

THE IMPLEMENTATION OF CIPP EDUCATIONAL EVALUATION THEORY IN STUDENT EVALUATION OF TEACHING: A CASE STUDY OF YUNNAN UNIVERSITY OF ECONOMICS AND MANAGEMENT

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Abstract: This study aimed to examine student evaluation of teaching in Yunnan University of Economics and Management from the perspective of the CIPP educational theory. The objectives of the study were: (1) To analyze the current status of student evaluation of teaching at Yunnan University of Economics and Management; (2) To explore the countermeasure for optimizing student evaluation of teaching at Yunnan University of Economics and Management. This study focused on 60 students of Yunnan University of Economics and Management, using the qualitative research method.

The study results showed that: (1) The following four problems exist in the student evaluation of teaching at Yunnan University of Economics and Management: teachers and students do not have a high degree of awareness of the overall student evaluation; the scientific nature of the indicator system of student evaluation is poor; the organisation and implementation of student evaluation is not rigorous; and the results of student evaluation are handled in a sloppy way; (2) Aiming at the problems existing in the evaluation of teaching by students of Yunnan University of Economics and Management (YUEM), this paper puts forward suggestions to optimige the evaluation of teaching by students of YUEM: to enhance the understanding of the value of evaluation of teaching, to construct a scientific and reasonable index system, to organige the process of the evaluation of teaching, and to effectively deal with the results of the evaluation of teaching in a reasonable manner.

Keywords: Teaching Evaluation, Student Assessment, CIPP Educational Theory

Introduction

Since the substantial expansion of China's institutions of higher education in 1999, the number of students enrolled in China's colleges and universities has risen sharply, with the gross enrolment rate increasing from 9.8 per cent in 1998 to 19 per cent in 2004, and higher education gradually moving into the mass phase. However, at the same time as the rapid expansion of the scale of higher education, the problem of teachers, the educational environment and other contradictions are increasingly prominent. In order to reverse this situation, the State has continuously introduced a series of relevant policies,

shifting the focus of higher education development to improving the quality of teaching. However, in the work of teaching quality assurance in colleges and universities, student evaluation is highly valued as an important means of testing teachers' teaching quality, and has gradually developed into a regular teaching assurance system in Chinese colleges and universities.

In line with the development of science and technology and the times, China's university student evaluation system has become increasingly perfect and scientific, but there are still many problems. For example, the Xing regime found that at present, students' evaluation of teaching in colleges and universities is mostly concerned not with the development of teachers, but with the degree of conformity of teachers' teaching behaviors with the predetermined assessment objectives, and the results are mostly linked to teachers' annual assessment and promotion of technical positions (Xing, 2017); Gao Jiexin found through the survey that a large proportion of students suspected that the evaluation scale did not accurately express the objective teaching situation, the evaluation indicators were not reasonable enough, the evaluation results, and the students' concept of evaluating the teaching had yet to be strengthened (Gao, 2011). Wu Jiao said that in order to facilitate the development of student assessment work and data statistics, universities have changed the traditional paper-based assessment method, which brings the advantages of convenience, simplicity, ease of operation and other advantages, but also makes the original paper-based assessment problems more prominent, such as "other people on behalf of the assessment", "random assessment", "tend to be high evaluation", "tends to be low assessment", "distortion of the results of the assessment of the teaching of the phenomenon of the emergence of endless (Wu, 2020).

It can be seen that the discovery of the drawbacks and problems in the student evaluation is the focus of the current research, how to put forward reasonable and effective suggestions for these problems, to ensure that the student evaluation of teaching can really play a role in the internal system of teaching quality in colleges and universities should have, is the problem that needs to be solved urgently.

Research Objectives

- 1) To analyze the current status of student evaluations of teaching at Yunnan University of Economics and Management.
- 2) To explore the Countermeasures for optimizing student evaluations of teaching at Yunnan University of Economics and Management.

Literature Review

Evaluation of teaching and learning

Starting from the process of evaluation, researcher Chen(2009) believed that teaching evaluation is to measure the process and results of teachers' teaching and students' learning through the

use of certain tools and instruments, and to analyze and compare the results of the measurements with the teaching objectives, so as to achieve a comprehensive and holistic grasp of the state of teaching (Chen, 2011). Scholar Diana Pei sees teaching evaluation as a value judgment on the quality of teaching and learning in schools. In other words, it is the activity of making value judgement on the teaching process and results by using rational analysis, statistical analysis and other methods to approve and measure the teaching and learning activities based on the established teaching objectives and requirements (Pei, 2012). Synthesizing the researchers' understanding and definition of teaching evaluation, this study believes that teaching evaluation is the process of diagnosing teaching and improving teaching based on certain standards, using scientific measurement techniques and methods, and making value judgments on the process and results of teachers' teaching and students' learning by systematically collecting, analyzing and processing relevant information in teaching activities.

Student Evaluation of Teaching

Student Evaluation of Teaching (SET) or Student Ratings of Student (SRT) is a concept introduced in the West. In the Encyclopedia of Education, edited by Hutson, student evaluation of teaching was defined as the collection by universities of student evaluations of the effectiveness of teaching (Hu, 2006). The Dictionary of Chinese Education refers to student evaluation as student assessment, which is short for student evaluation of teachers' teaching quality (Gu, 1998). Peterson argues that student evaluation of teaching is an illustration, an example of judging the performance and effectiveness of a teacher's teaching based on the students' perspectives. This illustration is usually in the form of a questionnaire or an open-ended question interview to obtain students' opinions and suggestions about the quality of the teacher's teaching (He, 2007).

Synthesizing domestic and international scholars' research on the concept of student assessment and the operational definitions of student assessment in the assessment documents of several universities, this study defines student assessment as: Based on the teacher's teaching quality evaluation index system formulated by the university, undergraduates make value judgment on the teacher's classroom teaching process and teaching effect on the basis of factual judgement and give feedback to the teacher in order to achieve the dynamic process of improving teaching and enhancing teaching quality.

CIPP Theory of Educational Evaluation

CIPP educational evaluation theory arose during the period of American educational reform and was formally put forward by Stufflebeam, a renowned expert in educational evaluation, in 1966 based on his critique of Taylor's Behavioural Objectives Model. Stafelbeim believes that while educational objectives are important, educational evaluation that focuses only on the degree of achievement of educational objectives is one-sided and incomplete, so he advocates that educational evaluation should provide detailed and reliable information for school administrators and teachers to make decisions, thus providing a basic basis and reference for administrators to improve the efficiency

of decision-making and for teachers to continuously improve their teaching (Tan, 2011).

The CIPP educational evaluation model consists of four interrelated components: Context Evaluation — Input Evaluation — Process Evaluation — Product Evaluation. Specifically, it includes:

Context Evaluation is the understanding and mastery of the basic situation of the subject of evaluation in a specific context, focusing on the reasonableness of the evaluation objectives and the appropriateness between the subject of evaluation and the evaluation programme, so as to form the basis of the evaluation objectives and the evaluation programme. The Context evaluation of student, that is, the students as evaluators, to understand the basic situation of students, including the students' understanding of the evaluation of the understanding of the evaluation of the students, students' recognition of the evaluation of the students, students' participation in the evaluation of the purpose of the evaluation of the students and other aspects of the evaluation of the students (Yin, 2021).

Input Evaluation is the process of identifying and validating the resources, conditions and options required to achieve the objectives based on a contextual evaluation, which is essentially an evaluation of the strengths and weaknesses of the programme, as well as its feasibility, utility and ethicality. The input of student assessment means that in order to better achieve the goal of assessment, it is necessary to help students understand assessment, including the purpose, significance and index system of assessment, so as to improve students' understanding of assessment, enhance their sense of identity, develop an objective attitude towards assessment and form a correct view of assessment (Sun, 2021).

Process Evaluation is the effective supervision and inspection of the program implementation process, to continuously adjust and improve the implementation process through constant monitoring and feedback, thus enhancing the effectiveness of the evaluation. The process of student evaluation, including the design of the evaluation index scale, the organization of evaluation activities, the behavior of students in the evaluation process, the factors affecting the evaluation (Li, 2019).

Product Evaluation is the evaluation of whether or not the objectives of the evaluation have been achieved and whether or not the needs of the evaluators have been met. The products of student assessment refer to the value judgment on whether the student assessment activities have achieved the expected goals, which can also be said to be the effectiveness of student assessment. In this study, the products of student assessment are mainly reflected in the gains and ability development of students in assessment (Yun, 2023).

Methodology

This study adopted a qualitative research method, taking the form of an interview method in the research process of understanding the current situation of students' evaluation of teaching in Yunnan College of Economics and Management. Through the four dimensions of Context Evaluation, Input

Evaluation, Process Evaluation, and Process Evaluation distilled from CIPP's theory of educational evaluation, the questions of this interview were designed to collate a wealth of information on the issue of students' evaluation of teaching in colleges and universities through in-depth exchanges, accumulating a wealth of first-hand materials for the writing of this paper.

In order to make the content of the study completer and more in-depth, this interview adopts the overall random sampling method, and the research object is the students at Yunnan College of Economics and Management, and a total of 60 people were selected for face-to-face discussion and communication. Using this interview method, we can deeply understand the basic situation of students' evaluation of teaching, fully understand the students' views on the cognitive evaluation index system of students' evaluation of teaching, and strive to comprehensively understand the implementation status of students' evaluation of teaching, so that we can constantly find out the problems, and based on the improvement of the problems, we can effectively bring into play the roles and functions of students' evaluation of teaching, so that we can better guide the development and implementation of students' evaluation of teaching in this school.

Table 1: Interview Outline

Dimension	Issues
Context Evaluation	1. Do you think it is necessary for colleges and universities to conduct student evaluations? 2. How well do you understand the process of evaluating student teaching in our school? 3.What is your typical attitude when participating in student evaluation activities?
Input Evaluation	1. To the best of your knowledge, what does the school or faculty <u>publicise</u> about the assessment process? 2.Do you have any suggestions or comments on how to improve the evaluation of our students?
Process Evaluation	1 .In what ways did you participate in the specific evaluation process? 2. Do you think the Teaching Quality Evaluation System is reasonable? 3.What do you think about the current timing and <u>organisation</u> of student evaluations?
Product Evaluation	1 .How well do you think the current indicator system reflects <u>teachers' teaching standards</u> ? 2.Do you think the results of student evaluations have a significant impact on faculty teaching improvement? Please explain why.
Student Evaluation Of Teaching	1. What do you think is the most important purpose and significance of student evaluation in colleges and universities? 2.Do you agree with the way your university handles student evaluations? What do you think is more appropriate?

Results

1). Context Evaluation: Students lack a deeper understanding of assessment

In the process of students' evaluation of teaching, due to the lack of school publicity and guidance, students have little knowledge of the purpose, significance and role of the evaluation of teaching and other factors, resulting in students participating in the evaluation of the assessment did not hold a sufficiently rational attitude, the evaluation of the teaching process mixed with a lot of their own subjective assumptions and ideas, resulting in the results of the evaluation of the teaching does not match the teacher's actual teaching situation and produce a variety of errors, which due to a variety of reasons lead to the students to produce a psychological process of the error of evaluation is called the "error psychology".

2) Input Evaluation: Poor scientific quality of the indicator system for student evaluation of education

In the process of formulating the evaluation index system, the opinions of the teaching steering committee at the school level are also referred to, but the number of teaching steering committee members is very small compared to the proportion of the whole school's teachers and students, the design and formulation process of the evaluation index of the school lacks the extensive participation of ordinary teachers and students, and even the opinions and suggestions of teachers and students have not been solicited, which is contrary to the principle of teachers and students as the main body of teaching.

Through the survey, it is found that the students of Yunnan University of Economics and Management always use the same evaluation index system to evaluate different disciplines and majors in the process of evaluating teaching, and this kind of highly uniform evaluation index system does not make appropriate distinction according to the nature of different majors and grades ignores the differences between different courses of different natures and the differences in the classroom teaching focus, teaching methods and teaching styles of different teachers, which is contrary to the principle of science and fairness.

3). Process Evaluation: Laxity in the organization and implementation of student assessment of teaching

First, inadequate publicity and training on assessment. Through the investigation, it was found that before Yunnan University of Economics and Management (YUEM) carried out the assessment activities, apart from informing the relevant teachers and students of the specific time, place and requirements of the assessment in the form of documents or notices, it did not take other measures to publicize and mobilize the purpose and significance of the assessment, nor did it interpret and explain the assessment items and indicators, and it lacked the training of students in the necessary methods and abilities of the assessment.

Second, unreasonable time schedule for evaluating teaching. The evaluation time for students

of Yunnan University of Economics and Management is basically the same as that of most colleges and universities in China, specifically after the end of the course and two weeks before the final examination. This summative evaluation at the end of the semester, on the one hand, the students will make the previous teacher's course teaching status of the impression of the more vague, coupled with the students busy preparing for the final exams, often unwilling to spend too much time and energy to participate in the evaluation, resulting in student evaluation of teaching has become a few minutes of mandatory tasks, thus affecting the authenticity and accuracy of the results of the evaluation of the teaching.

Third, a single form of organization for evaluating teaching. The online questionnaire is one-sided, which cannot fully reflect the actual situation of teaching, and lacks strong explanations and illustrations for the causes of teaching problems. The online evaluation is one-sided, which cannot make appropriate and reasonable evaluations of the dynamic classroom teaching that is changing and developing throughout the whole semester at the end of the semester. The online evaluation cannot monitor the phenomenon of student substitute evaluation and students' arbitrary evaluation behavior, which reduces the objectivity and authenticity of the results of student evaluation.

4). Product Evaluation: Sloppy handling of student assessment results

Inadequate feedback on assessment results. At present, Yunnan University of Economics and Management adopts a hierarchical feedback method for the results of students' evaluation of teaching.

However, in the actual evaluation results feedback link, the implementation of each faculty varies, it is understood that most faculties and departments do not timely feedback to teachers, not to mention the evaluation results announced to the students, which is eager to learn about the results of the evaluation of the psychological formation of a huge contrast with the students, over time, the results of the evaluation of the opaque and open way of dealing with the evaluation results will be seriously frustrated by students to participate in the evaluation of the enthusiasm of the students to reduce the students to the school and the evaluation of the activities of the degree of trust and support, and lead to the phenomenon of the generation of the evaluation of the evaluation of the phenomena of the evaluation, such as the occurrence of messy evaluation.

Discussion

1) Raising awareness of the subject of the value of evaluating education

Teachers, as the main body of teaching and the object of evaluation, support and co-operation to student evaluation is also one of the important factors to guarantee the scientific and effective evaluation of teaching. Firstly, teachers should be made to form the consciousness of higher education service and take the initiative to accept students' evaluation. Secondly, teachers should deepen their understanding of the relationship between students' assessment and students' development and take the initiative to accept students' assessment. Thirdly, it is necessary to improve teachers' understanding of

the evaluation indicators and projects, to play the guiding role of evaluation on teachers' teaching, and to enhance teachers' support and recognition of the evaluation activities. Finally, teachers should be made to realise that evaluation is a two-way interactive process of information collection and feedback between teachers and students, rather than a process of determining teachers' merits and demerits, and that the purpose of evaluation is not to prove, but to better promote teachers' professional development through teaching improvement.

As the main body and evaluator of evaluation, the degree of students' awareness of evaluation affects their attitude and participation in the practice of evaluation, so we can start from the following aspects to improve students' understanding of evaluation. Firstly, we should stimulate students' awareness of their rights, that is, we should make students realise that evaluating teachers' classroom teaching is an important right of students during their school years. Secondly, students should be made to understand that evaluation provides an important platform for communication between teachers and students by providing feedback to teachers on students' opinions. Thirdly, students should be made to understand that participation in student assessment is closely related to their own interests and realise that the ultimate beneficiaries of student assessment are the students themselves.

2) Building a scientific and rational indicator system

First of all, in the process of formulating evaluation indexes, the participation of multi-interested subjects should be absorbed. Change the status quo that excludes teachers and students from the process of formulating assessment indicators, and improve the scientific effectiveness of assessment while mobilizing the enthusiasm of teachers and students to participate in the assessment.

Secondly, colleges and universities should comprehensively consider the characteristics of different disciplines, the teaching styles of teachers with different teaching styles, and the different teaching points and evaluation observation points based on these differences in the formulation of teaching evaluation indexes, in order to ensure the consistency of the evaluation objectives and principles, and to set up some additional teaching evaluation indexes with disciplinary differences, to form a distinctive and diversified teaching evaluation index system to meet the needs of different faculties and departments of the students' teaching evaluation activities. In order to meet the needs of different faculties and departments in the evaluation of students' teaching activities.

3) Closely organize the process of evaluating the implementation of teaching and learning

First of all, to strengthen the publicity and mobilization of assessment. Strengthening the publicity and mobilization of students' assessment is to make corresponding ideological preparation and knowledge reserve for the smooth implementation of assessment, and to arouse the great attention and cooperation of teachers and students at the ideological level, so as to improve the credibility and effectiveness of students' assessment.

Secondly, choose a reasonable time for evaluation. The evaluation of teaching can be arranged in the middle of the course of the students have a certain understanding of the teacher's teaching methods

and quality of the course, so that, in the timely evaluation of the teacher at the same time, but also for the teacher to target the improvement of the teaching of sufficient time reserved for the improvement of teachers.

Thirdly, adopt diversified teaching evaluation methods. In view of the status quo of classroom teaching evaluation of teachers in Yunnan University of Economics and Management and the problems that exist, we should evaluate teachers in an all-round way on the basis of students' evaluation, combined with supervisors' evaluation, peer evaluation, teachers' self-assessment and other evaluation methods. In the selection of specific evaluation methods, the network evaluation system should also be improved continuously, supplemented by teacher-student talks, individual interviews, teaching seminars and other rich forms of multi-channels to collect opinions and suggestions on teachers' teaching, so as to realise the comprehensive and comprehensive evaluation of multiple subjects from different aspects and perspectives.

4). Rationalizing the results of assessment of teaching and learning

The realization of the purpose and function of student assessment ultimately requires the feedback of the assessment results to be implemented into specific teaching improvement behaviors, Yunnan University of Economics and Management student assessment results feedback is not in place due to the lack of a good feedback system, therefore, the establishment of a sound and timely, two-way assessment results feedback system is conducive to guaranteeing the effective feedback of the results of the assessment of the students of the university. In terms of the feedback subject, it is necessary to take into account the feedback to teachers and students. In terms of feedback content, the results of quantitative and qualitative evaluation should be integrated. Both to make teachers understand their own scores in the specific indicators, but also to receive subjective opinions from students; both to make teachers find their teaching deficiencies, but also to make teachers understand the students' support and recognition of their own work, while expressing the students' expectations and demands for teachers' teaching, reflecting the encouragement and guidance for teachers, and ultimately, through a combination of quantitative and qualitative evaluation, to obtain a comprehensive and objective feedback information.

Conclusions

This study, due to the limitations of the researcher's ability, research conditions, and the complexity of student assessment itself, there are some limitations while drawing the above conclusions, which are mainly reflected in the following aspects: First, the limitations of the research object.

The paper takes Yunnan College of Economics and Management as a case study for empirical investigation and research, which has a strong relevance, but to a certain extent limits the generalization and popularization of the research results; the second is the limitation of subject selection. In this study,

due to the limitations of the survey conditions, the survey was conducted by randomly distributing questionnaires, resulting in a high proportion of humanities and social sciences students in the sample capacity, which has a greater weight on the impact of the survey results; thirdly, the limitations of the influencing factors. As a complex process, student evaluation of teaching is affected by a combination of factors such as teachers, students, and courses, and the influence of student evaluation was not taken into account in this study during the questionnaire and interviews.

In the future research, a number of colleges and universities can be selected to be classified first according to their nature, and then stratified sampling can be used to deepen the research on college students' evaluation of teaching on the basis of full consideration of the factors influencing the evaluation of teaching, so as to enhance the scientific and validity of students' evaluation of teaching and at the same time, to better realize the popularization and sharing of the research results, and ultimately, to put forward useful countermeasures and suggestions for the further development and research of China's colleges and universities in the field of students' evaluation of teaching.

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