

Evaluation Index System of Practice Teaching Quality: A Case Study of Nanjing University of Finance and Economics

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Abstract. Among the many methods of cultivating students' practical and innovative abilities in Colleges and universities, the practical teaching method is one of the main ways. At present, the evaluation index of practical teaching quality is not very perfect. In this paper, the construction principle of the evaluation index system of curriculum teaching quality is studied. Taking Nanjing University of Finance and Economics as an example, the CIPP evaluation model is used to explore the problems of teaching, practice and quality evaluation in universities, and the evaluation index system of practical teaching quality is preliminarily constructed.

Keywords: Practice teaching; CIPP evaluation model; evaluation index system.

1. Introduction

Cultural and educational resources are the key source of comprehensive national strength [1]. Practice teaching is a kind of teaching activity that trains students' relevant skills in order to cultivate students' practical operation ability and practical innovation ability. And the teaching of postgraduate courses is a process of imparting advanced knowledge. Its purpose is to enable students to clearly grasp the concepts and principles and solve problems by using the theories and methods they have mastered [2]. As the cradle of talents, colleges and universities should pay attention to the opening and teaching of practical courses. The core of cultural quality education in universities lies in the establishment of curriculum system [3]. In this process, we must evaluate the teaching quality of practical courses impartially and objectively. This is also a way to improve teachers' quality and teaching quality. However, in reality, there are still many problems in the process of teaching quality evaluation of practical courses in many colleges and universities. Application-oriented colleges and universities should establish effective practical teaching quality evaluation monitoring and feedback system, formulate and modify the overall teaching evaluation plan, and promote the teaching evaluation activities to proceed smoothly as planned [4].

2. Theoretical Basis

In 1966, American scholar Stafforbiem founded the CIPP educational evaluation model, which improved the deficiency of Taylor's evaluation model. The basic assumption of this model is that proving whether the goal is achieved is not the only purpose of evaluation, and evaluation should also provide feedback information for decision makers, that is, to put forward basis and suggestions for their improvement work.

CIPP evaluation model includes four evaluation methods: background evaluation, input evaluation, process evaluation and result evaluation.

Background evaluation, through the analysis of the background of the plan to be implemented, to determine whether the goal of the plan is reasonable. It diagnoses the objectives of the plan to be implemented. Its specific contents include: describing the background of the services needed in the implementation plan; defining the expected beneficiaries and assessing the needs; identifying the problems and obstacles in meeting the needs.

Input evaluation aims at evaluating the conditions, resources and advantages and disadvantages of alternatives for achieving the objectives of the scheme. The essence of input evaluation is to evaluate the effectiveness of the scheme. Its contents include: the possibility of achieving the goal of the

scheme, the advantages and disadvantages of various alternatives, the utilization of human, financial and material resources, including effectiveness and efficiency, etc.

Process evaluation refers to the evaluation of the whole process of the implementation of the program. Its purposes are as follows: to feedback information on the implementation of the program and the utilization of resources; to provide specific suggestions and guidance for the adjustment and modification of the program; and to evaluate whether the program has been implemented in accordance with the plan.

Achievement evaluation is the evaluation of the final results of the implementation of the program. Essentially, it is a summative evaluation. Stafforbim divided it into four stages in his later research: impact, effectiveness, Sustainability and Transportability.

3. Characterization of Conformity between CIPP Evaluation Model and Teaching Evaluation in Colleges and Universities

CIPP evaluation model is a set of evaluation model established by Stufflebeam, an American evaluation scholar, aiming at the evaluation of the effect of the educational reform experiment which was springing up in 1950s and 1960s in the United States at that time. It is especially suitable for the evaluation of educational activities. The two concepts are consistent. Traditional practice teaching mainly focuses on the evaluation results and becomes a tool for evaluating the results.

In view of the characteristics of application-oriented undergraduate universities, the construction of practical teaching evaluation system should mainly realize the diversification of evaluation methods and evaluation subjects, and establish an effective feedback improvement mechanism [5].

In CIPP mode, multi-stage and diversified evaluation methods are often used, not only to evaluate the subject according to the results, which forces the participants in the evaluation to pay more attention to the teaching objectives, the design of the teaching process and the effect, and to diagnose the links involved in the teaching process, so that the whole evaluation process has practical significance for the improvement of the teaching quality.

4. Application of CIPP Model in Practical Teaching Evaluation of Nanjing University of Finance and Economics

Student evaluation of teaching activities is a complex system engineering, which has the characteristics of many interference factors and complicated implementation links. Among them, the design of evaluation index system is the core of evaluation activities, which directly affects the reliability and validity of evaluation results [6].

Located in Nanjing, Nanjing University of Finance and Economics is one of the key universities in the province of economic management. Economics and management are the main characteristics, supported by law, engineering, literature and science. It is a typical CIPP model applicable object, so it is suitable as a case study of CIPP model.

The evaluation of practical teaching quality by CIPP includes seven dimensions: background evaluation, input evaluation, process evaluation, impact evaluation, effectiveness evaluation, sustainability evaluation and popularization evaluation. In the undergraduate or postgraduate teaching of Finance and economics, the development of practical teaching activities necessarily requires certain teaching elements, which are indispensable conditions, and these teaching elements include students, teachers, teaching content, teaching forms, teaching methods, teaching resources and evaluation methods. As shown in Table 1.

Table 1. evaluation index system of practical teaching quality based on CIPP evaluation model

Primary index	Secondary indicators
Background assessment	Teaching objectives, teaching concepts, teaching plans
Input evaluation	Equipment input, capital input, teacher input
Process evaluation	Teaching Implementation, Teaching Management and Teaching Content
Impact assessment	Teaching and Student Achievements
Effectiveness evaluation	Employment Situation and Social Recognition of Students
Sustainability assessment	Funds guarantee, system guarantee and personnel flow
Extensibility evaluation	Satisfaction and public opinion

4.1 Background Assessment.

Background evaluation requires a comprehensive evaluation of the requirements, advantages and disadvantages of project design in the actual situation of project implementation.

The main content of background evaluation is the background evaluation of practical teaching. In the teaching practice of Financial Colleges and universities, it is necessary to fully examine the degree of agreement between students' and teachers' knowledge backgrounds, students' educational backgrounds and the external environment of the curriculum.

4.2 Input Evaluation.

Input evaluation is the evaluation and judgment of people, money and materials consumed by practical teaching activities. When the teaching goal is determined, it depends on whether the goal can be scientifically implemented, which is manifested in the design of teaching.

In practice, the evaluation of instructional design can reduce the irrationality of practical teaching activities before they are carried out. For example, although Nanjing University of Finance and Economics is characterized by economic management, after investigating the educational background of students, it is known that different students have different levels of professional knowledge. At this time, the school needs to consider whether to invest teachers to fill the shortage of this part of students' professional knowledge.

4.3 Process Evaluation.

Practical teaching activity plan is essentially a kind of conception. Whether such conception can be put into action still needs to be verified in practical teaching activities. In the actual teaching process, the process evaluation includes teaching management, teaching implementation and so on.

4.4 Impact Assessment.

Impact assessment is a kind of summative evaluation. The main evaluation indicators include teachers' teaching results, students' works and results. For example, undergraduates can inspect the results of various subjects at the end of the term and rank in various financial management competitions. Postgraduates can examine the expression of papers and so on.

4.5 Effectiveness Evaluation.

Effectiveness evaluation is to evaluate the practicability and effectiveness of activities after implementation. Unlike impact assessment, effectiveness evaluation highlights the impact of activities on the long-term benefits of target audiences.

In practice, the main stakeholders are students. Therefore, the specific indicators of effectiveness evaluation include students' professional knowledge in financial management, employment rate and graduates' recognition rate in the financial industry.

4.6 Sustainability Assessment.

Sustainability evaluation mainly aims at the judgment of the degree of recycling of an activity system. If the degree of recycling is high, it can be considered that the sustainability is strong and

vice versa is weak. Sustainability evaluation includes the rationality of system design and the degree of system recycling.

In practice, the sustainability evaluation of teaching activities includes the judgment of students, teachers and relevant experts on the sustainability of activities, and the degree of recycling of relevant systems and processes.

4.7 Extensibility Evaluation.

Extensibility evaluation means that if the practice is sustainable, it can be carried out under any conditions and in any area. Extensibility evaluation includes potential users of activities, the degree of conditional correlation between current conditions and promotion places, and the cost of promotion. For example, if a set of evaluation criteria is effective in accounting institutes, but has little effect in Business Administration institutes, then the applicability of this set of evaluation criteria is very low.

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5. Conclusion

In practical teaching, CIPP evaluation model is a scientific and easy-to-operate evaluation method, which plays an obvious role in practice. Nanjing University of Finance and Economics, as a university with the characteristics of economic management, can still apply the CIPP evaluation model to practice. When designing teaching objectives, it focuses on assessing students' knowledge background. When investing in funds and teachers, we use the results of background evaluation to evaluate the investment. In the process of teaching, we should pay attention to the evaluation of teaching implementation, teaching content and so on. At the same time, we should pay attention to the effectiveness and sustainability of teaching, and the lack of any one of the elements can not become effective teaching. Finally, attention should be paid to scalability evaluation, which includes satisfaction and external public opinion.

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