

# **Research on the Student Assessment System of Higher Vocational Colleges in the Internet era**

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**Keywords:** Higher vocational School; the Internet era; Student assessment system

**Abstract:** At present, social and economic development is booming, but social competition is becoming increasingly fierce. No matter from the macro perspective or micro perspective, all the competition can ultimately boil down to talent competition. In view of the current situation, the high-quality talents cultivation is mainly concentrated in institutions of higher education. How to comprehensively, objectively and scientifically evaluate the comprehensive quality of students has become a necessary problem. As a part of colleges and universities, higher vocational colleges are also confronted with this severe problem. This paper first determines the principles of the comprehensive quality assessment system for college students. And then this paper determined the evaluation index. Finally, the author puts forward some suggestions for the quality evaluation of college students.

## **1. Introduction**

With the rapid development of higher vocational education, the number of students is increasing rapidly. The quality and characteristics of students have changed greatly, which makes the student management in higher vocational colleges face new challenges. How to do a good job in the comprehensive quality student assessment in higher vocational colleges is an important subject for the researchers. This student assessment system can improve the students' comprehensive ability and achieve the training goal of higher vocational education. The comprehensive quality is the quality developed through learning, education and practice on the basis of innate IQ. So, it can be said that the comprehensive quality and innate factors have a certain relationship, but mainly by the acquired. Comprehensive quality mainly includes cultural quality, moral quality, ability quality, physical and mental health and other qualities. This article will carry on the research to the high vocational college student comprehensive quality characteristic, hoped can find out a science, the comprehensive, the objective appraisal system.

## **2. The principle on the student assessment system in the Internet era**

### **2.1. The measurability characteristics**

An important symbol of the student assessment system is its measurability. Measurability is that the content of student assessment system can be generalized and expressed in operationalized language. We can obtain information, draw a conclusion or get a practical index score through certain measurement means. Generally speaking, specific indicators are easy to measure, while abstract indicators are difficult to measure. Quantitative indicators are easy to measure, while qualitative indicators are difficult to measure. In the design of the student assessment system, on the one hand, the evaluation involves many objects; on the other hand, the connotation and extension are embodied in the whole process of students' study and development, which is comprehensive and complex.

### **2.2. The conciseness characteristics**

The comprehensive quality student assessment system should not only be able to measure all aspects of the students in school, but also be convenient to carry out practical operation in the actual

evaluation process. This requires that we must fully consider the convenience of the system, follow the principle of conciseness. Such as, the content is concise, the level is reasonable and clear, the indicator expression is concise and accurate, and the items should be as few as possible. The comprehensive quality student assessment system should take into account all aspects of factors, as well as the measurability of various factors.

### 2.3. The completeness characteristics

The comprehensive quality student assessment focuses on the comprehensive and harmonious development of talent quality. So, the design of the evaluation system should also determine the principle of comprehensively reflecting the quality of talents, which is the principle of completeness. The principle of completeness should follow the principles of comprehensiveness, completeness and wholeness. It requires the standard detailed index system can reflect the quality of students from multiple levels, multiple perspectives, and multiple main lines. Only in this way can we ensure that the evaluation results can reflect the quality of college students with comprehensive, comprehensive and accurate.

### 3. The main indexes construction of the comprehensive quality assessment system



Figure 1: The main indexes of the comprehensive quality

The comprehensive quality student assessment system includes ideological quality, academic quality, ability quality, cultural quality and physical and mental quality. Among the above five qualities, ideological quality is the political direction and soul of college students' growth and success. The main indexes of the comprehensive quality are shown as the figure 1. And the the main indexes of the comprehensive quality student assessment system is shown in the table 1.

### 4. Suggestions for improving the students' comprehensive quality

#### 4.1. Improve students' learning ability

In order to realize their ideals, students in higher vocational colleges must rely on constantly updating their own ideas. Only in this way can we prove our own value and adapt to the modern society development. Students should work hard to improve their abilities. At the same time, we should establish the learning concept of lifelong learning, and constantly observe and summarize. Finally, the comprehensive quality can be improved.

#### 4.2. Focus on learning

Competition in modern society is fierce and the pressure of employment is increasing. Employers require students to have a solid professional foundation when selecting students. Excellent higher vocational graduates must have solid basic knowledge, professional knowledge and social knowledge. We must pay attention to the accumulation of personal knowledge at ordinary times, so that students can make a difference in the fierce competition. In addition, the school should also pay attention to the overall development of students. We need to constantly improve the humanistic quality, and ultimately improve the comprehensive quality.

Table 1: The main indexes of the comprehensive quality student assessment system

| First-level indicators          | Second-level indicators              | Third-level indicators                            |
|---------------------------------|--------------------------------------|---|
| Ideological quality             | Political quality                    | The theoretical level                             |
|                                 |                                      | Political beliefs                                 |
|                                 |                                      | Three views of science                            |
|                                 |                                      | patriotism  |
|                                 | Moral quality                        | Social morality                                   |
|                                 |                                      | The sense of responsibility                       |
|                                 |                                      | Collective idea                                   |
|                                 |                                      | Civilization accomplishment                       |
|                                 | Law and order of quality             | Abide by laws and regulations                     |
|                                 |                                      | Democratic ideas                                  |
|                                 |                                      | School compliance                                 |
| The academic quality            | learning ability                     | Self-study ability                                |
|                                 |                                      | Network learning ability                          |
|                                 | Study result                         | Course grade                                      |
|                                 |                                      | Foreign language achievement                      |
| Ability quality                 | Innovation ability                   | Computer grade                                    |
|                                 |                                      | Participate in science and technology activities  |
|                                 |                                      | Science and technology competitions               |
|                                 | Practice ability                     | Entrepreneurial awareness and ability             |
|                                 |                                      | Participation in social practice                  |
|                                 |                                      | Ability to solve practical problems               |
|                                 | Organization and management ability  | Social work ability                               |
|                                 |                                      | teamwork ability                                  |
|                                 |                                      | Interpersonal communication skills                |
| Cultural quality                | Humanistic and accomplishment        | Have humanistic knowledge                         |
|                                 | Cultural and artistic accomplishment | Participate in humanities activities              |
|                                 |                                      | Participation in literary and artistic activities |
|                                 |                                      | Participate in cultural and art competitions      |
| The physical and mental quality | Physical quality                     | Physical condition assessment                     |
|                                 |                                      | Get involved in sports                            |
|                                 |                                      | PE score  |
|                                 |                                      | Participate in sports competitions                |
|                                 | Psychological quality                | Can-do spirit                                     |
|                                 |                                      | Emotional regulation ability                      |
|                                 |                                      | Ability to withstand setbacks                     |

### 4.3. Strengthen the cultivation of humanistic quality

By infiltrating humanistic quality into every educational link, we must strengthen the whole process of cultivating humanistic quality. First, higher vocational colleges offers necessary courses in humanities and social sciences for guiding students to learn knowledge in multidisciplinary fields. Only by strengthening the cultural information of classroom teaching, can students form a reasonable knowledge structure. Second, we should infiltrate the cultivation of humanistic quality into professional education. Thirdly, higher vocational colleges need to cultivate students' humanistic quality through various forms and adjust students' internalization of knowledge by imperceptible influence.

## 5. Conclusions

As an evaluation system for students in higher vocational colleges, comprehensive quality assessment plays an important role in mobilizing students' initiative to study, improving their comprehensive quality, cultivating innovative spirit and enhancing practical ability. We should practice and explore constantly, and then perfect evaluation system. Only by establishing a set of comprehensive quality assessment system, can we do a good job in the comprehensive quality assessment of students. Through the comprehensive quality evaluation system, we can improve the comprehensive quality and achieve the goal of talent training.

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