

# **Evaluation of the Development Ability of Higher Vocational Economics and Management Majors under the Perspective of “Internet + Creating Customer Education”**

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**Abstract:** Specialty is the foundation of Higher Vocational colleges, and the research of professional development ability is particularly important. Combining with the reality of the development of economic management specialty in Higher Vocational colleges, this paper establishes a three-level evaluation model of 40 indicators' development ability, uses expert evaluation method to determine the weight of various indicators, and uses examples to analyze the main problems. At the same time, it puts forward feasible countermeasures.

## **1. Introduction**

Professional development ability is not only the embodiment of core competitiveness of Higher Vocational colleges, but also the foothold of their construction and development. Professional development ability refers to the potential ability of the specialty to make full use of internal resources, use external support resources, expand its scale and strengthen its strength on the basis of its existence. The ability of professional development is strong or not, which directly affects the quality of school personnel training. Some majors seem bright, but the society and students are not satisfied; some majors seem to be traditional, but they are generally welcomed by the society and students. How to develop the specialty of Higher Vocational Colleges and whether it has a development prospect? It is particularly necessary to analyze and evaluate the professional development ability of Higher Vocational colleges.

## **2. Building of Characteristic Tourism Brands**

The purpose of evaluating the professional development ability of higher vocational colleges is not simply to focus on rewards and punishments, but mainly to promote the construction, adjust and optimize the professional structure, improve the quality and efficiency of key specialties, and better comply with the law of professional development.

### **2.1 Principles for the Construction of Evaluation Index System.**

The evaluation of professional development ability must have a set of clear quantitative indicators. The establishment of the index system is the core part of the evaluation of professional development ability, and it is the key factor related to the credibility of the evaluation results. To construct a scientific and reasonable evaluation index system of professional development ability, we should follow the basic principles of systematicness and scientificity, current situation and future, comparability and operability.

### **2.2 Determination of Evaluation Index System.**

On the basis of the above principles, this paper solicits the opinions of many experts and designs a set of evaluation index system for professional development ability of Higher Vocational colleges, as is shown in Table 1. This set of indicators is composed of five first-level indicators, 25 second-level indicators and some third-level indicators, such as organizational coordination ability, education and teaching ability, learning and innovation ability, social influence, professional

prosperity index, etc., which are gradually decomposed and refined. In terms of the content of the indicators, subjective impression and objective facts, teachers' self-evaluation and society are also realized. And students' satisfaction, current situation evaluation and future prediction are highly unified.

Table 1 Professional Development Ability Assessment Table

First-level indicators	Secondary indicators	Three-level indicators
Organizational coordination capacity	Leadership	
	Decision-making and Strategic Implementation Ability	
	Information Acquisition and Processing Capability	
	School Culture Construction	
	Student Management and Service Work	
Teaching Ability	Evaluation of Teachers'Quality	academic level
		knowledge structure
		Professionalism
		teaching method
	Evaluation of teaching and assistant facilities	Teaching quality
		Teaching Conditions of the Specialty
		Selection of textbooks for this major
		Books and materials of this specialty
	Satisfaction Evaluation of Course Settings	Management and Service of Educational Staff
		Rational degree of curriculum design
Degree of Help for mastering professional knowledge and skills		
Improvement of Practical Ability		
Student Evaluation	Professional training objectives and specifications in accordance with social needs	
	Degree of Help for Future Study and Work	
	Educational management level	
	Teaching quality	
Innovation ability	Professional Course Setting	
	Study atmosphere	
	Practical Teaching	
Innovation ability	Number of awards at or above the municipal level in that year	
	Annual per capita number of papers	
	Number of topics and Monographs in that year	
Professional influence	Rate of employment	
	Number of school-enterprise cooperation	
	Number of Graduates Nurtured in the Year	
	Enterprise Evaluation	
First-level indicators	Secondary indicators	Three-level indicators
Professional Prosperity Index	Ratio of freshmen enrollment to the previous year	
	Ratio of Graduates to Enrollment in the Year	
	Ratio of financial allocation to the average of the previous two years	
	Teacher Confidence Index	
	Development Expectation Index	
	Students consider the employment prospects of their major	
	Do students want to engage in a job corresponding to their major after graduation?	
	What is the confidence of students in their major?	
	Does Graduates'Work Match with Their Majors	

### 3. Evaluation Method of Economic Management Professional Development Ability in Higher Vocational Colleges

#### 3.1 Weight Setting.

For the first-level indicators, the expert evaluation method is adopted. Thirteen experts in the field of business, industry and enterprise of Yichang government functional organizations, and education and teaching of colleges and universities are invited to determine the weight coefficients of five first-level indicators, 27 second-level indicators and some third-level indicators respectively, and the average value is counted as each index. Weight coefficient.

#### 3.2 Quantification and Calculation of Evaluation Index.

There are two methods to quantify the evaluation index: one is piecewise assignment method, the other is direct equal scale method. Among them, the first three second-level indicators of the first-level indicators innovation ability, professional influence and professional prosperity index are quantified by the method of piecewise assignment. The other indicators adopt the direct equal scale method. Each indicator is divided into five grades: very satisfactory, satisfied, general, unsatisfactory and very unsatisfactory. They are assigned 4 points, 3 points, 2 points, 1 points and 0 points respectively.

#### 3.3 Exponential Synthesis.

The index synthesis adopts the comprehensive index evaluation method, which has the characteristics of intuition, transparency and easy operation. The calculation formula is as follows:

Evaluation index equals the sum from Evaluation Value of Indicators times Index weight.

#### 3.4 Evaluation of Development Capability.

The score of the evaluation index is distributed between 0 and 4 points. According to the expert's suggestion, it will be divided into 5 sections, and the development ability will be evaluated according to "poor, poor, general, good and good", as is shown in Table 2.

Table 2 Professional Development Ability Subsection Evaluation Table

Serial number	Score	Evaluation
1	0-0.8	bad
2	0.8-1.6	inferior
3	1.6-2.4	moderate
4	2.4-3.2	better
5	3.2-4	good

### 4. Application Examples

Taking Yichang regional economic management as an example, this paper conducts sample surveys for students, graduates, teachers, enterprises and educational experts. A total of 320 questionnaires are distributed and 283 questionnaires are collected, of which 268 are valid.

Each index is counted according to five grades: good, good, general, bad and very bad. The weighted average score is calculated by assigning 4, 3, 2, 1 and 0 in turn.

#### 4.1 Comprehensive Evaluation of Professional Development Ability.

According to the formula of evaluation index, it is concluded that the development ability of economic management specialty in Yichang higher vocational education is 2.126, which is generally evaluated. The evaluation table of the development ability of economic management specialty in higher vocational colleges is shown in Table 3.

Table 3. Evaluation Table of Development Ability of Economics and Management Specialty in Higher Vocational Colleges

First-level indicators	Weight	Indicator value	Score
Organizational coordination capacity	0.17	2.239	0.381
Teaching Ability	0.40	2.220	0.888
Innovation ability	0.10	1.367	0.137
Professional influence	0.13	2.486	0.323
Professional Prosperity Index	0.20	1.985	0.397
<b>Comprehensive score</b>			2.126

## 4.2 Evaluation of First Level Indexes

### 4.2.1 Evaluation of Organizational Coordination Ability.

The evaluation of organizational coordination capacity includes five indicators. As can be seen from Table 4, the score of organizational coordination ability is 2.239, which is generally evaluated. Among the second-level indicators, the two indicators with lower scores are decision-making and strategy implementation ability, school culture construction, and the other two indicators with higher scores are student management services, which have achieved better evaluation.

Table 4. Organizational Coordination Ability Evaluation Table

First-level indicators	Secondary indicators	Weight	Indicator value	Score
Organizational coordination capacity	Leadership	0.220	2.283	0.502
	Decision-making and Strategic Implementation Ability	0.240	2.045	0.491
	Information Acquisition and Processing Capability	0.200	2.370	0.474
	School Culture Construction	0.190	2.022	0.384
	Student Management and Service Work	0.150	2.587	0.388
<b>Comprehensive score</b>				2.239

### 4.2.2 Evaluation of Teaching Ability.

The evaluation of teaching ability includes four secondary indicators and 19 tertiary indicators, which are evaluated from four aspects: teachers'quality, teaching aids, curriculum facilities and students' evaluation. As can be seen from Table 5, the teaching ability score is 2.285, which is generally evaluated. Among the second-level indicators, the two indicators with lower scores are teaching aids and curriculum settings, and the higher scores are teachers'quality and students' evaluation, which achieves better evaluation. The evaluation of three-level indicators shows that the index value of learning atmosphere is lower than other indicators of education and teaching ability.

Table 5. Teaching Ability Assessment Table

First-level indicators	Secondary indicators	Weight	Three-level indicators	Weight	Indicator value	Score	Secondary Index Score	Grade I Index Score
Teaching Ability	Evaluation of Teachers' Quality	0.23	Academic level	0.18	2.438	0.439	2.444	0.562
			Knowledge structure	0.19	2.507	0.476		
			Professionalism	0.20	2.513	0.503		
			Teaching method	0.21	2.407	0.506		
			Teaching quality	0.22	2.368	0.521		
	Evaluation of teaching and assistant facilities	0.15	Teaching Conditions of the Specialty	0.26	2.032	0.528	2.094	0.314
			Selection of textbooks for this major	0.25	2.188	0.547		
			Books and materials of this specialty	0.25	2.053	0.513		
			Management and Service of Educational Staff	0.24	2.104	0.505		
	Satisfaction Evaluation of Course Settings	0.35	Rational degree of curriculum design	0.16	2.132	0.341	2.119	0.742
			Help to master professional knowledge and skills	0.20	2.088	0.418		
			Improvement of Practical Ability	0.17	2.091	0.355		
			Professional training objectives and specifications in accordance with social needs	0.24	2.147	0.515		
			Degree of Help for Future Study and Work	0.23	2.131	0.490		
	Student Evaluation	0.27	Educational management level	0.12	2.708	0.325	2.470	0.667
			Teaching quality	0.19	2.750	0.523		
			Professional Course Setting	0.27	2.583	0.698		
			Study atmosphere	0.18	1.977	0.356		
			Practical Teaching	0.24	2.370	0.569		
Comprehensive score								2.285

#### 4.2.3 Evaluation of Innovation Ability.

The evaluation of innovation ability includes three indicators, which are awards, papers and scientific research topics. As can be seen from Table 6, the score of innovation ability is 1.367, and the evaluation is poor. Among the secondary indicators, the number of papers per capita is only 0.6 per year, which reflects the poor professional innovation ability of professional teachers in Higher Vocational colleges.

Table 6. Teaching Ability Assessment Table

First-level indicators	Secondary indicators	Weight	Indicator value	Score
Innovation ability	Number of awards at or above the municipal level in that year	0.36	1.370	0.493
	Annual per capita number of papers	0.30	1.065	0.320
	Number of topics and Monographs in that year	0.34	1.630	0.554
Comprehensive score				1.367

#### 4.2.4 Professional Impact Assessment.

The evaluation of professional influence includes four indicators, which are evaluated from students and enterprises. From Table 7, we can see that the score of innovation ability is 2.486, and the evaluation is better. Among the secondary indicators, the number of school-enterprise cooperation scored lower.

Table 7 Teaching Ability Assessment Table

First-level indicators	Secondary indicators	Weight	Indicator value	Score
Professional influence	Rate of employment	0.28	2.413	0.676
	Number of school-enterprise cooperation	0.24	2.152	0.517
	Number of Graduates Nurtured in the Year	0.20	2.761	0.552
	Enterprise Evaluation	0.28	2.650	0.742
<b>Comprehensive score</b>				2.486

#### 4.2.5 Evaluation of Professional Prosperity Index.

Professional prosperity index includes nine indicators, which are evaluated from three perspectives: students, teachers and government. As can be seen from Table 8, the professional prosperity index score is 1.985, which is generally evaluated. Among the second-level indicators, the scores of freshmen enrollment and last year's ratio, graduate enrollment and current enrollment, students' confidence in their major, whether graduate work is in line with their major are lower, while teachers' confidence, development expectation and financial allocation score are higher, reflecting that the major is not a good call.

Table 8 Professional prosperity index evaluation table

First-level indicators	Secondary indicators	Weight	Indicator value	Score
Professional Prosperity Index	Ratio of freshmen enrollment to the previous year	0.10	0.978	0.098
	Ratio of Graduates to Enrollment in the Year	0.10	1.630	0.163
	Ratio of financial allocation to the average of the previous two years	0.12	2.630	0.316
	Teacher Confidence Index	0.14	2.239	0.313
	Development Expectation Index	0.12	2.283	0.274
	Students consider the employment prospects of their major	0.08	2.322	0.186
	Do students want to engage in a job corresponding to their major after graduation?	0.13	2.020	0.263
	What is the confidence of students in their major?	0.08	1.904	0.152
	Does Graduates' Work Match with Their Majors	0.13	1.692	0.220
<b>Comprehensive score</b>				1.985

## 5. Conclusion and Comments

The evaluation shows that the comprehensive index of development ability of economic

management specialty in higher vocational colleges is 2.126, and the development ability is general. The main manifestations are: shrinkage of student source scale, low level of teachers'scientific research and weak innovation ability, high rate of student loss, low rate of employment counterpart, low professional confidence, and weak atmosphere of learning style. The reasons are: first, the construction of campus culture is not in place; second, the lack of innovative incentive mechanism; third, the inaccurate professional orientation. In view of the evaluation, the following suggestions are made:

### **5.1 Rational Planning of Professional Development Direction.**

From the evaluation, we can see that the government is supporting and the market is in need. It can be seen that the professional development is correct. However, the low employment matching rate and serious loss lead to the shrinkage of the source of students, indicating that there are still problems in the orientation. The specialty of economic management has its own characteristics and universality. It is widely distributed in all walks of life and can be regarded as an indispensable part of social entities. The specialty of economic management in higher vocational colleges is aimed at cultivating skilled talents that meet the requirements of grass-roots and middle-level and senior managers of enterprises. What enterprises lack is high-quality compound talents with both skills and management skills. The position is low and complete, and there is a slight gap with the market, so the professional development is not good. It is suggested that higher vocational colleges carry out professional development analysis as soon as possible and accurately locate the training objectives of professional talents.

### **5.2 Focus on the Training of Comprehensive Quality and Individualized Ability of Professional Talents.**

The teaching mode of higher vocational education must change from a knowledge-oriented subject-centered mode to a student-centered mode oriented by people's overall development and social needs. Constructing a "student-centered" curriculum system is a direct way to cultivate students'comprehensive quality. The cultivation of comprehensive quality should organically combine theoretical teaching with practical teaching, introduce various teaching methods, organize vocational skills competitions, carry out various project teaching activities, pay attention to the cultivation of students'professional ethics quality, professional cultural quality, professional psychological quality, respect students' personality characteristics, and create their own personality. Special professional image to enhance its irreplaceability.

### **5.3 Creating Professional Occupational Culture Atmosphere.**

Higher vocational colleges should work hard on their own cultural construction to form a common value concept between teachers and students; implement the system construction to effectively standardize the behavior of teachers and students; strengthen learning awareness and create innovative learning teams and schools; integrate professional vocational guidance and training into the teaching system from the beginning of students'enrollment, and professional teachers from their professional characteristics. From the perspective of industry demand, we should cultivate students'professional ethics and ideals, give guidance and training in the aspects of professional awareness, planning, development and choice, and enhance the pertinence and applicability of vocational guidance through typical demonstration and presentation, and cultivate students' professional and professional identity and pride. Sense.

### **5.4 Forming a Stable Virtuous Employment Cycle for Professionals.**

Under the environment of "Internet +" and "creating customer education", schools should establish a sound employment security system. Through carrying out one-stop services such as employment training, employment guidance and policy consultation, students'employment channels can be smoothed; a professional team of career guidance teachers can be established, and a feedback mechanism of students' employment information can be established; employment channels and cooperative enterprises can be expanded to ensure high quality of

students'employment. At the same time, schools should actively respond to the call of "mass entrepreneurship and innovation", pay attention to cultivating students'entrepreneurship and entrepreneurial practice ability, and introduce incentives and promotion mechanisms to create a good entrepreneurial environment for students.

### **5.5 Establishing Innovative Incentive Mechanism for Professional Development.**

To strengthen the ability of professional development, we must mobilize the enthusiasm of teachers and staff. Relevant research shows that the top four factors affecting employees'work enthusiasm are salary and reward (31.88%), personal growth and development (23.91%), challenging work (10.15%) and organizational future (7.98%). In order to arouse the enthusiasm of teachers and students, we should first formulate various incentive policies, so that those who want to do things have opportunities, can do things on stage, have a position to do things, get more work and get better results. Secondly, we should adhere to the goal management, formulate work objectives fairly and reasonably, and implement them. Thirdly, we should pay attention to humanistic care and psychological counseling, and enhance the consciousness of teachers and staff to love their jobs and devote themselves to their work.

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