



# Based on the 2010–2022 Review of Domestic and Foreign Educational Evaluation and University Internal Evaluation Methods

Xiaoxiao Zhu, Huiyao Ge, Liping Wang<sup>(✉)</sup>, and Yanling Liu<sup>(✉)</sup>

School of Mathematics and Information Science, Nanjing Normal University of Special Education, Nanjing 210038, China

wlp8631@163.com, candy1au0622@163.com

**Abstract.** As technology and education systems continue to improve, education evaluation is also gradually becoming intelligent and standardized, but there are still deficiencies in the education evaluation system and evaluation means. In response to the Implementation Plan of Undergraduate Education and Teaching Audit and Evaluation in ordinary institutions of higher learning published by the Ministry of Education, the problems in the education evaluation system and internal evaluation in ordinary institutions of higher learning during 2010–2022 will be solved at home and internationally. The existing problems are summarized briefly to help relevant researchers and educational units carry out research.

**Keywords:** Educational evaluation · Internet plus · In-school assessment · Evaluation system · Effectiveness evaluation

## 1 Introduction

With the development of science and technology and the continuous improvement of productivity, there is an increasing demand for high-quality talent in advanced, sophisticated, and cutting-edge fields. College talents rush into society after graduation and need to have the ability to undertake corresponding jobs. If college graduates are unable to secure jobs that correspond with their education, it is bound to have a certain impact on the development of society. Educational evaluation plays an important role in the education system. Education evaluation can evaluate colleges and universities in accordance with reasonable rules and regulations, in order to promote college graduates' ability to cope with corresponding jobs upon graduation and to bring more qualified and high-quality talents into society. Educational evaluation started late in our country, which still has some shortcomings compared to other countries. Evaluation methods are diverse, and deep learning-related fields can also be combined with evaluation. Deep learning also contributes to many fields, such as research on computer-aided systems based on deep learning. For example, “Department of Ultrasound Diagnosis, Beijing Tongren Hospital Affiliated to Capital Medical University: Deep learning (DL) is used to automatically

extract image features through computer algorithms, and the convolutional neural network (CNN) algorithm is used to optimize traditional artificial image preprocessing and feature extraction. Optimize breast diagnosis. “In view of the problems faced by school evaluations, it is proposed that they must correctly address four major issues: “why”, “how to evaluate”, “who should evaluate”, and “how to use” [1]. It is suggested that we should further improve the evaluation methods of colleges and universities and find an evaluation method of our own.” In 2021, the Ministry of Education issued the Implementation Plan for the Audit and Evaluation of Undergraduate Education and Teaching in Regular Institutions of Higher Learning (2021–2025). The plan puts forward a complete system of educational evaluation, including guiding ideology, basic principles, evaluation objects, evaluation cycle, classification, evaluation procedures, organization and management, and discipline and supervision. The country pays more and more attention to education evaluation. Now, we need to reflect on the achievements of the previous education evaluation system and whether there are still any shortcomings. Then, Then what needs to be improved, in order to better develop a relatively complete education evaluation system.

## **2 Research Status of Educational Evaluation and Internal Evaluation Methods in Colleges and Universities**

In the past ten years, guided by the Opinions of the Ministry of Education on Undergraduate Teaching Evaluation in Colleges and Universities issued by the Ministry of Education in 2011, all regions have continuously optimized the evaluation methods, improved the evaluation system and improved the evaluation level closely around the overall situation of their own education reform and development, which has played a positive role in the development of the national education evaluation cause [2]. In October 2020, the CPC Central Committee and The State Council issued the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era (hereinafter referred to as the “Overall Plan”), putting forward the reform tasks of “improving discipline evaluation” and “highlighting the characteristics, quality and contribution of disciplines”. The government and universities have responded by introducing and adopting new educational evaluation methods, which have achieved remarkable results [3].

### **2.1 Main Achievements of Educational Evaluation and Internal Evaluation Methods in Universities in Recent years**

At present, all provinces have carried out provincial education evaluation projects, covering all kinds of education, and gradually changed the evaluation projects into regular projects, and the evaluation structure has been gradually expanded. For example, in 2017, Zhejiang Educational Modernization Research and Evaluation Center and other evaluation institutions have carried out high-quality education modernization level monitoring and county basic education ecological monitoring and other evaluation projects. In 2021, Zhejiang Provincial Education Examination Institute established the “One school (school) one feedback” mechanism, in which the evaluation results of each evaluation project are fed back in the form of official documents, further optimizing the evaluation

mechanism of “plan in advance, process supervision and result traceability” [4]. According to the statistics of Zhejiang Education Development Statistical Bulletin in 2021, the improvement rate of each industry in the field of education has increased a lot compared with previous years. For example, the enrollment rate of compulsory education is 99.99%, and the retention rate is 100%. The gross enrollment rate of higher education was 64.8%, an increase of 2.4% points over the previous year. The total number of doctoral and master’s graduates increased by 943, an increase of 5.6%. Compared with other provinces, it has improved more. In 2014, Jiangsu Province developed and formed the review and evaluation program of undergraduate teaching work in colleges and universities and started the evaluation. The evaluation period was 2014–2018. The evaluation practice promoted Jiangsu Province to explore top-level system design, evaluation process optimization, selection of evaluation experts, sunshine evaluation and other aspects, and achieved results. Subsequently formed the characteristics of the province, and for the development of education in Jiangsu Province played a driving role. At the same time, the provinces are constantly improving the education evaluation system to ensure that the evaluation is fair and just.

The internal evaluation work of colleges and universities has been included in the teaching work at the beginning of the establishment of colleges and universities, but it is regarded as a teaching task due to the unsound teaching system in the early stage. However, in 1985, the national undergraduate education evaluation began as a pilot project, and the evaluation was carried out from the aspects of the level of colleges and universities, majors, personnel training programs and courses. Since 1994, the state has put forward the evaluation principles of “promoting reform by evaluation, promoting construction by evaluation, combining evaluation with construction, and focusing on construction” to carry out the evaluation work [5]. Since then, the internal evaluation of colleges and universities has risen to a new height. In the article of the construction of the internal quality education evaluation system of colleges and universities, it named the improvement of quality education in the internal evaluation of colleges and universities, and further promoted the integration of quality education and traditional education. By analyzing the background, theoretical basis, implementation process of the National Student Learning Involvement Survey (NSSE) in the United States, the author obtains favorable experience for the internal evaluation of Chinese colleges and universities. For example, from the university development theory, university influence theory, Taylor’s task time, quality of effort, participation theory, social and academic integration, the seven principles of good undergraduate education practice, change evaluation model and other multi-angle optimization of the internal evaluation system of universities [6]. On the background of the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era, this paper proposes the effect evaluation of “double first-class” construction, with the purpose of improving the result evaluation, strengthening the process evaluation, exploring the value-added evaluation and perfecting the comprehensive evaluation (the “four evaluations”), aiming at improving the scientificity, professionalism and objectivity of educational evaluation, and focusing on monitoring the development process, quality and efficiency of the evaluation objects. Demonstrates the overall,

systematic, development thinking. Implement dynamic detection using modern information technology and adhere to the concept of process monitoring [3]. Further improve educational evaluation with modern information technology.

The purpose of educational evaluation is to improve educational activities and educational thinking. In recent years, the educational evaluation work in various places generally presents a good attitude of “promoting reform by evaluation”.

First, in order to improve the quality of running schools, colleges and universities are encouraged to actively respond to the symbols issued by the Ministry of Education (such as the certification of teacher certification and undergraduate evaluation); The second is to improve the level of various skills of students, such as promoting students to obtain more professional skills in the examination; Third, the government performs its duties in education, such as guiding government schools at all levels to establish a scientific view of educational quality. It provides scientific reference for optimizing the quality of college personnel training and adjusting the professional results.

## 2.2 The Main Problems of Educational Evaluation and Internal Evaluation Methods in Universities

In response to the Ministry of Education’s issuance of the Implementation Plan for the Audit and Evaluation of Undergraduate Education and Teaching in Colleges and Universities (2021–2025) in 2021, China’s education evaluation started late, has a weak foundation, imperfect system, and is not widely covered, compared with other developed countries’ education evaluation systems. There are mainly the following aspects.

**The System of Education Evaluation Needs to be Improved and its Coordination is Low.** There is a lack of legal system provisions for education evaluation, the lack of top-level design within the education evaluation system, and the overall performance of the evaluation institutions is “weak, small and scattered”, and the lack of “leaders”. The lack of systematic and overall planning of educational evaluation projects eventually leads to slow execution and poor execution effect. The final results of educational evaluation are presented in a high profile and ended in a low profile [4]. Because the role of “almighty government”, even “super government” exists in the long-term history of the school and management system of higher education, the process of our country’s higher education reform is driven by education policy basically [7]. As a result, the evaluation system consists of a single, the thinking does not diverge, can not substantively solve the problems of education evaluation. The educational evaluation system lacks of diversification, rationalization and science, and there is still a certain distance between it and the educational system with Chinese characteristics.

**Professional Competence Needs to be Improved and Authority is Weak.** The lack of professional ability of the evaluation team exists in all provinces. The personnel of educational evaluation institutions are single, the proportion of professionals is not high, and the qualification mark of educational evaluation institutions is lacking. Educational evaluation is uneven, the evaluation process is random, not strong authority [8].

**Evaluation System Creates “Five Only” Phenomenon.** China’s long-established academic evaluation puts too much emphasis on quantitative indicators such as papers,

projects, monographs and international journals and the so-called “grading” criteria, dividing academic journals, projects and awards into several grades rather than looking at the quality and level of the papers themselves, but at which journals and magazines they are published in. As a result, the cart is put before the horse. The academic evaluation in the “Five Aspects” era pays too much attention to quantification. Instead of praising the good and demoting the bad, rewarding hard work and punishing the lazy, encouraging the cloudy and promoting the clear, many people take advantage of the loopholes. Academic achievements or contributions are entirely reflected by numbers, but some cone-size-fits-all, over-institutionalization, which leads to some excellent teachers not being promoted, school ranking evaluation only relying on some simple data, and academic performance or contribution completely reflected by numbers. However, some contributions cannot be reflected by numbers, leading to unscientific and reasonable evaluation, and even a large loophole in the evaluation system contributions cannot be reflected by numbers. This phenomenon leads to [9].

**The Evaluation Method is Single.** Currently, the method of data recording is mainly adopted. The ability of data analysis is not yet available, and the addition of advanced technologies such as digitalization and intelligence is not combined. Most of the data are for recording purposes, and there are still some deficiencies in checking and comparing the evaluation data. The evaluation subject is single and the coverage is small. The lack of evaluation data from students, teachers, experts, parents and other perspectives leads to incomplete data acquisition, and the results can only explain a small part of the problem. The analysis of education evaluation data is not authoritative and thorough, which leads to the slow progress of education evaluation and school evaluation undertakings.

At present, the overall thought of educational evaluation attaches great importance to top-down external evaluation and light to bottom-up internal evaluation. It appears a prosperous scene on the surface, but internally presents a lack of evaluation concepts, methods and core values. The thought of internal education evaluation in colleges and universities is in-depth, showing a phenomenon that colleges and universities do not pay much attention to internal evaluation [1].

### **3 Solutions to Problems Arising in Educational Evaluation and Internal Evaluation of Colleges and Universities**

The unsound education evaluation system makes it difficult to carry out the evaluation in an orderly and high quality, and can not solve some problems in education evaluation well. For example, evaluation standards are connotative, evaluation institutions are mostly set up in the departments designated by the Ministry of Education, and the openness and cooperation to the outside world are not strong.

#### **3.1 The Main Characteristics of Foreign Educational Evaluation Systems and Internal Evaluation Methods in Colleges and Universities**

**Evaluation is Diversified.** Foreign educational evaluation institutions can be divided into two categories: one is established under the guidance of the national government; The

other is the operation of independent government systems, established by associations and non-official organizations. Unofficial appraisal agencies generally establish their legal status through legislation, and perform corresponding duties, so that the appraisal work can be based on laws. For example, the Higher Education Quality Audit Authority (QAA) is the representative education assessment body in the UK. There are also many third-party evaluation agencies in Japan, which are accredited by the government and have special teams to organize “membership review” and “external evaluation” conducted by external evaluation of schools in line with “setting accreditation evaluation”. German education assessment agencies are also intermediaries between the government and universities [3]. Most foreign educational evaluation institutions are not under the direct leadership of the government, which promotes the institutions to have their own subjective dynamic nature, which can expand the evaluation thinking and create new evaluation methods. However, the evaluation institutions still need to comply with the evaluation documents issued by the government and the educational evaluation concepts.

**Developed Countries Attach Great Importance to Communication, Consultation and Interaction Among Government, Schools, Society and Other Organizations.** The United States has been exploring education certification systems since the late 19th century, cooperating with government-appointed certification bodies at the school level [3]. The government is responsible for coordination, certification bodies to the school curriculum and teaching for unified certification management. It also allocates educational resources to accredited schools to promote the unification of evaluation ideas. The unification of evaluation ideas is conducive to the orientation of education development and the promotion of high quality development of education.

**Evaluation Team Specialization.** Systematic training will be carried out between the implementation of educational assessment, and the assessment executive must go through professional, strict and meticulous screening and training. For example, the British Bureau of Education Standards undertakes to supervise the work of education assessment personnel and set up a high threshold for entry, strict training and standard requirements, after training need to be evaluated by the royal inspector of schools after the post [4].

**A Variety of Assessment Methods.** A variety of educational assessment methods is conducive to the efficient implementation of educational assessment. Educational assessment no longer obtains assessment data simply from paper documents and field investigation data, but also adopts advanced theories and Internet technologies to obtain more educational assessment data, such as the National Student Learning Engagement Survey (NSSE) adopted by the United States [10]. The idea of combining big data with development and evaluation is put forward with the help of Internet+ [11]. From the whole process of student learning, to verify the qualification of education. In terms of professor success evaluation, the University of Cambridge has a unique method of evaluating professors’ teaching achievements. Professors can directly receive various evaluations of each student [12]. Students can also be evaluated online and through questionnaires. Better promote teaching.

**Evaluation Ideas into Teaching.** The evaluation of foreign colleges and universities is not only to cope with the inspection of the evaluation institutions, but also to carry

out the educational evaluation in line with the principle of promoting the school reform and development. Institutions of higher learning in developed countries carry out annual evaluations, which show a positive correlation between the achievements of college graduates and their contributions to society. Only in this way can a mutually reinforcing situation be formed and help improve the level and quality of university education.

### 3.2 A Practical Analysis of Domestic Educational Evaluation System and University Evaluation Methods

In October 2004, higher education teaching evaluation center was established by the Ministry of Education. Chinese education evaluation work was carried on formally and orderly. With the comprehensive reform in the education field and the change of the government education function unceasingly, various regions constantly accelerate the organization system of education evaluation. For example, evaluation institutions tend to be independent. Each province has set up directly under the municipal education administration department. Moreover, we actively encourage and guide third-party evaluation agencies sponsored by social organizations to participate in professional evaluation. The cooperation of multiple evaluation organizations is conducive to the integration and improvement of new educational evaluation ideas and further strengthen the educational evaluation system.

**Evaluation Project Management is Becoming More and More Standardized.** Scientific and standardized setting and management of evaluation projects make evaluation projects present a situation of promoting the separation of government and affairs. For example, Jiangsu Provincial Department of Education issued Ten Public Commitments of Jiangsu Provincial Department of Education to ensure the orderly conduct of evaluation work. Gradually reach a consensus on the work regulations and establish a set of universal standards and requirements on the work procedures and methods and techniques. For example, Shanghai will publish a Study on Educational Evaluation Procedures in 2020; Chongqing Institute of Education Evaluation developed the “Education Evaluation Procedures”, which was officially released and implemented as a local standard in 2018.

**The Evaluation System is Becoming More and More Perfect.** Aiming at “only papers, only hats, only professional titles, only education, only awards” (five questions). In response to June 30, 2020, the Commission for Deepening Reform of the CPC Central Committee adopted the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era [13]. Some Opinions on Improving the Academic Evaluation System released by Tsinghua University put forward that the evaluation orientation emphasizing teachers’ ethics, talents and learning and quality contribution should be established. Strengthen the construction of academic community based on academic belief and cultural identity. Improve the peer evaluation system, return to the spirit of reward – based incentive. Instead of linking academic evaluation with high material rewards, the main structure of evaluation should be further enriched, and more emphasis should be placed on college self-evaluation, peer evaluation and student participation on the basis of the current government-led and third-party institution participation [14]. Further solve the five problems.

**The Internal Evaluation Methods of Colleges and Universities Present a Diverse Situation** The overall internal thinking of colleges and universities has gradually changed from the evaluation thought of emphasizing top-down external evaluation and undervaluing bottom-up internal evaluation to the evaluation thought of undervaluing top-down external evaluation and undervaluing bottom-up internal evaluation [6]. Various colleges and universities are adopting innovative forms to reform and upgrade the internal educational evaluation methods in colleges and universities, which promotes the development of educational evaluation. For example, we will absorb the experience of knowledge Exchange Framework in British universities and apply it to our country [15]. Adopt the “Internet + education” concept and model of the evaluation system, everyone is the evaluation subject, but also the evaluation object [16]. For example, by using the web-based evaluation method of university library users, the evaluation data can be visualized to optimize the evaluation materials [17] and the application of STEAM education evaluation in primary and secondary schools to help the development of our education cause [18]. Under the background of “Internet Plus,” the evaluation system of college students’ innovation and entrepreneurship education is applied to the evaluation system of college education to strengthen the construction of the evaluation system of college innovation and entrepreneurship education [19]. To promote the orderly conduct of internal education evaluation in colleges and universities, get rid of the top-down situation and recover the original intention of education.

## **4 Strategies for Constructing Educational Evaluation System and Evaluation Methods in Colleges and Universities**

Modern education cannot leave the modernization of education evaluation. In order to promote our country’s education evaluation system and in colleges and universities internal evaluation method to improve continuously, educational evaluation concept deep in colleges and universities, this paper puts forward the following suggestions to speed up our country’s education evaluation system and the perfection of internal evaluation method.

### **4.1 To Construct a Theoretical System of Educational Evaluation with Chinese Characteristics**

After 20 years of exploration and practice, our country has initially set up a higher education evaluation system with Chinese characteristics, but there are still some defects and deficiencies compared with foreign countries. Reform and opening up not only bring about economic reform, but also ideological reform. The new century requires that the theoretical system of higher education evaluation in China in the 21st century should develop towards the theoretical system of education evaluation with Chinese characteristics of “foreign for Chinese” and “innovating from the old” [20]. Education evaluation system with Chinese characteristics should “It is guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, We will fully implement the Party’s policy on education, and ensure that education serves the people, the CPC’s governance,

the consolidation and development of the socialist system with Chinese characteristics, and the reform, opening up and socialist modernization drive” as the guiding ideology. Follow the five basic principles. Classify according to the assessment object and evaluate according to the cycle. Specify scientific and rigorous evaluation procedures, in accordance with the assessment application, school self-evaluation, expert review, feedback conclusions, rectification within a time limit, supervision and review procedures [5]. The thought of effectiveness evaluation should be integrated into the evaluation system to provide ideas and direction for the education evaluation system and improve the education evaluation system better. The national education evaluation work should follow the overall planning of the Ministry of Education and speed up the construction of educational evaluation theory system with Chinese characteristics.

#### **4.2 Enhance the Competence Level of the Assessment Team and Promote Professional Assessment**

The establishment of education evaluation system can not leave highly qualified and professional education evaluation teams. It is suggested that the country should set up the post of education evaluation teachers to promote the level of education evaluation teams in our country. To organize and formulate systems for the qualification, employment, training and development of educational evaluation professionals, and create a favorable policy environment for the professional development of talents. Educational appraisers need to pass the corresponding level examination, and they can only be hired after passing the examination. Moreover, foreign professional educational evaluation institutions should be introduced, and international exchanges and cooperation should be greatly strengthened. We will actively encourage Chinese educational assessment institutions to join INQAAHE and the Asia-Pacific Quality Assurance Network established by UNESCO, strengthen exchanges and cooperation with relevant foreign institutions, and learn advanced assessment ideas and theories from foreign countries at close range so as to facilitate the formulation of our own educational assessment system [22].

#### **4.3 The Internet has Helped Diversify Appraisal Work**

Educational evaluation needs a large number of multi-angle data support, only in this way can the measured data be accurate, so as to do more detailed “evaluation to promote reform”, no information, there is no modernization, information technology is conducive to support and promote, lead the thinking and technological innovation of educational evaluation. Education assessment can be organically combined with big data, cloud computing, mobile Internet, artificial intelligence and other technologies to further promote “intelligent assessment”. The introduction of Internet technology can monitor education work in real time, make the evaluation work complete, constantly improve and supplement data sources, so as to obtain more accurate results of education evaluation. The Internet helps the evaluation work to become intelligent, accurate and personalized and can provide development suggestions, from promoting the evaluation object continuous improvement. The Internet can also be used to analyze the subtleties of educational work to derive strategies for improvement [16]. Improve the scientific, professional and objective of educational evaluation. To realize the modernization of

education assessment, the evaluation based on valid data is the key to promote, and more attention should be paid to the application of digital technology. The organic combination of digital technology represented by the Internet of Things, cloud computing, virtual reality, blockchain, artificial intelligence, etc., is constantly providing people with a new perspective and mode of thinking. In this digital age with both opportunities and challenges, how to strengthen the support of digital technology, optimize the path of education governance modernization, and provide effective guarantee for the expected results of education evaluation is an extremely important proposition. Digital technologies such as “Internet Plus”, cloud computing and blockchain are gradually becoming the breakthrough point of educational evaluation methods [21].

#### **4.4 External Education Evaluation and University Internal Evaluation should be Organically Combined**

Educational evaluation is the process of evaluating and evaluating the efficacy and working status of the education system. The purpose of educational evaluation is to urge the educational work units to train students in accordance with the talent training program, so as to achieve the original intention of running schools. Colleges and universities should fully realize that the purpose of evaluation is not evaluation itself, not for the sake of evaluation, but to promote the development of schools. Universities should treat external evaluation as a natural thing and cannot cope with external evaluation. Only for the development of education work, practical work, to improve students’ professional ability as the core, promote students’ moral, intellectual, physical, American and labor comprehensive development, and enhance the influence of the university. If each educator does his or her own job, educational evaluation will proceed smoothly. Considering external evaluation and internal evaluation of universities and colleges as a work, and combining them organically, our educational evaluation work is bound to go on another stage.

## **5 Summary and Prospect**

How to improve the quality of university operations is a complicated, important and always worth studying. This paper focuses on the analysis of educational evaluation and internal evaluation methods in colleges and universities, and introduces the problems of educational evaluation and the defects of evaluation methods, and summarizes the emergence of specific solutions. Based on the current research status, relevant research can be conducted from the following aspects:

### **5.1 Construct Educational Evaluation Theory System with Regional Characteristics**

The “Overall Plan for Deepening the Reform of Educational Evaluation in the New Era” clearly states that we should improve the system and mechanism for promoting morality and educating people, reverse the unscientific orientation of educational evaluation, and resolutely overcome the stubborn problems that only require grades, higher education,

diplomas, papers, and titles. The excessive pursuit of science ignores the humanistic value of education. In the future, the direction of “breaking the five dimensions” should be to break “one” and establish “many.” Universities should run Chinese universities well based on the basis of personnel training and scientific research. First, a general evaluation index with Chinese characteristics should be established. According to the significant characteristics of a university, each institution will look for landmark factors in the evaluation index. If the university once the index as a deliberate pursuit of a goal, the index will lose its original significance. If a university simply aims for the target and ignores the connotation construction, the development direction of the university will deviate. It may improve in a certain ranking for a while, but the level of the school cannot be really improved. Establish by breaking, and then continuously improve our country’s educational evaluation system.

## **5.2 The Improvement of Multi-angle Enriched Research Evaluation System**

Promote construction through evaluation, reform by evaluation and management through evaluation. The educational evaluation of higher education is divided into internal evaluation and external evaluation. Internal evaluation is the responsibility of colleges and universities, while external evaluation is the responsibility of educational administrative departments. Educational evaluation is carried out by departments designated by the state. The evaluation team is composed of authoritative education experts and academic members, and carries out the evaluation according to certain rules and regulations. Due to the limitation of regulations, the current assessment work does not have broad and bold ideas. If the evaluation work cannot be completed efficiently, we can make use of the divergent thinking of a third party to compensate for the rigid defects of the evaluation work in the future, integrate the divergent thinking and further improve the evaluation system.

## **5.3 Combination of Diversified Technical Means and Educational Assessment**

The object and objects of education evaluation also become more and more diversified, teaching, scientific research, teachers, students, university management, school quality, and so on all need to be evaluated. Educational evaluation is a field highly dependent on information and data collection and analysis. It can be said that evaluation cannot be completed without information and data. In today’s era, we should make full use of the internet, data mining, visualization analysis, and other means to obtain more real and reliable data as support. It relies on the platform to obtain behavioral data information about teachers and students for evaluation. This not only provides a new perspective on higher education evaluation, but also enhances the objectivity and comprehensiveness of the evaluation. Education evaluation should be combined online and offline, and the correct problems should be sorted out and discussed, and relevant solutions should be given to continuously optimize the education work.

#### 5.4 Effective Combination of Different Assessment Objects in the Assessment Process

Expert evaluation refers to the evaluation of colleges and universities by authoritative education experts and academic committees organized by the state in accordance with rules and regulations. Expert committee members have rich experience in education and teaching, evaluation experience, strong ability of identification and judgment, and their judgments are more scientific. Internal evaluation of colleges and universities refers to colleges and universities spontaneously organize teachers with certain authority to conduct evaluations according to rules and procedures, so as to promote reform and improve the quality of running schools. The expert evaluation should be organically combined with the internal evaluation of colleges and universities. The evaluation group of colleges and universities should absorb the experience of expert evaluation groups to improve their evaluation abilities. The expert evaluation team should communicate with the internal evaluation team of the university for a long time to understand the facts. Increase the frequency of communication between the two and make the assessment a part of your daily routine, rather than just going through the motions.

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