

Research on Vocational Evaluation In Higher Vocational Colleges Based on SWOT Analysis

Tingting Chen

Human Resource Department, Wenzhou Vocational & Technical College, Wenzhou 325035, China
781950225@qq.com

Abstract

Compared with the undergraduate colleges, the number of senior professional titles in higher vocational colleges is less, which is at a disadvantage in the evaluation of professional titles, and there is a focus on scientific research, teaching and practice. This paper analyzes the current vocational evaluation work in higher vocational colleges, and puts forward the corresponding countermeasures based on SWOT analysis.

Keywords

Higher Vocational Colleges, Vocational Evaluation, SWOT Analysis

1. Introduction

The evaluation of professional titles is one of the important work contents of the construction of teachers in Colleges and universities. It is beneficial to mobilize teachers' enthusiasm for teaching and the enthusiasm of academic research, and to improve the connotation construction and comprehensive level of the college.

2. The status of vocational evaluation in Higher Vocational Colleges

Teachers are the professionals who carry out the education and teaching, take the responsibility of t Compared with the undergraduate colleges, the total number of Higher Vocational titles in higher vocational colleges is less, the number of declarations is less every year, and the number of the corresponding evaluation is few.

For a long time with a set of professional title evaluation standard system of Higher Vocational Colleges and universities, especially in scientific research, the quality, level, subject level publications in the title of the assessment in a very heavy weight, so compared with the undergraduate colleges, vocational colleges in said disadvantage review. Due to the deformity orientation of heavy scientific research and light theory and light practice in the current job evaluation, some bad phenomena have appeared in the job evaluation.

3. SWOT analysis of vocational evaluation in Higher Vocational Colleges

3.1 Strength

At the school level, the evaluation of talent level, the demonstration of key colleges and universities, the declaration of key professional and so on, and the fierce social competition, the higher vocational colleges themselves pay more and more attention to the title work, and strongly support the evaluation of professional titles. Many schools emphasize the weight of the title in the salary design, and put forward the requirements of the scientific research task in the target assessment. Compared with the universities, the number of Higher Vocational titles in higher vocational colleges is small, the gap is large and the space for the young teachers to rise is also very large.

3.2 Weakness

Compared with the undergraduate colleges, the disadvantages of higher vocational colleges are obvious. One is the historical reason, most of the existing vocational colleges and secondary occupation school upgraded to degree level of staff is relatively low, the ability of teaching and

research is relatively weak, but the title appraisal is to stage and many of the old college competition, a large gap; two is the realistic reason, from financial investment, scientific research platform, such as the introduction of talent all aspects are still there is a big gap.

3.3 Opportunity

In 2011, the Ministry of education on the "opinions" to promote the innovation of higher occupation education reform leading occupation education of scientific development put forward: "to the innovation of higher occupation school teachers management system, further improve the teachers' professional and technical positions with the characteristics of Higher Occupation Education (title) accreditation standards, the teachers participate in the application of enterprise technology, new product development, social service such as professional and technical positions (titles) on important content of hiring and performance evaluation". The opinion has pointed out the direction for the reform and further development of the professional title evaluation and appointment system for teachers in higher vocational colleges.

Since 2011, the evaluation policy of College Teachers (including experiments) in Zhejiang province has been carried out. The changes in the scope of the policy, some of the policy is obviously inclined to higher vocational colleges. Such as "higher school teachers in Zhejiang province series of senior professional and technical positions assessment implementation rules" (2013 5) second second fifth points in the paper: "also have high school teacher qualification and occupation qualification of" double type teachers "4"; in addition, winning students guidance technology works (product) application etc, have different degrees of points.

Since 2011, the post setting work, all colleges and universities are structured role, participating titles began to limit the number of. Many colleges and universities because of the number of senior professional titles have more intense positions and higher vocational colleges; because the original number of senior positions in the more less, spare. Therefore, the rate of reporting by the unit is close to 100%, and the approval rate is also greatly improved. Take the author's College as an example, and see the next table.

Year	Declarations Number	Recommended Number	Recommendation rate	Passed Number	Passed Rate
2014	11	11	100%	5	45%
2015	7	7	100%	3	43%
2016	10	10	100%	6	60%

3.4 Threat

Strict personnel allocation system, so that many senior teachers more school structure tends to be cured, old not to go, not less; and the declaration of the title put much less income. It is difficult for teachers of higher vocational colleges to declare a national level subject or provincial key support task, and the job title of higher vocational colleges is facing severe challenges.

4. Countermeasures to improve the job evaluation in Higher Vocational Colleges

4.1 Establishing a relatively independent evaluation standard system for vocational titles of Higher Vocational Colleges

Teachers of Higher Vocational Colleges and colleges and universities have great differences in the level of ability, training objectives, teaching methods and learning in career orientation and so on. This determines that teachers in higher vocational colleges should be different from those in Colleges and universities in terms of quality requirements, so as to reflect this difference. Therefore, the higher

vocational colleges should build a relatively independent standard system for the evaluation of professional titles, and adopt different evaluation systems and different evaluation conditions.

4.2 The rank of docked title and the technical grade of the corresponding industry

The names of teachers' professional and technical positions in higher vocational colleges are still assistants, lecturers, associate professors and professors. In order to cultivate high level skilled talents, higher vocational colleges must require teachers to have professional skills and promote their docking.

4.3 Promoting the integration of post setting and professional title evaluation

Some scholars have proposed to abolish the title lifelong system, take regular examination system, the implementation of every 3 or 5 years of review, capable, concerning. But this will touch a large number of vested interests, the resistance is great and cannot be realized in the short term. We can take the organic integration of post setting work and professional title assessment, urge teachers to keep learning, update knowledge, improve or maintain skill level, and become a double quality teacher who can train highly skilled talents.

5. Conclusion

On the analysis of the current higher vocational colleges vocational assessment work by using the method of SWOT analysis, put forward the corresponding countermeasures: first, the construction of higher vocational colleges is relatively independent of the title assessment standard system. Secondly, is the grade and level of the corresponding docking technology industry. Thirdly, set up job title appraisal as organic fusion.

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