

# Analysis of the Construction Mechanism of Evaluation for Higher Continuing Education under the Background of High-Quality Development

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**Abstract**—Since the Ministry of Education of China issued the management measures and reform implementation opinions on the setting of teaching points for higher education continuing education in 2022, higher education continuing education in colleges and universities in the new era has gone through a three-year transition period and requires phased assessment and summary. The CIPP education evaluation model based on decision orientation mainly includes four stages: background evaluation, input evaluation, process evaluation, and outcome evaluation, which meets the needs of higher education evaluation. Based on the CIPP education evaluation model, an evaluation system has been constructed, which includes four main levels: educational philosophy, basic educational conditions, educational and teaching management, and service guarantee system. This system dynamically reflects the educational process of higher education continuing education in colleges and universities and empowers the better development of higher education continuing education.

**Keywords**—Higher Education Continuing Education, CIPP mode, Evaluation index system.

## I. INTRODUCTION

Establishing an evaluation index system for higher education continuing education is necessary for promoting the construction of a lifelong learning system, enriching the quality evaluation system of continuing education, and also for driving the development of higher education continuing education. In 2022, the Ministry of Education of China issued the "Opinions on Promoting the Reform of Academic Continuing Education in general institutes of higher education in the New Era", which necessitates the creation of a continuous education system, a standardized system, a management system, and an evaluation system that are appropriate for the new stage of development. The construction of the continuing education evaluation index system is extremely urgent. The evaluation of higher education for continuing education can be applied to the scientific decision-making of the competent authorities, enabling them to accurately identify the pain points, development directions and breakthrough paths that affect the improvement of continuing education capabilities. In addition, it can also be applied to the self-improvement and horizontal comparison of specific educational and teaching management capabilities in colleges and universities. Through diagnostic and summative process evaluations of higher education for

continuing education, it helps colleges and universities identify deficiencies and shortcomings in their operation, promotes continuous optimization of profession settings and teaching point layouts, reasonably determines the scale of enrollment, and standardizes educational practices. We should work together from both management and school operation to form a new development pattern featuring a reasonable school structure, complete quality standards, effective supervision measures and a sound guarantee mechanism

## II. OVERVIEW OF EDUCATIONAL EVALUATION

In the 1970s, a global upsurge of the "Social Indicator Movement" emerged. In order to improve the organized comprehension of social systems and offer tools for real-time monitoring of system evolution and operational procedures, researchers sought to create a social indicator system that could objectively identify social development concerns and forecast social change patterns.

In the mid-to-late 1980s, worldwide, educational indicators, as part of social indicators, gradually became an important tool for collecting educational data, monitoring educational development and supporting educational decision-making, and increasingly became an important field of educational research. Worldwide, Western developed countries and international organizations have taken the lead in developing some assessment tools and establishing relevant evaluation index systems for lifelong learning or continuing education and its effectiveness in a country, region or city. the Canadian Comprehensive Learning Index in 2006, the European Lifelong Learning Index in 2010, the UNESCO Global Learning Cities Index in 2012, the Evaluation Index Framework for Learning Cities in China In 2013, the Evaluation Index System for Smart Learning Environments in Chinese Cities In 2015 [1]. The United Kingdom has implemented an intervention system for continuing education based on diagnostic assessment and intervention assessment. Among them, the OECD organization, by strengthening the research on international education indicators, explores international education indicators that are internationally comparable, highly reliable and of high quality, leading and influencing the direction of international education policies [2].

China's higher education for continuing education is undergoing a development from "emphasizing scale" to "emphasizing standardization and strengthening connotation". During this process, the quality evaluation system of continuing education has a strong restrictive and regulatory effect on educational institutions. There are many students, numerous professional programs and teaching sites in higher education for continuing education. However, there is also a lack of a comprehensive specialized diagnostic tool for the effectiveness of continuing education, which leads to a lack of pertinence and operability in the formulation of relevant policies and the implementation of plans. Therefore, establishing an observable, quantifiable, comparable and assessable evaluation index system is of great research value and practical significance for scientifically evaluating the educational behaviors and achievements of various universities and promoting the standardized development of higher education for continuing education.

During this period, Chinese scholars also began to develop our own national school-running indicator system, such as the evaluation index system for a learning society, the evaluation index system for the construction of a learning society, the evaluation index system for online education, and the evaluation index system for open education, etc. The development of China's educational oversight system, though, is primarily driven by legislation. Based on the "Regulations on Education Supervision", China's education supervision has gradually shifted from "inspection" to "scientific assessment". In the field of basic education, a relatively mature supervision system has been formed (such as the supervision and evaluation of balanced development of compulsory education in counties). In the field of higher education, the current undergraduate teaching assessment (such as the "five-in-One" assessment system) is the main approach, but the research on continuing education supervision lags significantly behind.

The development of higher continuing education in China has gone through a leapfrog development process of "development-accelerated development-active development-vigorous development", which has made outstanding contributions to promoting educational equity, increasing the gross enrollment rate of higher education, and improving the overall educational and technical level of society. Nevertheless, it has grown to be a constraint on the growth of higher education in China throughout the course of its development. In the past, the model of running schools featuring high growth, high indicators and low investment has seriously affected the high-quality development of higher continuing education in our country. Establishing and improving the quality evaluation system for higher education continuing education and conducting quality inspection and assessment throughout the entire process are particularly important for enhancing the educational quality and talent cultivation quality of higher education continuing education.

### III. EVALUATION PRINCIPLES

The evaluation system for higher education continuing education has its own characteristics. The main target group is adult learners, most of whom are working people. This

learning group determines that we need to set up our evaluation system based on the characteristics of the group and the learning characteristics, so that the evaluation can truly play its due role.

#### A. *The principle of scientificity*

Supervision and evaluation should be based on scientific methods and standards, respect students' learning characteristics, and ensure the accuracy and objectivity of the evaluation content. Through the collection of both paper-based and digitalized data, the real situations in various aspects of continuing education teaching, management services, etc. are analyzed to provide scientific basis for the decision-making of education authorities and schools.

#### B. *The principle of integrity*

Our evaluation of higher education for continuing education is a comprehensive and full-process assessment covering aspects such as enrollment, payment, student registration, academic administration, examination, graduation, and management services. The evaluation is led by the education administrative department and involves experts in the field of continuing education to ensure its systematicness and completeness.

#### C. *The principle of objectivity*

The supervision and evaluation process should be as objective and fair as possible. The supervision and evaluation mainly focus on the examination of written materials and the collection of data and information from the information-based teaching process. At the same time, the opinions and suggestions of the evaluated units and relevant personnel should be respected, and they should be encouraged to actively participate in the evaluation process. The learning feelings of learners should also be taken into consideration. An evaluation synergy should be formed from three aspects to enhance the effectiveness of the evaluation. Ensure timeliness.

#### D. *The Principle of fairness*

Targeted inspections should be carried out based on the nature of each school and its talent cultivation orientation. Different and differentiated evaluation requirements should be set for vocational colleges and regular universities, as well as research-oriented universities and application-oriented talent cultivation universities. A one-size-fits-all approach should be avoided to ensure fairness and impartiality, and guarantee that every institution can receive a fair and objective assessment.

#### E. *The Principle of Developmental*

The supervision and evaluation system should not only focus on the current situation, but also pay more attention to providing incentives, guidance and assistance for the development of educational institutions. It should propose reasonable improvement measures for the problems identified to promote the continuous improvement of the quality of higher education for continuing education.

#### F. *The Principle of Sustainability*

The supervision and evaluation system should be based on

the principle of sustainability, and be committed to enabling each institution to carry out its specific work in accordance with the content requirements of the indicator system, promoting the sustainable development of higher education for continuing education.

**IV. EVALUATION FUNCTION**

The supervision and evaluation system for higher education continuing education has the ability to influence the operation of schools through evaluation mechanisms, index contents and score weights, etc. It is jointly determined by multiple subsystems of the evaluation system, such as value goals, organizational management, and technical methods. The evaluation mainly has six functions , such as identification, guidance, motivation, diagnosis, supervision and management Its main function is to guide the standardized development of higher education for continuing education through evaluation standards and do a good job in all aspects of work, assess the implementation and level of higher education for continuing education in colleges and universities, guide colleges and universities to identify and determine the achievements made in higher education for continuing education, diagnose the educational achievements and problems, and stimulate the motivation of colleges and universities to improve their operation. Encourage universities to guide the government and universities to strengthen management and assessment through evaluation, optimize the mechanism and system, and form measures and methods conducive to development. It helps the government urge universities to better organize and carry out higher education for continuing education, and also helps universities to self-supervise, ultimately achieving the internal optimization of higher education for continuing education [3].

The evaluation method of dynamic monitoring of educational capacity can be applied to the decision-making management of administrative departments to accurately identify the main pain points and deficiencies existing in the operation of higher education continuing education. In addition, it can also be applied to the horizontal comparison of the educational levels among different universities, providing diagnostic and summative evaluations that can be improved for different universities, and promoting the overall improvement of the educational capacity of academic continuing education. The purpose of evaluation is to promote development, and improve action. The gradually improved diversified assessment methods and means can help institutions measure implementation biases based on the initially formulated development goals and quality standards, identify problems from different levels and perspectives such as process to result, management to learners, and analyze the institutional and mechanism obstacles and the causes of influencing factors that hinder quality improvement. Thus, through accountability and incentive mechanisms, the relevant task responsibility parties can be rewarded and punished, and it also can correct biases, adjust the target direction, and consolidate and strengthen effective strategies [4].

**V. EVALUATION CONTENT**

The educational evaluation model was first created by

Staverbem. It is composed of the first letters of the English words of the four stage elements: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. Emphasize that "the most important purpose of evaluation is not to prove but to improve [5]. Educational evaluation theory can roughly be divided into four stages: the measurement era, the description era, the judgment era, and the construction era. The CIPP decision-oriented model is widely applied in various types of educational evaluations [6]. Evaluation and testing will be the key links to standardize quality, improve quality and ensure quality [7].

TABLE I. Evaluation Indicators and Weight Table for Higher Education Continuing Education in Regular Institutions of Higher Learning

First-level indicators	Second-level indicators	Weight distribution
1. Guiding Ideology for Running the School (10)	1.1 School Positioning	4
	1.2 Organization and Leadership	4
	1.3 institutional Mechanism	2
2. School facilities (26)	2.1 Institutional Setup and Management Team	4
	2.2 Teaching and Office Conditions	8
	2.3 Teaching Staff	8
	2.4 Operating Expenses	4
	2.5 Online learning resources	2
3. Education and teaching management (48)	3.1 Rules and Regulations	4
	3.2 Scale of Education and Professional Settings	4
	3.3 Basic teaching Construction	6
	3.4 Teacher Management	4
	3.5 Ideological and political education	4
	3.6 Teaching process management	12
	3.7 Academic records and archives Management	4
	3.8 Graduation and degree management	4
	3.9 Management of teaching points	6
4. Quality service Assurance system(18)	4.1 Textbook selection and construction	3
	4.2 Supervision, inspection and application of results	3
	4.3 Teaching platforms and information management methods	4
	4.4 Students' learning outcomes	2
	4.5 Feedback from students and graduates	2
	4.6 Employer feedback	2
5. School characteristics (additional points:10 points )		10

Based on the review of educational evaluation theories, it is demonstrated that the decision-oriented CIPP educational evaluation model is in line with the teaching evaluation of higher education continuing education. A theoretical framework for higher education continuing education based on CIPP is constructed, which specifically includes four stages: background evaluation, input evaluation, process evaluation and outcome evaluation. In accordance with the top-level design requirements of the Ministry of Education on the reform of higher education for continuing education, drawing on the evaluation practices of open education and online

education as well as the practical explorations of teaching supervision in relevant provinces, an evaluation index system for higher education for continuing education has been constructed. It specifically includes four first-level indicators: the guiding ideology for running the school, the conditions for running the school, the management of education and teaching, and the quality of teaching, as well as a system of 21 second-level indicators. Finally, through interviews and questionnaire survey data collection for verification, the weighting of evaluation indicators was determined, and a school-running indicator evaluation system suitable for higher education continuing education was ultimately formed, so as to facilitate comprehensive evaluation of various universities within the province.

## VI. CONCLUSION

The evaluation of higher education continuing education has been endowed with more diverse connotations and value orientations by the times. The assessment and improvement of continuing education must also change accordingly to meet new requirements and new missions. A sound quality evaluation system for continuing education should follow a multi-dimensional orientation towards educational quality. It should conduct a comprehensive, systematic and dynamic assessment of the development needs of the country, institutions and individual learners under the new situation, as well as conditional elements, process elements and result elements, so as to comprehensively and throughout the entire process measure the operation of higher education continuing education.

Therefore, establishing an observable, quantifiable, comparable and assessable evaluation index system can effectively guide and enhance the quality management of higher education continuing education in our province, promote the optimal allocation of educational resources, and advance educational equity and quality improvement. It is also beneficial for scientifically evaluating the educational

practices and achievements of various universities in our province. Promoting the standardized development of higher education for continuing education holds significant research value and practical significance, and can also provide meaningful attempts and references for the evaluation of higher education for continuing education in China.

## ACKNOWLEDGMENT

Key Project of the "2023 Higher Education Scientific Research Planning Project" of the China Association of Higher Education (Project Number :23JX0206).

Key Project of Tai 'an Teacher Education Research Center (Project Number: 2023JSJY008).

The Key Research Projects of Arts Sciences in Shandong Province (Project Number: L2023Z04190131).

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