

Research on Evaluation Index System of Undergraduate Design Majors in Universities

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Abstract: With the continuous advancement of education reform in my country, universities have achieved rapid development, and the scale of design majors is also expanding. In order to continuously optimize design majors and promote the sustainable development of design majors in universities, it is necessary to adopt clear indicators and systems. To provide direction for the improvement and improvement of teaching quality, this article studies the evaluation index system of design majors in colleges and universities, and combines the professional evaluation system in the education management system to determine the evaluation index of undergraduate design majors.

Keywords: University Undergraduate; Design Major; Evaluation System; Evaluation Index

The rapid development of the social economy has given unprecedented opportunities for the home furnishing industry and the decoration industry. The booming market makes the desire for design talents extremely urgent. Therefore, professional training for college undergraduate design majors can make them graduates after getting good job opportunities. In the future, the requirements for design majors will become higher and higher. Therefore, colleges and universities must take effective measures to improve the comprehensive quality of design majors. This is an inevitable trend of social development and higher requirements for design majors. For this reason, colleges and universities need to set up clear systems and indicators in the profession to promote the development of students.

1. The necessity of constructing an evaluation index system for design undergraduate majors

At present, there is in-depth research on a series of special evaluations of teaching level, discipline construction, professional construction, etc., and a complete index system and evaluation method have been formed. However, the comprehensive evaluation of the profession is not comprehensive enough, or the teaching level and discipline construction in the evaluation process, the comprehensive evaluation of the profession is ignored, or it is only evaluated from a certain angle or aspect, which will result in too few comprehensive evaluations for the normalization of the professional construction, and for the comprehensive evaluation of the college design majors. There will be very few. It cannot be found in the research that the shortcomings of the construction of the evaluation index system for undergraduate majors in universities are mainly reflected in the following aspects.

Firstly, there is a lack of targeted evaluation indicators. At present, most professional evaluation indicators are more universal, which means that these indicators can be applied in almost all professions. Although to some extent, they ensure the

scientificity and applicability of the indicators, but they are more practical. A strong design major is extremely disadvantageous, especially during the comprehensive evaluation period. As an important basis for talent training, if professional construction cannot form its own proprietary comprehensive evaluation index system, then this type of professional construction will gradually become the same as other majors, and it is difficult for the trained talents to meet the needs of society.

Secondly, the comprehensive professional index system is not perfect enough. The evaluation of design majors in colleges and universities shows extreme characteristics. Either too much emphasis is placed on practical teaching and professional ability of students. The evaluation index system of other majors is directly applied. In terms of majors, the comprehensive evaluation indicators lack both comprehensiveness and comprehensiveness, and it is difficult to make a scientific and comprehensive evaluation of design undergraduate majors.

Finally, the guidance of normalized professional construction is insufficient. At present, the ultimate nature of many evaluations is very obvious. Some professional evaluation index systems were set up to evaluate characteristic majors, demonstration majors, and key majors. Such evaluation indicators are for the general. As far as the normalized majors are concerned, it is obviously not applicable. It lacks the guidance of normalized professional construction, and the evaluation results cannot provide professional guidance directly and in time. This shows that there is a gap between the evaluation of college undergraduate design majors and other majors. There are certain differences, so if we want to make an accurate and reasonable evaluation of it and give better guidance to the construction of design majors, we must establish a set of characteristics that meet the design majors, highlight the characteristics of design majors, and be suitable for design majors development of a comprehensive evaluation index system.

2. Principles of constructing evaluation index system for design majors

2.1 Validity principle

For the construction of the evaluation index system for design majors, we must first clarify the principle of effectiveness, and truly reflect the characteristics of teaching. The development and orientation of evaluation indicators are closely related to the actual ability, innovation spirit and comprehensive quality of students.

2.2 Principle of pertinence

Since different universities have different disciplinary backgrounds and different types of education, in order to avoid the occurrence of homogenization and start differentiated competition, the establishment of indicators needs to incorporate the characteristics and advantages of the universities themselves. The development of evaluation standards should also have a certain pertinence and carry out evaluations flexibly.

2.3 The principle of keeping pace with the times

The rapid development of the times has brought a lot of innovative content to the design profession. Therefore, the professional knowledge is updated very quickly. The teaching process must keep up with the pace of the times and the industry. Through the establishment of regular and irregular research systems, update the teaching method in time. To be efficient is to dare to innovate and be the first to strive to be at the forefront of the times and become a leader in the design industry, especially in a modern society where the development of big data is so vigorous. With the help of information technology, you can better get closer to the times. Distance, you can also walk into the student center and listen to the young voice, which is convenient and quick, and the effect is good.

2.4 Multi-dimensional principle

The so-called multi-dimensional evaluation, in addition to the teacher's evaluation of the students, also includes the students' evaluation of the teachers. Such evaluations are two-way. In addition, evaluations can be made between students, and teachers can also develop between teachers evaluation, this evaluation method is not only fair and objective, but also can avoid the appearance of bias.

3. Construction of evaluation system for undergraduate design majors in universities

3.1 The characteristics of the educational level of college undergraduate design majors

From the perspective of educational goals, colleges and universities are more focused on cultivating academic talents, but they cannot ignore the improvement of talents' skills. Therefore, the construction of their evaluation system should fully reflect

the characteristics of the educational level, and conduct evaluations around the training of academic and technical talents. System construction, highlighting the applicability, advanced nature and regionality of design majors.

3.2 The era background of the educational reform and development of college undergraduate design majors

The construction of the evaluation system must highlight the background of the times. According to the direction of educational reform and development, the evaluation system must be improved under the guidance of relevant documents and regulations. On the one hand, it must ensure that design majors have the depth of their courses, and on the other hand, it must ensure the teaching mode and student groups. The characteristics are adaptable. In this regard, we can draw on the excellent experience of foreign countries and combine the specific conditions of our school to formulate an evaluation system that best suits the background of the educational reform era.

4. Determination of evaluation indicators for college undergraduate design majors

4.1 Positioning the evaluation index based on “outstanding qualification and leading excellence”

The most basic indicator for the cultivation of undergraduate design majors in colleges and universities is to make them outstanding and qualified, so that students can be competent for their jobs after graduation and master the professional skills required for their jobs. The higher-level indicator is to lead excellence, so that students can base themselves on their own work, through the expansion of knowledge and thinking, creative thinking about work. These two indicators are also in line with the cohesion of social development, enabling relevant majors to have a high-quality talent pool.

4.2 Take “clear measurement, comprehensive evaluation” as the requirement of the index system

In order to make the evaluation results clearer when evaluating the indicators of college undergraduate design majors, it is necessary to be more targeted when determining the indicators, so that the evaluation results have higher reference value. This requires quantitative determination of evaluation indicators, and evaluation by professionals, through clear measurement and comprehensive evaluation, to obtain more objective and meaningful evaluation results.

4.3 Taking network evaluation as the evaluation index system

In the Internet era, the evaluation index system of college undergraduate design majors should also be fully integrated into the network elements, and the scientific use of network evaluation will make the evaluation indicators more contemporary. This can also enable students of this major to have the professional ability to adapt to social development and improve the teaching quality of college undergraduate design majors.

5. Conclusion

The evaluation index system of college undergraduate design majors should fully reflect the characteristics of the times, adapt to the development of the times, and adjust and innovate them. Because the ultimate educational goal of colleges and universities is to cultivate high-quality talents needed by society, and society's demand for talents will change with the development of the times, colleges and universities must continuously improve the professional evaluation index system, and adjust the construction and evaluation of the evaluation system according to the needs of society. The indicators are determined in this way to enable college undergraduate design majors to cultivate professional talents with comprehensive qualities.

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