

# Reconstruction of the higher education evaluation system based on the perspective of student development

Shipeng LI

Henan Institute of Science and Technology, Xin xiang 453003, China

**Abstract:** With the development of social economy and the continuous progress of educational philosophy, the traditional higher education evaluation system can no longer fully meet the needs of diversified student development in the new era. This paper aims to reconstruct the higher education evaluation system. First, through a literature review, it summarizes the research progress on education evaluation systems both domestically and internationally, clarifying the significant role of student development theory in education evaluation. Second, it constructs a theoretical model of an education evaluation system based on student development, analyzing the interactions among various elements within the model. Third, using a combination of case studies and questionnaire surveys, it empirically analyzes the impact of the current evaluation system on student development, revealing existing problems. On this basis, specific and feasible improvement measures are proposed. Finally, the main findings of the study are summarized, and directions for future research are suggested.

**Key words:** higher education evaluation; student development; evaluation system reconstruction; educational reform

## 1 Introduction

In today's knowledge economy, higher education, as a crucial base for national talent cultivation, directly impacts the country's development and social progress. The higher education evaluation system, as a key tool for measuring educational quality, guiding educational reform, and promoting educational development, is of utmost importance. However, the current evaluation system has exposed several issues in practice, such as an excessive focus on scores and rankings, neglecting individual differences and developmental needs. Therefore, it has become particularly urgent to reconstruct the evaluation system of higher education from the perspective of student development.

The current issues in the higher education evaluation system mainly include:

- (1) Single evaluation content: Overemphasizing knowledge and skill assessment while neglecting students' overall qualities and innovation capabilities.
- (2) Quantitative methods: Relying on quantitative indicators and lacking attention to students' development process.
- (3) Single evaluation subject: Insufficient participation of students, parents, and other stakeholders.
- (4) Utilitarian application: Evaluation results are often tied to resource allocation and professional title evaluations, leading to distorted evaluations.

These issues severely limit the effectiveness of higher education evaluation and hinder the improvement of talent

cultivation quality. The new evaluation system will be student-centered, focusing on comprehensive development and fully reflecting the guiding, motivating, and diagnostic functions of educational evaluation. This will provide strong support for higher education reform and development. Through this study, we hope to provide theoretical basis and practical guidance for building a more scientific, reasonable, and effective higher education evaluation system, better serving the prosperity of China's higher education [1].

## **2 Theoretical foundation**

### **2.1 Student development theory**

Student development theory provides theoretical support and practical guidance for the reconstruction of the higher education evaluation system. The following are some major theories.

#### **2.1.1 Humanistic student development theory**

The theory emphasizes the subjectivity and self-realization of students, viewing the fundamental goal of education as promoting the personal development and self-growth of students. It advocates that education should focus on students' emotions, attitudes, values, and creativity, as well as their intrinsic motivation and needs. In the reconstruction of the evaluation system, humanistic theory promotes a student-centered approach, valuing students' personalized experiences and growth processes.

#### **2.1.2 Social constructivism student development theory**

It posits that knowledge is constructed by learners through interaction with the environment, emphasizing the sociality and contextuality of learning. It advocates that education evaluation should consider students' social interactions, cultural backgrounds, and cognitive processes, as well as their active construction and meaning generation in the learning process. In the reconstruction of the evaluation system, social constructivism promotes evaluating students' abilities through cooperative learning and practical exploration.

#### **2.1.3 Holistic student development theory**

It stresses the balanced development of students' moral, intellectual, physical, and aesthetic capabilities, aiming to cultivate students' overall qualities. It advocates that educational evaluation should be comprehensive and diverse, not only focusing on academic performance but also on students' physical and mental health, social adaptability, and innovation capabilities. In the reconstruction of the evaluation system, holistic theory guides the diversification of evaluation content and the comprehensiveness of evaluation methods [2].

### **2.2 Education evaluation theory**

Education evaluation theory provides methodological guidance for the higher education evaluation system. The following are some major theories.

#### **2.2.1 Goal-oriented evaluation theory**

It uses educational goals as the starting and ending point of evaluation, emphasizing that evaluation activities should revolve around predetermined educational goals. It advocates that evaluation should have clear orientation, inspecting whether educational goals have been achieved. In the reconstruction of the evaluation system, goal-oriented theory guides the formulation of evaluation standards and the setting of evaluation goals.

#### **2.2.2 Process-oriented evaluation theory**

It focuses on the implementation process of educational activities, believing that evaluation should run throughout the entire educational process, paying attention to both process and outcome. It emphasizes that evaluation should be formative, providing timely feedback to optimize the educational process. In the reconstruction of the evaluation system, process-oriented theory stresses the process and dynamic nature of evaluation.

### 2.2.3 Outcome-oriented evaluation theory

It centers on the final outcomes of educational activities, emphasizing that evaluation should objectively and accurately reflect educational effects. It advocates that evaluation should be summative, providing a basis for educational decision-making. In the reconstruction of the evaluation system, outcome-oriented theory guides the application of evaluation results and the assessment of evaluation effects.

## **3 Principles and methods for reconstructing the higher education evaluation system**

### 3.1 Reconstruction principle

#### 3.1.1 Student-centered development

The core of reconstructing the higher education evaluation system lies in adhering to the principle of student-centered development. This means that the design and implementation of the evaluation system should always revolve around students' growth needs, individual characteristics, and long-term development, ensuring that evaluation activities promote the comprehensive development and self-realization of students. Evaluation content should cover multiple aspects of students, including knowledge, abilities, emotions, attitudes, and values, fully reflecting individual differences and diversity [3].

#### 3.1.2 Systematic and comprehensive

The higher education evaluation system should be systematic and comprehensive, ensuring that evaluation activities comprehensively and systematically reflect educational quality. This requires the system to be logically clear and hierarchically structured, covering all aspects of educational goals, processes, and outcomes, forming an organic whole. The system should also take into account the characteristics of different disciplines, majors, and courses.

#### 3.1.3 Scientific and practical

Scientificity and practicality are basic requirements for the reconstruction of the evaluation system. Scientificity is reflected in the objectivity, fairness, and rationality of evaluation standards, methods, and processes, ensuring the validity and credibility of evaluation results. Practicality requires that the evaluation system be easy to operate and effectively applied in actual educational activities, providing strong support for educational decision-making.

#### 3.1.4 Continuous improvement and innovation

The evaluation system of higher education should have the ability of self-renewal and continuous improvement to meet the needs of educational reform and social development. This means that the evaluation system should innovate, incorporating new educational concepts, technologies, and methods in a timely manner to maintain its vitality and relevance.

### 3.2 Methods of reconstruction

#### 3.2.1 Combining theoretical analysis with practice

In the process of reconstructing the higher education evaluation system, theoretical analysis should be combined with practice. On one hand, related theories should be deeply studied to provide a solid theoretical foundation for the evaluation system. On the other hand, educational practice should be closely integrated, using empirical research and case analysis to continuously test and refine the evaluation system, ensuring that it meets the actual needs.

#### 3.2.2 Combining quantitative and qualitative evaluation

Quantitative and qualitative evaluation each have their advantages, and combining them can more comprehensively and accurately reflect educational quality. When reconstructing the evaluation system, appropriate use of quantitative and qualitative methods should be made based on the characteristics of the evaluation content, ensuring that evaluation results are supported by data and retain depth and explanatory power.

### 3.2.3 Combining process and outcome evaluation

Process evaluation focuses on the quality of the educational process, while outcome evaluation focuses on the final results of educational activities. Combining both allows for a comprehensive evaluation of educational quality, paying attention to both the process and the results of educational activities. This combination helps to identify problems in the educational process in a timely manner and provides a basis for continuous improvement.

## **4 Construction of the higher education evaluation system based on the perspective of student development**

### 4.1 Evaluation goals

#### 4.1.1 Enhancing students' comprehensive quality

The fundamental goal of constructing the higher education evaluation system is to promote the enhancement of students' comprehensive quality. This includes improving students' professional knowledge, practical abilities, innovative spirit, moral character, and physical and mental health, aiming to stimulate students' potential and guide them to become high-quality talents that meet the needs of social development.

#### 4.1.2 Improving talent cultivation quality

The evaluation system should aim to improve the overall quality of talent cultivation. Through comprehensive and objective evaluations, universities can better understand educational outcomes, optimize resource allocation, and improve teaching and educational methods, thereby continuously enhancing the level and efficiency of talent cultivation.

### 4.2 Evaluation indicator system

#### 4.2.1 Student development outcomes indicators

These indicators primarily include students' academic performance, research achievements, competition awards, and career development, directly reflecting students' learning outcomes and growth during their university years.

#### 4.2.2 Teaching process indicators

These indicators focus on the implementation process of teaching activities, including curriculum settings, teaching methods, teaching attitudes, teacher-student interactions, and learning atmosphere, aimed at evaluating whether the teaching process is scientific and reasonable and conducive to the cultivation of students' abilities.

#### 4.2.3 Educational resources and environment indicators

These indicators involve teaching facilities, library resources, experimental equipment, and online platforms, evaluating the material conditions and environmental support provided by the university, which significantly impact students' learning and growth.

#### 4.2.4 Educational management and assurance indicators

These indicators include educational policies, management systems, faculty teams, and quality monitoring, evaluating the level of educational management and assurance, which are key factors in ensuring educational quality.

### 4.3 The implementation process of evaluation

#### 4.3.1 Preparation stage

In the preparation stage, the university needs to clarify evaluation goals, develop an evaluation plan, determine evaluation standards and indicator systems, select appropriate evaluation methods, and organize an evaluation team, conducting necessary training and preparations.

#### 4.3.2 Implementation stage

The implementation stage involves conducting evaluation activities according to the established plan. This stage requires collecting relevant data and information through various methods such as questionnaires, interviews, observations,

and tests, ensuring the authenticity and validity of the evaluation data.

#### 4.3.3 Analysis and feedback stage

In the analysis stage, the collected data should be organized and analyzed to derive evaluation results and provide explanations. Subsequently, the evaluation results should be fed back to relevant stakeholders, such as teachers, students, and managers, to help them understand the current state of education and existing issues.

### **5 Implementation strategies and guarantee measures for reconstructing the higher education evaluation system**

To ensure the smooth implementation and long-term operation of the reconstructed higher education evaluation system, the following strategies and guarantee measures are essential.

#### 5.1 Policy support and institutional guarantees

The reconstruction of evaluation system requires policy support and institutional guarantees. First, government and educational authorities should issue relevant policies, clarifying the direction, goals, and requirements of the system reconstruction, providing policy guidance for universities. Second, universities need to establish and improve internal management systems, including the organizational structure, operating mechanisms, and responsibility distribution, ensuring the standardization and authority of evaluation activities. Additionally, incentive and constraint mechanisms should be established to encourage innovation and ensure the continuous improvement of the system.

#### 5.2 Evaluation team building and capability enhancement

The professional competence and capability of the evaluation team directly affect the quality of the evaluation system. Therefore, universities should prioritize the building of the evaluation team, selecting and cultivating personnel with professional knowledge and evaluation skills. Specific measures include conducting training on evaluation knowledge and skills to improve the professional level of evaluators; encouraging evaluators to participate in domestic and international academic exchanges to broaden their horizons; and establishing a qualification certification system for evaluators to ensure the stability and professionalism of the evaluation team.

### **6 Conclusion**

This study focuses on the reconstruction of the higher education evaluation system. Although the research primarily relies on theoretical analysis and has limitations in practical verification, it provides insights for the higher education evaluation system, that is, evaluation should focus on the comprehensive development of students, balance quantitative and qualitative evaluations, enhance the capabilities of the evaluation team, leverage information technology to establish social participation and supervision mechanisms, and continuously optimize the evaluation system to adapt to educational reform and talent cultivation needs.

#### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

#### **References**

- [1] Liu Y. 2016. Discussion on the reconstruction of the teaching evaluation system for university teachers in China. *Heilongjiang Research on Higher Education*, 1: 59-61.
- [2] Zhu ZH. 2006. Thoughts on the construction of a quality education evaluation system in universities. *Educational Exploration*, 3: 61-62.
- [3] Li XJ. 2024. Issues and countermeasures in the evaluation system of ideological and political education in universities. *Journal of Henan Institute of Technology*, 32(04): 54-57+67.