potential of innovation and entrepreneurship and so on. The relevant information shall be recorded in the school record and may also be included in the resume for recruitment reference.

3.3 Guarantee mechanism of multivariate evaluation system construction

The school should vigorously create a full-staff education culture of "full participation, whole-process monitoring and all-round evaluation". Change the past top-down management mode, abandon the past retrospective summary and impulse incentive method, evaluate from "unitary subject" to "multiple governance" transition, emphasize the work progress and quality assurance synchronization, truly achieve the evaluation to promote the growth and development of students.

At present, vocational colleges lack a relatively scientific and standardized quality evaluation system based on data and facts, which is difficult to adapt to the increasingly diversified forms of higher vocational education in the era of information technology and big data. Schools should adopt information technology to support the implementation and operation of the multi-cultural evaluation system, establish the data platform of the multi-cultural evaluation system for students, and do a good job in uploading evaluation data and information feedback.[5]

At the same time, when evaluating the performance of non-teaching departments, the role they play in education should be evaluated to change the phenomenon that non-teaching departments in the past did not put the promotion of student quality within their work scope.

Instead of the traditional evaluation method of scores for academic performance and comments for other performance, the evaluation method of descriptive evaluation and supporting material proof is supplemented. The CIPP model proposed by Stavelby, a famous American expert on educational evaluation, divides evaluation into a combination of background evaluation, input evaluation, process evaluation and outcome evaluation. Another example is the Japanese Kiyoshi's concept of learning ability structure, which holds that learning ability is composed of a series of learning ability factors, which can be divided into three categories: intelligence factor, personality factor and X factor (unspecified nature). Based on these, very detailed and enforceable evaluation

criteria are formulated. The presentation of the above evaluation results basically adopts the method of description evaluation and supporting material proof.

4. Conclusion

The multiple evaluation system embodies certain educational thought, educational policy and value orientation. No matter what kind of evaluation, it should be taken as the benchmark, so that the evaluation object in the evaluation process is influenced by it. Multivariate evaluation should also pay attention to the dynamic formative evaluation, static evaluation, dynamic evaluation, it should also pay attention to the immediate feedback and adjustment process development. In the process of students being evaluated, combined with the evaluation target system, the evaluation process becomes a process of "learning - control - adjustment - improvement - perfection", which is conducive to students seeing their achievements in time, being encouraged and encouraged, finding gaps, timely improving themselves, and promoting students' self-understanding and self-improvement.

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