



Construction of Scientific Evaluation System for Connotative Development of Higher Vocational Colleges in Yunnan in the New Era

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Abstract. The evaluation of the development of higher vocational colleges is the key to promoting the intensive development of higher vocational colleges. It can not only enable higher vocational colleges to form a relatively unified, systematic, scientific understanding on what is connotative development, how to operate and evaluate connotative development., but also help vocational colleges to recognize the level of their own connotative development and the development of regional higher vocational colleges. Through the current setting of the intensive development research platform of Yunnan higher vocational colleges, focusing on the basic principles and methods of evaluation indicators, under the preliminary construction of the scientific evaluation index of the intensive development of Yunnan higher vocational colleges, this study scientifically construct the scientific evaluation index system and the dynamic response plan for the intensive development of higher vocational colleges in Yunnan.

Keywords: Yunnan higher vocational colleges · Connotative development · Scientific evaluation system · Construction

1 Current Research Status and Problems of Development Evaluation of Higher Vocational Colleges in Yunnan

Higher vocational education is part of the most crucial part of our higher education. With the implementation of the enrollment expansion policy in recent years, higher vocational education has moved toward the process of popularization. As show in Table 1, between 2013 and 2017, the number of higher vocational colleges in Yunnan increased from 38 to 45. The enrollment increased from 40,800 to 98,900, an increase of 58.71%, and the number of students in the school increased from 11 million to 29.2 million, an increase of 62.35%. Up to now, the overall development momentum of higher vocational education in Yunnan is good, mainly reflected in the expansion of the scale, the improvement of the structure, the renewal of the concept and the improvement of benefits.

Table 1. Preliminary construction of the evaluation system of connotative development indicators in higher vocational colleges in Yunnan

Year	Number of higher vocational colleges	Entrants	Enrolment
2013	38	40845	109953
2014	37	72186	197833
2015	38	79621	228621
2016	41	79321	255335
2017	45	98919	292023

However, rapid development will intensify the expansion of college scale, which will lead to the imbalance of the structure of higher vocational colleges in Yunnan. To solve this problem, the key is to reform and adjust the education and teaching structure of higher vocational colleges in Yunnan, gradually take the road of connotative development, and finally make Yunnan higher vocational colleges more adapt to social development, which is also the rational choice and objective demand for the connotative development of higher vocational colleges in Yunnan.

There are many problems in the development of higher vocational colleges, such as utilitarianism, surface layering and formalization. However, the evaluation of higher vocational colleges lacks operational, reliable and scientific standards and methods. At the same time, rather than processes, there are more focus on results, quantitative research is also more popular than qualitative research. The scientific evaluation of the development of higher vocational colleges is the key to promote higher vocational colleges to develop orderly. It can not only enable higher vocational colleges to form a relatively unified, systematic, scientific understanding on what is connotative development, how to operate and evaluate connotative development, but also help vocational colleges to recognize the level their own connotative development and the development of regional higher vocational colleges. Therefore, the construction of the evaluation system of the connotative development of higher vocational colleges has important theoretical and practical significance.

2 The Setting of the Research Platform of Connotative Development in Higher Vocational Colleges in Yunnan

In order to make higher vocational colleges sustainably and healthily developing, the regional government plays the role as senior designer in top-level construction, and it can fully coordinate the relationship among the various elements of higher vocational education. The government should first coordinate the various higher vocational colleges in the region, formulate the professional layout of the higher vocational colleges, and provide matching high-level talents for the economic development of Yunnan, so as to promote the professional placement and enrollment scale of Yunnan higher vocational colleges. Secondly, the government should adopt legislation to establish a vocational education guarantee mechanism that can promote government-academic-industry cooperation, and to clarify the responsibility of enterprises in participating in

vocational education. Thirdly, the government should combine the professional layout of the higher vocational colleges and the current number of enrollment in Yunnan, and focus on supporting the professions that meet the needs of the talents in the labor market, and adapt appropriately regulation to form a special running model of Yunnan higher vocational colleges. Finally, the government should systematically sort out the disadvantage majors in the vocational colleges and provide corresponding funds and supporting policies, which is more conducive to the rational development of higher vocational colleges.

3 Construction of Scientific Evaluation Indicators of Connotative Development in Yunnan Higher Vocational Colleges

3.1 The Basic Principles and Methods of Index Construction

The basic principles for constructing scientific evaluation indicators for the in-depth development of higher vocational colleges in Yunnan include directional principles, scientific principles, feasibility principles, the combination of systemic and importance principles, and the principle of combining commonality and individuality. The principle of directional is to evaluate the purpose of the connotative development of higher vocational colleges, mainly reflected in the development of students' individuality and the improvement of the quality of school education. The scientific principle is the evaluation index system and its process is scientific and effective, and the scientific methods, methods and means are scientific theory and factual basis. The feasibility principle is feasible and operable, which is reflected in the fact that it is built on the international perspective and the actual foundation of the intensive development of higher vocational colleges. Considering the different level of connotative development of higher vocational colleges in different regions and schools. The principle of combining systematicness and importance is to reflect the characteristics of the college and the specific professional curriculum on the basis of comprehensive consideration. The combination of commonality and individuality is to comprehensively consider the essence and particularity of the intensive development of higher vocational colleges.

The basic methods for constructing the scientific evaluation index of connotative development in Yunnan higher vocational colleges are top-down, bottom-up, top-down and bottom-up integration. From top to bottom, the researchers propose preliminary indicators and frameworks based on the results of the research, and then thoroughly seek comments and suggestions from experts and relevant parties to revise and improve them. For the bottom-up, researchers extensively seek the opinions and suggestions of experts and relevant parties, then summarize the index system of the connotative development of higher vocational colleges. Top-down and bottom-up integration, while conducting theoretical research, extensively solicits opinions and suggestions from experts and relevant parties.

3.2 Preliminary Construction of Scientific Evaluation Index for Connotative Development of Higher Vocational Colleges in Yunnan

Based on the research of the connotative development of higher vocational colleges, the evaluation index system of connotative development of higher vocational colleges is preliminarily constructed. The index system mainly includes four aspects: cultural construction, curriculum setting, organizational characteristics management and quality improvement. Each large aspect contains 15 dimensions of the indicator system. The table below shows details (Table 2):

Table 2. Preliminary construction of the evaluation system of connotative development indicators in higher vocational colleges in Yunnan

NO.	Dimension	Dimension connotation	Indicator system
1	Cultural construction	The internal values, external style and brand temperament of the college	1.1 The development direction of featured products (such as reading, technology, calligraphy, etc.)
			1.2 Internal values (such as school mission, vision, goals, etc.)
			1.3 Teacher-student quality culture, behavior (such as activities, behavioral norms, relationships)
			1.4 Cultural representation (such as logo, cultural facilities, campus environment)
2	Curriculum setting	The characteristics of the curriculum, and its consistency with the school culture construction	2.1 Curriculum orientation
			2.2 Curriculum development (including curriculum resources, textbook development, etc.)
			2.3 Curriculum implementation (including corresponding teaching objectives, method reform)
			2.4 Course evaluation
3	Organizational management	The guarantee effect of school organization characteristic management on development	3.1 Faculty (especially teachers in advantage fields)
			3.2 President leadership (especially in the process of connotative development of the college)
			3.3 Mechanism construction (such as curriculum evaluation, student evaluation, teacher evaluation mechanism, etc.)
			3.4 Resource support (such as funding, facilities, professional, administrative support)

(continued)

Table 2. (continued)

NO.	Dimension	Dimension connotation	Indicator system
4	Quality improvement	The Effect and Influence of the Connotative Development of Higher Vocational Colleges on the Quality of School Running	4.1 Student Development (The impact of connotative development of higher vocational colleges on students)
			4.2 Teacher Development (The influence of connotative development of higher vocational colleges on teachers)
			4.3 College development (the impact of the connotative development of higher vocational colleges on colleges)

3.3 Scientific Evaluation Index of Connotative Development in Higher Vocational Colleges in Yunnan

Based on the research on the connotative development of higher vocational colleges, combined with the preliminary construction of the evaluation index system of the intensive development of higher vocational colleges in Yunnan, the process of connotative development of Yunnan higher vocational colleges contains three links: concept, practice and effect. The concept is the philosophy and goal of school-running. The practice is the curriculum setting and organizational characteristics management. The effect is the development of students, teachers and the college. Each major aspect contains 20 dimensions of the indicator system. Check the table below for details (Table 3):

Table 3. Scientific evaluation indexes of connotative development of higher vocational colleges in yunnan province

No.	Dimension	Content	Indicator	Indicator connotation
1	The degree of internal and external adaptability of the college’s characteristic brand	Does the matching of core values and goals lead the development of the college’s characteristic brands?	1.1 Schooling philosophy	1.1.1 The college’s educational philosophy and core values are in line with the its actual needs and traditions 1.1.2 Schooling philosophy reflects the college’s characteristics, brand and core values, and has personality, stability and inheritance
			1.2 Target direction	1.2.1 The college has distinct characteristics and reflects real needs and traditional history 1.2.2 Individualized educational goals and development goals 1.2.3 The goal is in line with the society’s requirements for talent and actual needs of students
2	The consistency of the development of college’s characteristic brand practice and concept	Mainly reflected in the consistency of the curriculum, school values and goals	2.1 Curriculum	2.1.1 The school sets the characteristic curriculum according to the goal and direction of the development of the characteristic brand, so that the educational goal can be completed

(continued)

Table 3. (continued)

No.	Dimension	Content	Indicator	Indicator connotation
				2.1.2 Characteristic curriculum reflects the college's values and students' abilities, interests and actual needs 2.1.3 Focusing on the completion of the characteristic goal and reflecting the values of the college during teaching progress 2.1.4 Exploring unique teaching models and forming unique teaching styles
			2.2 Organizational management	2.2.1 Presidents and teachers perform their duties to promote the completion of the school's target direction; 2.2.2 Course evaluation, student evaluation, and teacher evaluation are oriented to the school's values and goals; 2.2.3 College environment culture, construction and activities reflect the values, school philosophy and goal orientation
3	The quality of the college's characteristic practice	The impact of college development on students, teachers, and colleges	3.1 Student development	3.1.1 Students agree and like the characteristics of the college; 3.1.2 The development of college characteristics has enabled students to have certain interests and specialties, which promoted the development of students' core literacy and enhanced their interest in learning
			3.2 Teacher development	3.2.1 Teachers agree with the college characteristics; 3.2.2 The development of college characteristics enhances the teachers' cohesiveness and self-confidence, which enhances the teachers' curriculum executive force and improves their teaching philosophy and teaching methods
			3.3 College development	3.3.1 Parents are satisfied with the characteristics and effects of the college 3.3.2 The implementation of the course is recognized and praised by students and peers; 3.3.3 Through the development of featured brands, the overall quality of schooling has been significantly improved; 3.3.4 The college's characteristic culture is transformed into a common value criterion and behavioral method for teachers and students

4 Formulating the Dynamic Response Plan for the Connotative Development of Higher Vocational Colleges in Yunnan

4.1 For the Establishment of the Evaluation System, It Is Necessary to Improve the Legal System Timely and Effectively

The establishment of the evaluation system requires the government to correctly position its functions and status during the progress. The characteristics of higher vocational education require social evaluation as the leading factor in formulating the evaluation system. The government must guide all sectors of society to participate in the evaluation through various laws and regulations, and truly establish an evaluation system suitable for the development of local higher vocational education. Higher vocational colleges themselves must put increasing quality in a prominent position while expanding their scale.

In the system design of the social evaluation system of higher vocational colleges, innovation and continuous optimization should be carried out from the cultural level and the institutional level. In the systematic design progress, it should reflect the scientific nature, and enhances the quality and competitiveness of the national vocational talents. Establishing an evaluation system of restraint, incentive and competition can promote the connotation construction of higher vocational colleges, restrain bad behaviors, and promote the optimization construction of social evaluation system in higher vocational colleges.

4.2 The Government Should Decentralize, and the Industry Should Take the Initiative to Evaluate

The government should change its position as a guide, give the evaluation leading power to the society, and give industrial enterprises and social intermediary organizations the responsibility to participate in higher vocational evaluation. At the same time, taking advantage of foreign experience to improve the higher vocational evaluation system, Government departments should also hand over power to social organizations to implement social evaluation of higher vocational colleges and stimulate diversified evaluation. The evaluation agencies should extensively absorb third-party evaluations of enterprises, industry organizations, educational research institutions, and other social forces to implement the quality of education.

Government regulation should reduce its direct jurisdiction, support higher vocational evaluation to promote communication and management services, and rely on industry associations to achieve its management and service functions over higher vocational colleges. The new assessment mechanism should enable students to assess teachers, teachers to assess students, industry and students to assess each other.

4.3 The Improvement the Evaluation Index System and Innovation of Evaluation Methods

At present, the index system for evaluation of higher vocational colleges is not perfect, and the evaluation index system should be further improved. The evaluation system should reflect professionalism, regularity and forward-looking. First of all, we should study the evaluation index system in depth and improve the quality of evaluation. Secondly, we should pay attention to the social satisfaction and social service quality to adapt to the development of higher vocational characteristics in the evaluation, and increase the proportion of advantage majors in the weight of evaluation indicators. The evaluation content should increase the evaluation of students' knowledge and skills, and the evaluation method should reflect the scientific nature of the data. Finally, the feedback mechanism should be timely and effective.

In the new era, the evaluation of vocational colleges should adopts a combination of quantitative evaluation and qualitative evaluation, and adopts new methods such as Internet+, big data, and cloud computing. Data mining should be conducted on the evaluation results to obtain deep-seated influencing factors. It is necessary to integrate resources and obtain information according to needs, thereby reducing resource costs such as manpower and financial resources. At last, in order to achieve the improvement and optimization of education quality, it is important to improve the scientificity of the evaluation results and the rapid conversion of the results data.

4.4 Emphasizing the Construction of the Expert Team and the Dynamics of the Management Mechanism

To overcome the negative role of the mindset of evaluators, the differences of the evaluation of general higher education and higher vocational education should be distinguished, and the particularity of higher vocational education should be highlighted. Only in this way can the evaluation results of higher vocational education be more credible and authoritative, so that the evaluation of higher vocational education can adapt to the new changes and new situations that are constantly developing in current society. As a highly professional higher vocational education assessment activity, the diversity of experts and evaluating forms is critical. It is necessary to continuously improve the evaluation level so that the assessment is more international and scientific.

4.5 The Establishment of an Effective Monitoring Mechanism and to Ensure the Fairness of the Evaluation Process

The supervision mechanism is required by any system. Reasonable supervision can constrain the behavior of the evaluation subject, guarantee the quality of the evaluation subject, ensure the evaluation results are fair and accurate, and thus obtain good evaluation benefits. Therefore, the number of evaluation subjects in the evaluation of higher vocational colleges is increasing. These departments produce assessment reports and innovative assessment methods at different levels through continuous, dynamic, and scientific data collection and analysis.

It is not only the requirements of the times, but also the urgent desire of current society to integrate education fairness and transparency into the performance appraisal system of higher vocational education and to improve the fair and transparent system of higher vocational education. In order to ensure the fairness and transparency of higher vocational rankings, an open punishment mechanism, feedback mechanism and management mechanism are needed. Higher vocational colleges should make adjustments, according to their own limitations, to enhance their own connotation construction, improve their own competitiveness, and strengthen their service functions. In this way, the influence and competitiveness of higher vocational education can be continuously improved, so that the long-term development of higher vocational education can be realized.

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