

Research on the Problems and Countermeasures of Student Academic Evaluation under the Background of Expand Enrollment of Higher Vocational Colleges

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Abstract: Scientific academic evaluation is of great significance to the healthy development of vocational education. Higher vocational education has broken away from the general education model and established an academic evaluation system with the characteristics of "vocational education". However, with the rapid increase in the number of students after the enrollment expansion of one million students, there are some problems in academic evaluation, such as the single evaluation standard is difficult to adapt to the diversity of student structure spectrum, and the unscientific evaluation content is difficult to meet the diversity of job requirements and so on. Based on the above problems, this paper attempts to establish a coupling relationship between higher vocational enrollment expansion and academic evaluation, put forward multiple and integrated standards for students' academic evaluation, and update the contents of students' academic evaluation in higher vocational education, so as to explore the academic evaluation methods that adapt to students' development from the perspective of higher vocational enrollment expansion and help the high-quality development of vocational education.

1. Introduction

In 2019, it was mentioned for the first time to expand the enrollment of higher vocational colleges with an expansion of one million students^[1,2]. The enrollment expansion of higher vocational colleges is an important measure to implement the National Vocational Education Reform Implementation Plan, which fundamentally promoted the reform and development of vocational education in China. Expanding enrollment in higher vocational education means more diversified talent cultivation, more diversified service targets, more flexible academic system, and more multidimensional academic evaluation and assessment. Higher vocational education will truly become a type of education that promotes economic and social development, and an important way for people to realize the ideal of lifelong education. The inclusion of non-traditional students in the enrollment scope of higher vocational education in our country is an important measure to stabilize and expand employment through multiple measures. It has significant strategic significance in

-serving the overall development of the country and reflects the country's expectations and recognition of vocational education as an explorer of China's education reform^[3].The traditional research on academic evaluation of vocational education students is either based on a single source of students (fresh graduates) group, or targeting a solidified academic system and unified curriculum, and the standards for student academic evaluation are relatively simple. However, non-traditional students are different from traditional students in terms of student composition and learning characteristics. And traditional evaluation methods and systems can no longer meet the diversified, personalized and comprehensive evaluation needs. As an important part of school teaching evaluation, how to deepen the reform of academic evaluation has become an important issue that needs to be solved urgently in current higher vocational education.

2. Non-traditional students are impacting the traditional academic evaluation of students in higher vocational education

Under the background of the expansion of enrollment in higher vocational colleges, the number of students in higher vocational colleges is gradually increasing, and the number of student sources is becoming more diverse. Large quantitative indicators of student sources and a new spectrum of student sources are both opportunities and challenges for the development of higher vocational colleges, especially for student academic evaluation. The enrollment expansion in higher vocational colleges makes non-traditional students, such as laid-off workers, migrant workers, unemployed people, new professional farmers, retired soldiers and athletes, become important students in higher vocational colleges. However, there are some obvious differences between non-traditional students and traditional students in terms of student composition, learning characteristics and learning needs, which brings great challenges to the traditional academic evaluation system of higher vocational education students.

2.1 Characteristics of non-traditional students

2.1.1 The spectrum of student sources is diverse, with significant differences in hierarchy

The enrollment targets of vocational colleges mainly include three categories: ordinary high school graduates, vocational school graduates, and social candidates, including laid-off workers, migrant workers, unemployed individuals, migrant workers, and retired soldiers, among other non-traditional sources of students. From the perspective of student source structure, non-traditional students have differences in social experience, age span, identity roles, cultural level, personality characteristics, etc., presenting diverse and hierarchical characteristics.

2.1.2 Low basic education and positive learning motivation

Higher vocational education is an application-oriented higher education with clear vocational orientation, and basic academic ability is a necessary condition for receiving higher vocational education^[4]. Traditional students mostly enter vocational colleges through ordinary college entrance exams or single enrollment, which have the characteristics of low cultural level and balanced basic education. However, non-traditional students have uneven cultural level and low basic education. Traditional students actively or passively learn; Non traditional students have a positive learning motivation. A survey shows that they either aim to improve their professional skills, enhance their quality of life, or pursue their desired career. They have a stronger learning motivation and are more willing to actively cooperate with teachers in teaching. For example, laid-off and unemployed individuals aim to improve their professional competitiveness and have the ability to transfer or re employment; migrant workers hope to complete the process of urbanization

through further learning opportunities; the new type of professional farmers are aimed at improving their educational level in order to better adapt to the rural revitalization model; veterans hope to align with the labor market, obtain better job opportunities and promotion opportunities.

2.2 Challenges faced by traditional academic evaluation under the background of one million enrollment expansion

In the context of the expansion of enrollment for millions of vocational colleges, non-traditional student groups such as migrant workers, laid-off workers, new professional farmers, and retired soldiers have entered the basic teaching process and become one of the main subjects of learning. The assessment of their learning outcomes is not only an important way to measure the teaching effectiveness of teachers and the learning situation of students, but also an important means to measure the professional skills and qualities of students. Due to the urgency of time, heavy workload, and the large expansion of enrollment and the wide range of enrollment targets, new requirements have been put forward for the academic evaluation of vocational college students. Traditional evaluation methods and systems can no longer meet the diverse, personalized, and comprehensive evaluation needs. How to deepen the reform of vocational education student evaluation has become an urgent problem to be solved. Higher vocational education must find a correct historical position, break away from traditional thinking patterns, explore academic evaluation methods, subjects, standards, etc. under the background of multiple structured student sources, and make a completely new transformation. Higher vocational colleges should address the challenges faced by current student evaluations, such as a single evaluation standard that is difficult to adapt to the diverse spectrum of student sources, unscientific evaluation content that is difficult to meet the diverse needs of job positions, and empower vocational colleges to develop with high quality.

2.2.1 Single evaluation criteria are difficult to adapt to the diverse spectrum of student sources

Academic evaluation standards are important criteria for measuring student academic achievement, which are based on national standards for student learning behavior. Together with curriculum standards, content standards, and performance standards, they form a standardized comprehensive evaluation system^[5]. With the diversification of student sources, various colleges and universities still adopt a unified and machine-made "standardized evaluation" method for evaluating students. This "quantitative evaluation" method has become a paradigm and important means for vocational colleges to evaluate students, usually enjoying the reputation of "scientific evaluation". The "score" and "ruler" methods are used to comprehensively measure students' moral quality, academic level, labor literacy, and innovation ability. This seemingly "reasonable" and "scientific" evaluation leads to the convergence of student development, and students are gradually "tools" and "means", becoming "products" processed and produced by colleges on the same scale. The expansion of enrollment for students involves retired military personnel, laid-off and unemployed individuals, migrant workers, and new vocational farmers. The use of stereotyped evaluation methods leads to one-sided evaluation results, which cannot reflect the true learning level of students with multiple structures. This restricts the achievement of talent cultivation goals in vocational colleges, resulting in poor quality of talent cultivation in vocational education.

2.2.2 The unscientific evaluation content is difficult to meet the diversified job requirements

Evaluation is a catalyst for learning, and the core of evaluation is to promote student learning. Vocational education involves many fields and majors, and the determination of evaluation indicators needs to consider the characteristics and needs of different majors, as well as be closely

related to industry needs and the requirements of employers for talents, to ensure that students' abilities and qualities match the job market. However, current student evaluations do not focus on future industry demands, education does not benchmark against future job demands, neglects the type attributes of vocational education, and lacks indicator design with vocational education characteristics in student evaluation content, losing its "professional nature". However, current student evaluations do not focus on future industrial needs. The educational goals do not align with future job demands, ignore the type attributes of vocational education. In the content of students' evaluation, there is a lack of index design with vocational education characteristics, which loses the "professional nature". After the expansion of enrollment in higher vocational education, the student population has become increasingly complex, and the evaluation content has not focused on the needs of different groups. Traditional content criteria are still used for unified evaluation of students, and due to the limited technology and conditions, the data source is relatively single. The generation of educational data and the collection of evaluation data have not been seamlessly integrated^[6]. The singularity and limitations of evaluation indicators lead to one-sided evaluation results, making it difficult to objectively reflect the true level and potential of students. Therefore, the mechanical detachment of evaluation content from the real work process of vocational positions goes against the unique mission of vocational colleges to cultivate technical and skilled talents. The failure to evaluate the ability of students to solve real problems in enterprises not only weakens the type characteristics of vocational education, but also hinders the "professionalization" development of higher vocational education.

3. Implementation Strategies for Academic Evaluation in Higher Vocational Education under the Background of Million Enrollment Expansion

Building a scientific, effective, and feasible academic evaluation system for higher vocational education students is not only an external requirement to comply with the national policy of expanding enrollment by one million, but also an internal demand for the development of higher vocational education types and the improvement of connotation quality. Due to factors such as vague academic evaluation standards for students, difficulty in adapting to the diverse spectrum of student sources, unscientific evaluation content, and difficulty in meeting the diverse job requirements, vocational education students still face many obstacles in academic evaluation. In order to improve the current problems in the academic evaluation of vocational college students in China, we should grasp the trend and direction of the development of student academic evaluation after the expansion of vocational college enrollment. We should place the background of the million yuan expansion of vocational college enrollment and student academic evaluation in the same analytical framework, focus on establishing a diversified and integrated student academic evaluation standard, and update the content of student academic evaluation in higher vocational education. We aim to propose some practical and feasible student academic evaluation strategies.

3.1 Establishing a diversified and integrated student academic evaluation standard

China is a vast education country, and it is unrealistic and impossible to establish a unified academic evaluation standard. As an equivalent type of general education, vocational education should break through the barriers of academic evaluation standards in general higher education, coordinate vocational colleges at various levels such as secondary vocational schools, higher vocational colleges, and vocational colleges, and establish a diversified and integrated academic evaluation standard for vocational education students. The traditional academic evaluation standards usually use corresponding measurement tools based on the goals of academic evaluation, but the increase in the number of students and the wide range of enrollment objects after enrollment

expansion make the academic evaluation standards more complex and diverse. The new form of higher vocational education requires evaluation and assessment to be guided from a unique standard to a multidimensional standard^[7]. Evaluation standards need to be set according to different educational and training objects, and should be composed of unified standards that need to be met and evaluation standards based on actual situations^[8]. Vocational education should establish scientific and reasonable evaluation standards through extensive research and expert consultation, so that it can comprehensively consider the comprehensive quality of students and meet industry needs. One is that the evaluation criteria should cover multiple dimensions, including professional knowledge level, practical operation ability, innovation ability, team cooperation ability, professional ethics, etc., to comprehensively evaluate their comprehensive quality and adaptability. The second is to introduce quantifiable indicators in the evaluation criteria as much as possible, such as skill level test scores, practical project achievements, etc., in order to objectively evaluate the performance of students. At the same time, based on the characteristics of different occupational fields, vocational education should determine the corresponding quantitative indicators to ensure its scientific and operational.

3.2 Update the content of academic evaluation for higher vocational education students

The talent cultivation goal of higher vocational education is to cultivate a group of high-level and high-quality technical and skilled talents, serve the needs of enterprise talent development, and promote the sustained, stable, and healthy development of China's economy. Traditional student academic evaluation only focuses on macro level development needs, neglecting the significant feature of combining with the demand for enterprise talent positions, which reduces the effectiveness of academic evaluation content. Updating the academic evaluation content of higher vocational education and combining it with the job requirements of enterprises is a booster for promoting the integration of industry and education. The direct impact of the million enrollment expansion is the increase in enrollment and the diversification of student sources. It is necessary to update the academic evaluation criteria that balance traditional and non-traditional sources in a timely manner. In order to achieve this goal, vocational colleges should actively pay attention to the learning interests and development needs of students with multiple structures, and promote the improvement of professional literacy and skills. At the same time, the content of academic evaluation should comprehensively consider comprehensive quality, professional competence, and practical ability, formulate the development needs of enterprise positions, appropriately integrate enterprise position evaluation content, enable students to adapt to the workflow and development direction of enterprise positions in advance, and ensure the effectiveness of evaluation content^[9].

4. Conclusion

The expansion of vocational education has lasted for more than five years, and most vocational colleges have reformed their academic evaluation based on the requirements of the million enrollment expansion policy and the actual development of the colleges. However, there are still a series of problems. Scientific academic evaluation not only provides support for curriculum and teaching reform, but also plays a role in monitoring, feedback, and regulating the quality of education and teaching in vocational colleges^[10]. Vocational colleges should incorporate academic evaluation into their daily teaching reforms, and enhance the initiative and enthusiasm of non-traditional students such as laid-off workers, migrant workers, unemployed individuals, migrant workers, and retired soldiers in their learning. Vocational colleges should grasp the inherent relationship between the expansion of vocational education and academic evaluation, clarify the objectivity and impartiality of academic evaluation standards, update the content of student

academic evaluation in higher vocational education, so that enterprises, students, and society can enjoy the dividends brought by the development of vocational education, and promote the high-quality development of higher vocational education in China.

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