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Research on the Construction of Vocational Undergraduate Education Evaluation Index System from the Perspective of High - Quality Development

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Abstract: The promotion of high-quality development of vocational education in China has become a consensus among all sectors of society, highlighting its strategic significance for national progress and the urgent need to improve its level. As a novel form of higher vocational education, vocational undergraduate education serves as a bridge between traditional vocational colleges and academic universities. It is tasked with achieving connotative development by enhancing educational quality and talent-training benchmarks, characteristic development by leveraging the advantages of industry-education integration, and innovative development through the exploration of new teaching and management paradigms. In this context, the education evaluation system of vocational undergraduate colleges is undergoing a significant transformation from the conventional government-led evaluation model, characterized by a top-down approach, to a more diversified third-party evaluation mechanism conducted by professional and independent organizations. This shift aims to ensure more objective and comprehensive assessments, free from administrative interference. Consequently, the construction of the education evaluation index system for these colleges should primarily be quantitative to guarantee accuracy and comparability. It must closely align with the distinctive traits of vocational undergraduate education—such as its focus on practical skills, industry alignment, and application-oriented research—while strictly adhering to the principles of applicability (suitability for institutional realities), operability (feasibility in data collection and analysis), and objectivity (truthfully reflecting educational quality and development levels) to effectively foster the healthy and sustainable development of vocational undergraduate education.

1. Introduction

Against the background of deepening education reform and gradually improving the quality of higher education, vocational undergraduate colleges are the main bases for cultivating high - level skilled talents, and the education quality of vocational undergraduate colleges directly affects

national development and social progress [1]. Faculty development is a key factor in improving education quality, so it is very important to improve and optimize the evaluation index system. The purpose of this study is to explore the strategies for optimizing the evaluation indexes of faculty development in vocational undergraduate colleges, with a particular focus on the assessment of teachers' quality, teaching ability and scientific research ability, and to emphasize the need to increase investment and support in faculty development to improve education quality [2].

2. Problems Existing in the Education Evaluation Index System of Vocational Undergraduate Colleges from the Perspective of High - Quality Development

2.1 Lack or Insufficiency of Evaluation Indexes for Scientific Research and Innovation Capabilities

The evaluation index system does not measure scientific research and innovation capabilities comprehensively and in - depth. Some vocational undergraduate colleges still take the quantity of scientific research achievements and the publication of papers as traditional evaluation indexes in their evaluation index systems, ignoring the consideration of the quality of scientific research innovation, the strength of scientific research teams and the construction of scientific research platforms. As a result, the evaluation results cannot comprehensively reflect the level of scientific research and innovation capabilities of vocational undergraduate colleges [3]. The weight setting of evaluation indexes for scientific research and innovation capabilities is not reasonable. The evaluation index system usually assigns a low weight to scientific research and innovation capabilities or even ignores them. This leads to insufficient attention to scientific research and innovation in the education and teaching process of vocational undergraduate colleges, as well as insufficient investment and support for scientific research and innovation [4]. The lack or imperfection of evaluation indexes for scientific research and innovation capabilities is also reflected in the non - standardized setting of evaluation standards [5]. Some vocational undergraduate colleges lack clear requirements and specific criteria for the setting of evaluation standards for scientific research and innovation capabilities, resulting in the lack of scientificity and objectivity in the evaluation results [6].

2.2 One - sidedness or Singleness of Evaluation Indexes for Vocational Ability Training

Evaluation indexes usually pay too much attention to students' mastery of vocational skills, while ignoring the evaluation of the development of soft skills such as professional literacy, teamwork and innovative thinking [7]. This one - sidedness will make students lack the comprehensive quality required for their future career and the ability to adapt to the ever - changing market demands. The singleness of evaluation indexes for vocational ability training is also a prominent problem. Many vocational undergraduate colleges often only rely on traditional written tests and practical assessment methods to assess students' vocational ability, ignoring the actual project operation and enterprise internships that are closer to the vocational environment [8]. This singleness makes it difficult to comprehensively reflect the level of students' vocational ability, and also makes students lack practical operation experience, making it difficult for them to adapt to the working environment quickly.

2.3 Neglect or Weakening of Evaluation Indexes for Faculty Development

The evaluation indexes for faculty development are often neglected. The establishment of the education evaluation index system in many vocational undergraduate colleges focuses more on

student training and scientific research innovation, and pays insufficient attention to the evaluation indexes for faculty development. This neglect makes it impossible to fully reflect the importance of faculty development, thus affecting the overall quality and teaching level of the faculty. The weakening of evaluation indexes for faculty development is also worthy of attention [9]. Although some vocational undergraduate colleges have set up evaluation indexes for faculty development, there is often a weakening phenomenon in actual operation. For example, excessive emphasis is placed on quantity over quality in the assessment of teachers' professional title promotion and teaching achievements, and insufficient attention is paid to the assessment of teachers' ethics and education and teaching reform. This weakening not only affects the enthusiasm and creativity of teachers, but also restricts the improvement of education quality in vocational undergraduate colleges [10].

3. Optimization Countermeasures for the Education Evaluation Index System of Vocational Undergraduate Colleges from the Perspective of High - Quality Development

3.1 Strengthen the Construction of Evaluation Indexes for Scientific Research and Innovation Capabilities

3.1.1 Establish Specific Indexes such as Scientific Research Achievements, Research Projects and Research Funds

Scientific research achievements are the most important standard for evaluating the scientific research and innovation capabilities of vocational undergraduate colleges [11]. By establishing specific indexes such as the number of papers published, the proportion of papers in high - quality journals, and the number of patent applications and authorizations, we can comprehensively and objectively reflect the scientific research strength and achievement level of vocational undergraduate colleges. Research projects are an important symbol for evaluating the activity and innovation of scientific research activities in vocational undergraduate colleges. In the evaluation index system, specific indexes such as the number of research projects, the level of projects (such as national, provincial and ministerial levels), and project funds should be set up to encourage vocational undergraduate colleges to actively apply for and undertake various research projects, and promote the in - depth development of scientific research work. Research funds provide an important guarantee for scientific research work in vocational undergraduate colleges. In the evaluation index system, specific indexes such as the input of research funds and the efficiency of fund use should be established to ensure the optimal state of input and output of scientific research innovation in vocational undergraduate colleges.

3.1.2 Encourage Teachers and Students to Actively Carry Out Scientific Research and Improve Innovation Ability

Vocational undergraduate colleges can take measures such as establishing research reward funds and linking professional title promotion with scientific research achievements to mobilize teachers' enthusiasm and passion for scientific research. The school will, at the same time, strengthen the construction of scientific research teams and encourage teachers to carry out interdisciplinary cooperation and exchanges to promote the overall improvement of scientific research and innovation capabilities [12]. The school will also build a platform for students' scientific research practice to promote the cultivation of innovation ability. Vocational undergraduate colleges should increase investment in the construction of scientific research facilities such as scientific research laboratories and innovation practice bases to provide students with sufficient scientific research

practice opportunities. The school will, in addition, arrange students to participate in research projects, hold academic lectures and organize scientific and technological innovation competitions to cultivate students' interest in scientific research and innovation ability, so that students can have the courage to explore and innovate in practice (As shown in Table 1).

Table 1 Feasibility scheme table for establishing specific indexes such as scientific research achievements, research projects and research funds

Index Category	Specific Indexes	Description and Requirements	Weight
Scientific Research Achievements	Number of papers published	Count the total number of papers published by teachers	20%
	Proportion of papers in high - quality journals	Count the proportion of papers published in high - quality journals at home and abroad	30%
	Number of patent applications and authorizations	Count the total number of patent applications and authorizations, reflecting innovation ability	20%
Research Projects	Number of research projects	Count the total number of research projects undertaken	15%
	Project level	Assign different weights according to project levels such as national, provincial and ministerial levels	10%
	Project funds	Evaluate the total amount and sources of project funds, reflecting scientific research input	5%
Research Funds	Input of research funds	Evaluate the school's investment in scientific research funds	10%
	Efficiency of fund use	Evaluate the efficiency and effectiveness of the use of research funds	10%

3.2 Improve the Evaluation Index System for Vocational Ability Training

3.2.1 Pay Attention to the Evaluation of Students' Practical Ability, Innovative Ability and Teamwork Ability

The evaluation of practical ability should run through the whole process of education and teaching. Vocational undergraduate colleges should increase the proportion of experiments, practical training and internships in practical teaching links, and establish relevant evaluation indexes such as experimental operation ability, the quality of practical training completion and internship performance to comprehensively evaluate students' practical level. The school will encourage students to participate in extracurricular practical activities, skill competitions and other activities, and include the results of these activities in the evaluation system to further mobilize students' enthusiasm for practice [13]. The evaluation of innovative ability should reflect students' innovative thinking and creativity. Vocational undergraduate colleges can stimulate students' innovative spirit and exploration of new fields and new methods by setting up innovation projects, carrying out scientific research competitions and entrepreneurship plans. In the assessment, attention should be paid not only to the results of students' innovation, but also to their innovation process and the development of innovative thinking, so as to comprehensively assess students' innovative ability. The evaluation of teamwork ability should reflect students' spirit of cooperation and team awareness. Vocational undergraduate colleges can organize team projects and team competitions to enable students to complete their work in groups, and cultivate students' ability of group cooperation and communication. In the evaluation, attention should be paid to combining the overall performance of the team with individual contributions to comprehensively evaluate students'

teamwork ability.

3.2.2 Strengthen Practical Teaching Links to Improve Students' Vocational Skills and Comprehensive Quality

Vocational undergraduate colleges should increase investment in the construction of practical teaching facilities such as laboratories and training bases to ensure that students have sufficient practical opportunities. Vocational undergraduate colleges should establish close cooperative relations with enterprises and industries, adopt the mode of school - enterprise cooperation and integration of production, education and research, and provide students with practical projects that are closer to actual work. These practical projects can expose students to the real vocational environment and promote their understanding and mastery of vocational skills. Vocational undergraduate colleges should pay attention to the cultivation of students' professional quality and comprehensive quality in the process of practical teaching [14]. The school will, by simulating real working scenarios and introducing industry norms, help students understand the significance of professional ethics and professional quality, and enable them to develop teamwork and communication skills in practice. The school will also encourage students to participate in research projects and innovation competitions to cultivate their innovative thinking and problem-solving skills, and further improve their comprehensive quality.

3.3 Strengthen the Weight of Evaluation Indexes for Faculty Development

3.3.1 Establish Indexes Related to Faculty Development

Table 2 Feasibility scheme table for indexes related to faculty development

Index Category	Specific Indexes	Description and Requirements	Weight
Teacher Quality	Teacher ethics and conduct	Assess teachers' moral sentiments and professional ethics	20%
	Educational and teaching concepts	Evaluate whether teachers have advanced educational concepts	15%
	Professional literacy	Assess teachers' professional knowledge foundation and mastery of disciplinary frontiers	20%
Teaching Ability	Innovation in teaching methods	Evaluate the innovation and practicality of teachers' teaching methods	15%
	Effect of classroom interaction	Assess the degree and effect of interaction between students and teachers in the classroom	10%
	Student satisfaction	Investigate students' satisfaction with teachers' teaching	10%
Scientific Research Ability	Number of research projects	Count the number of research projects undertaken by teachers	10%
	Quality of scientific research achievements	Evaluate the academic value and influence of teachers' scientific research achievements	15%
	Academic influence	Assess teachers' influence in the academic community, such as paper citation rate, academic lectures, etc.	5%

The school will establish teacher quality indexes including teacher ethics, educational and teaching concepts, and professional literacy. These indexes are used to assess whether teachers have noble moral sentiments, advanced educational concepts, and a solid professional knowledge foundation, whether they can set a good learning example for students, and whether they can provide professional guidance for them. The school will strengthen the construction of teaching ability evaluation indexes. As a basic quality of teachers, teaching ability has a direct impact on students' learning effect and teaching quality. Specific indexes such as innovation in teaching methods, effect of classroom interaction, and student satisfaction can be established to evaluate

teachers' teaching ability and effect, and encourage them to constantly explore new teaching methods and approaches to improve teaching effect. Scientific research ability is the most important index for evaluating faculty development. Teachers with high scientific research ability can promote the development of school scientific research and the improvement of academic level. In order to evaluate teachers' scientific research ability and level, specific evaluation indexes such as the number of research projects, the quality of scientific research achievements, and academic influence can be set, and teachers are encouraged to participate more actively in scientific research activities to improve the overall scientific research strength of the school (As shown in Table 2).

3.3.2 Increase Investment and Support for Faculty Development to Improve Education Quality

The school will increase investment in teacher training and development. By regularly holding professional training and academic exchanges, the school will provide teachers with the possibility of continuous learning and self-improvement, so as to help them update educational concepts, master advanced teaching methods, and improve professional literacy. The school will also establish a teacher incentive mechanism, and give appropriate rewards and recognition to teachers who have made outstanding achievements in teaching and scientific research to mobilize their work enthusiasm and innovation ability. In addition, the school will strengthen support for teachers' scientific research work [15]. Scientific research work is an important means to promote the improvement of teachers' academic level and innovation ability. Vocational undergraduate colleges should provide sufficient research funds and resources to encourage teachers to actively participate in research projects, publish high - level academic papers and apply for relevant patents, so as to promote the development of school scientific research and the improvement of academic level. The school will pay attention to teachers' welfare benefits and career development. The school will improve teachers' working environment and living conditions, enhance teachers' social status and treatment, and create a more relaxed and comfortable environment for teachers. Additionally, the school will construct a reasonable mechanism for teacher professional title promotion and career development to provide a strong guarantee for teachers' personal development.

4. Conclusion

Improving and optimizing the evaluation index system for faculty development in vocational undergraduate colleges is crucial to improving education quality and cultivating high - quality talents. By establishing indexes related to teacher quality, teaching ability and scientific research ability, and increasing capital investment and support in faculty development, we can comprehensively and objectively evaluate teachers' comprehensive quality and ability level, and mobilize teachers' work enthusiasm and innovation ability. This approach not only helps to improve teachers' ability in education and teaching, but also promotes the progress of scientific research and academic level in higher vocational colleges, thus making greater contributions to cultivating more high - quality skilled talents and promoting the all - round development of society and the country. Therefore, vocational undergraduate colleges should attach importance to the optimization of the evaluation index system for faculty development, and constantly improve and perfect the relevant systems and mechanisms to provide a strong guarantee for the continuous improvement of education quality.

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