Research on the Evaluation of Business Students' Learning Outcomes under the Background of Top-Ranking Major Construction

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Abstract: Under the background of double-top-ranking major construction, this thesis takes the degree of completeness from business students' learning outcomes as the core issue, combining with the constructure standards of top-ranking undergraduate majors in Shaanxi Province, basing on the actual researches and literature researches on the learning outcomes of business undergraduates in Shaanxi Province, and putting forward to the design idea and the construction content of the evaluation system of the completeness degree of students' learning outcomes in the construction of top-ranking majors.

1. Introduction

In March 2017, Shaanxi Province issued the implementation plan (Draft) of Shaanxi Provincial Department of education on the construction of "first-class university, first-class discipline, first-class college and first-class major". In the construction standard of first-class college of Shaanxi ordinary colleges and universities (undergraduate), there are specific requirements for talent training: effective measures and implementation of improving students' professional quality and professional ability It includes the embodiment of professional competence in graduation conditions, internship and employment guidance to help students' career development, students' vocational certificates and awards, students' employment level and alumni achievements. The final benchmarking of the requirements and standards of Shaanxi first-class specialty construction is the effect of talent training, that is, the evaluation of students' learning outcomes.

2. The Design Idea of the Achievement Evaluation of Students' Learning Outcomes in the Construction of Top-Ranking Major

2.1 The Talent Training Idea of Outcomes 0riented

In the top-ranking major construction talent training requirements, the quality standard of talent training effect is proposed by the education unit, the curriculum system is implemented, and finally the expected training goal is achieved, then the talent training goal can be determined, and the learning results can be preset. The engineering education accreditation standard (2014) issued by China Engineering Education Accreditation Association also fully embodies the OBE concept, emphasizing that the engineering education major should implement achievement oriented education, requiring that the certified majors must: clarify the learning achievements (graduation requirements), arrange teaching activities according to the graduation requirements, and evaluate the achievement of graduation requirements. Clear learning outcomes (graduation requirements), arrange teaching activities according to graduation requirements, and evaluate the achievement of graduation requirements. These three aspects are the key to the implementation of results oriented education. The first two aspects depend on teaching design, and the latter on teaching evaluation. The results oriented teaching design follows the principle of reverse design. The following mainly introduces the ideas, strategies and key points of reverse design.

2.2 Reverse Design Idea of Curriculum Learning Outcomes

Reverse design starts from the demand, which determines the training objectives, then the training objectives determine the graduation requirements, and then the graduation requirements determine the curriculum system. It is reverse design and positive implementation. At this time, the "demand" is both the starting point and the end point, so as to ensure the consistency of educational objectives and results to the greatest extent. The specific logic is as follows:

The first step is to determine the training objectives according to the needs. First of all, it is necessary to define requirements accurately, including external requirements and internal requirements. The external needs include the needs of national, social and educational development, the needs of industry, industry development and workplace, the expectations of students' parents and alumni, etc.; the internal needs include the positioning and development goals of the school, the development of students and the expectations of teaching staff, etc. The training goal is a general description of the career and professional achievements that graduates can achieve in about five years after graduation. The corresponding relationship between internal and external needs and training objectives is: the former is the basis for determining the latter, and the latter should adapt to the former. The second step is to determine the graduation requirements according to the training objectives. Graduation requirements, also known as graduates' ability, is a specific description of the knowledge and ability that students should master when they graduate, including the skills, knowledge and ability that students master through their professional study, and is the learning achievement that students should achieve when they complete their studies. The relationship between training objectives and graduation requirements is: the former is the basis for determining the latter, and the latter supports the achievement of the former. The third step is to determine the index points of graduation requirements according to the graduation requirements. It is easier to decompose and implement some specific indicators one by one. The relationship between graduation requirements and index points is: the former determines the latter, and the latter covers the former. The fourth step is to determine the curriculum system according to the index points. In fact, the index points build a competency structure for graduates, and the realization of this competency structure depends on the curriculum system. The relationship between index points and curriculum system is: the former is the basis of constructing the latter, and the latter supports the achievement of the former. The fifth step is to determine the teaching requirements according to the curriculum system. Every course should have teaching requirements. If the graduation requirement is the graduation standard, the course requirement is the course completion standard. The relationship between graduation requirements and teaching requirements is: the former determines the latter, and the latter covers the former. The sixth step is to determine the teaching content according to the teaching requirements. The teaching requirements and teaching contents of each course are corresponding to each other. The key to compiling the syllabus is the teaching requirements, teaching contents and their corresponding relationship. The relationship between teaching requirements and teaching content is: the former is the basis for choosing the latter, and the latter supports the former to achieve the effect.

2.3 Accurate Calculation of the Degree of Achievement of Curriculum Objectives

The weight coefficient of a course supporting a graduation requirement is the target value of the course. Before the specific calculation, the evaluation group should evaluate the rationality of the evaluation basis of the course achievement degree, that is, the evaluation group should check the examination, homework, experimental report and other teaching records in the course of teaching. After the evaluation group determines that the basis of course achievement evaluation is reasonable, it begins to calculate the degree of course achievement. Next, take finance as an example to illustrate the calculation steps and methods of achievement degree.

The first step is to determine the index points of graduation requirements supported by the course and achieve the target value (i.e. weight coefficient). Due to the limited space, the specific description of graduation requirements and index points is omitted.

The second step is to determine the composition of the examination results of the course. The specific performance is as follows: attendance and classroom performance 5%, homework 25%, practice 10%, and final examination 60%.

The third step is to determine the theoretical support score of each index point (i.e. theoretical Full Score) according to the composition of the course examination results, and then count the weighted average score of all students supporting different index points (i.e. actual score).

The fourth step is to multiply the weight coefficient of the course supporting the corresponding index point by the corresponding achievement degree calculation value to get the achievement degree value of the course for the index point, and then use it to calculate and evaluate the graduation requirements.

The evaluation cycle of graduation requirements is generally 2-4 years, and the major is set to be 3 years. In the calculation, the minimum degree of achievement of each course is taken to calculate the corresponding index point. The sum of the degree of achievement of all supporting courses is the degree of achievement of the index point, and the degree of achievement of graduation requirements is taken as the minimum of the degree of achievement of all corresponding index points, which is the qualified standard of the degree of achievement of graduation requirements.

3. Construction of Evaluation System for Students' Achievement of Learning Outcomes

3.1 The Foundation of the Evaluation System of Students' Learning Outcomes

In this thesis, the achievement evaluation of learning outcomes refers to the degree of conformity and achievement of graduation requirements. The core of students' learning outcomes evaluation is teaching evaluation, including the evaluation of the compliance and achievement of training objectives, and the evaluation of the compliance and achievement of graduation requirements. The degree of conformity of training objectives refers to the degree of conformity with demands, and the degree of conformity of graduation requirements refers to the degree of conformity with training objectives. Besides the results of school education, the training objectives also include the results of continuing education and post training. Achievement evaluation mainly aims at graduation requirements, and the premise is to clarify the relationship between them. Based on the full data label of students' learning process precipitation, this paper combs students' learning achievements, and finds that the diversity and difference of students' learning process activities are prominent. The core of combing students' learning achievement and constructing learning achievement evaluation system is based on curriculum learning achievement system and school evaluation.

3.2 Construction of Learning Outcomes Evaluation System

3.2.1 Construct Multiple Evaluation Subjects

Multiple evaluation subjects are divided into two levels, including school level and industry level. At the school level, the evaluation subject is composed of teachers, teachers and students. Teachers are the core of the evaluation subject, and they are responsible for the dual tasks of implementation and coordination. Teachers play the role of think tank. Although students' self-evaluation accounts for a small proportion, it is beneficial to improve students' self-management awareness. At the industry level, the evaluation subjects can include industry practitioners, relevant government departments, employers, alumni, etc. The participation of industry subjects in the evaluation of achievements can broaden the idea of the definition of achievements, and their feedback can effectively promote the continuous improvement of teaching quality.

3.2.2 The Construction of Multi-Dimensional Evaluation Index

The evaluation system of learning achievement under the idea of OBE is that in the process of

implementing OBE education mode, education related subjects systematically measure and evaluate the learning achievements of the educated in different stages of professional learning. It is particularly important to establish scientific, systematic and operable evaluation indexes. In the teaching practice of finance, the evaluation index of learning achievement of "longitude and weft system" is constructed. The longitude includes classroom evaluation index, project evaluation index and course evaluation index, and the latitude includes quality evaluation index, skill evaluation index and knowledge evaluation index. The establishment of the evaluation index system should not only highlight the concept of "student-centered", but also fully consider the operability of the index, so as to avoid excessive increase of teachers' workload because of the complexity. The establishment of classroom evaluation index and project evaluation index focuses on standardization, improves its universality, so as to adapt to the teaching of other related professional courses; the curriculum evaluation index should have its own characteristics, highlighting the contribution of the course in achieving the graduation requirements. The establishment of multi-dimensional evaluation index system can effectively prevent the simplification of teaching evaluation factors.

3.2.3 Introducing Various Evaluation Methods

(1) In the classroom evaluation, the traditional method of "usual results + final results" can be retained, but quantitative evaluation should be added as much as possible in the process evaluation. For example, the method of "thematic presentation evaluation" can be introduced into students' self-evaluation. In the process of teaching, the teacher puts forward a certain topic and inspires it with guiding narration. After class, the students collect information, record small videos and upload them to the learning group. Then the teacher comments, students' mutual evaluation and self-evaluation are carried out, and finally the comprehensive evaluation is carried out according to the weight. Students' participation in the evaluation process is high, and it also becomes the process of students' relearning.

(2) Project evaluation is the link that can best reflect the characteristics of the learning achievement evaluation system. The evaluation should be closely linked to the characteristics of the project and carried out for the purpose of students' process harvest. Case analysis, group discussion and special report can be used in the process of the project. The project evaluation is mainly team evaluation, focusing on team cooperation ability and encouraging innovation consciousness. The performance of students in each link is expressed by four grades: excellent, good, medium and poor. The evaluation basis can be in the form of seminar report, Industry Research Report and financial product design. In the process, we should give full play to the role of the main body of the industry, broaden our thinking, make the project closer to the actual production, and stimulate students' interest and desire for further research and exploration in related fields.

(3) Curriculum evaluation can be carried out in the middle and later stages of the course. The evaluation is mainly based on the teaching team, focusing on the conformity between the teaching objectives and the supporting graduation requirements, the achievement of the teaching effect, and the classroom effect of the corresponding teaching methods and means. The evaluation can be carried out by attending classes, participating in project teams, exchanging courses, and establishing course groups. This kind of curriculum mutual evaluation method among professional teachers can find problems in time, learn from each other's strong points, and play an excellent role in promoting professional construction. This link can also introduce student evaluation appropriately. At the end of the semester, students' learning situation questionnaire survey is carried out. The survey content focuses on the understanding of the course, the difficulties in learning, and the suggestions for the teaching of the course. The relevant teachers analyze the survey results and put forward improvement measures.

(4) The purpose of the establishment of professional learning achievement evaluation system is to evaluate the students' learning situation. It is to evaluate the evaluation object (students) by multiple evaluation subjects using reasonable and operable evaluation methods under the guidance of established teaching objectives or achievements. Emphasis on the evaluation process.

4. Acknowledgment

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