

Analysis of New Institutional Economics of University Evaluation

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Abstract

In 1985, Issued by the State Education Commission 《Notice on carrying out evaluation research and pilot work of Higher Engineering Education》, Some provinces and cities first started the pilot evaluation of running colleges and universities, By early 2012, Issued by the Ministry of Education 《Measures for the implementation of qualification assessment of undergraduate teaching in ordinary colleges and Universities》 and 《Evaluation index system of undergraduate teaching qualification in Colleges and Universities》, After years of unremitting exploration, the undergraduate evaluation system of colleges and universities has been gradually improved and perfected. China has basically determined to integrate the school running idea, teaching staff, teaching conditions and utilization. However, with the development of society and the continuous improvement of people's demand for education, there are unavoidable problems in the evaluation system of colleges and universities, From the perspective of new institutional economics, this paper attempts to put forward some suggestions on how to promote its development in order to better serve the cause of higher education.

Keywords

New Institutional Economics; Colleges and universities; Evaluation system.

1. Overview of New Institutional Economics

The new institutional economics points out that: “The complete definition of institution is to restrict the behavior rules of individuals and organizations, because not only individuals will be constrained by rules, but also various specific organizations.” In the process of performance management of public universities by the Tennessee government, there are only four core projects: professional certification satisfaction survey, professional education evaluation and general education evaluation. [1] The ruling class can participate in the control of the society through the formulation of the system, inject power into the social operation, and ensure the development of the society in the expected direction. From the origin of the system, The system is divided into “formal system” and “informal system”. Formal system is also called formal rules. As the name suggests, such system is a series of policies, regulations and internal rules formulated and created by the state, the government and non-governmental organizations. Therefore, informal system is gradually formed and improved by people in social activities for a long time. It is a code of conduct agreed into customs. From the perspective of the manifestation of the system, the formal system is displayed through political rules, economic rules and contracts. From the clear rules of written law to individual contracts, they restrict people's behavior, Informal institutions have different forms with the change of time and the size of regions. Whether formal or informal systems, if they want to play their role, they are inseparable from their stability, that is, the stability of a certain period. Al Kadri, HanifPut forward the management mode of accountability, adhere to and achieve the goal of performance accountability. [2] Chiskin Marie, Raeburn Kairen and Donald hessler As part of the broader model of public education marketization, performance funds (PBFS) of public colleges and universities are becoming more and more common all over the world.[3]In a

turbulent society, no matter how reasonable the system is, it can not maximize the institutional benefits. Many of these findings can be applied to higher education.[4] However, institutions cannot remain unchanged. They will change with the change of social environment. "Institutional change" can be understood as the process of high-income institution replacing low-income institution, that is, the process of institution from unbalanced state to new equilibrium state.

The evaluation system of colleges and universities in China changes frequently. Judging from the number of adjustments, the improvement of the evaluation system of colleges and universities in China is becoming more and more urgent. The change of policies shows that the state must respond to the "demand" for the evaluation of colleges and universities. Now it has been basically determined to integrate the guiding ideology of running a school, teaching staff, teaching conditions and utilization, professional construction and teaching reform, teaching management style of study A seven in one undergraduate evaluation system for teaching effect. Through the in-depth analysis of the institutional changes of university evaluation, we can further promote the development of university education, improve the university evaluation system, and provide historical experience for future reform.

2. New Institutional Economics Analysis of University Evaluation

The undergraduate evaluation system of colleges and universities is promulgated and implemented by the state. The implementation of the system is guaranteed by the state administrative power. The modification and improvement of the system is not transferred by the will of the state, but also must comply with the law of the development of higher education. Based on the perspective of new institutional economics, the undergraduate evaluation system of colleges and universities, as an institutional rule to evaluate the advantages and disadvantages of running colleges and universities, should comply with the system construction of the system and have clear constraints. Whether formal or informal, we should pay more attention to the implementation guarantee. Formal constraints are reflected in the laws and regulations of university evaluation, including the rights and obligations of the government and schools, while informal constraints are reflected in the social traditional culture, ideas and social attention to university evaluation. Because higher education is a multi-level, multi-dimensional and dynamic concept. It determines the dimensions of fairness and flexibility of university evaluation, in which the implementation guarantee mechanism is the supervision and punishment to ensure the implementation effect in the process of university evaluation.

Fairness is the primary guarantee for the evaluation of colleges and universities. Fairness should be taken as the cornerstone for the evaluation of college education quality, As the educational equity advocated by the state, it has attracted more and more attention of public opinion. As a part of the subsystem of educational equity, college evaluation is a firm force to promote the realization of educational equity. Fairness is manifested in two aspects in the evaluation system of colleges and Universities: the way and standard of evaluation should fully consider the conditions of the evaluation subject; Colleges and universities with the same level of conditions can obtain the same evaluation criteria. At present, there are still some deficiencies in the fairness of the existing university evaluation system, mainly in the following aspects: Due to the different strength levels of colleges and Universities Participating in the evaluation, the evaluation team is prone to unfair phenomena such as evaluation standards and unscientific review of evaluation objects due to their own subjective impression; The existing seven in one evaluation system for running schools and teaching in Colleges and universities is relatively weak in mutual coordination. It is often impossible to conduct a comprehensive review of colleges and universities during the evaluation period, resulting in unsatisfactory

evaluation results of some colleges and Universities Participating in the evaluation. On July 26, 2018, There are 1243 undergraduate colleges and universities in China, but only 201 authorized colleges and universities, less than 20% of the total,[5]Whether this is related to the gradual fading of the enthusiasm of colleges and universities to participate in the evaluation mentioned above is a question worthy of reflection. From the distribution of colleges and universities in China, most colleges and universities are located in backward areas with economic development, and the teaching infrastructure and comprehensive strength are weaker than those in the eastern region. They often bear a certain burden in the evaluation stage, and even affect the improvement of school running level.

Based on the in-depth exploration of the flexibility of university evaluation, doing a good job in the investigation of each participating university is not only the help to the quality of university running, but also the maintenance of the stable development of university education. However, each university has different school running policies, that is, what we call school running diversity, under the background of limited government support funds and continuous improvement of the evaluation system, How to design a more scientific and reasonable university evaluation system and make full and rational use of resources, It is an important link that can not be ignored and missing. But specifically, It is mainly reflected in the following four aspects:First of all, the school running policies of various colleges and universities are different, and the service industry scope is also different. The college evaluation system is actually a set of index system. If it does not reflect the characteristics of evaluation flexibility, using a set of system to evaluate all colleges and universities may eventually lead to the unity of college education; Secondly, for each university, the government's financial support is unequal. When there is a gap in school running conditions, it seems rigid to apply a set of system to all the Universities Participating in the evaluation; Thirdly, what is the measure of excellence in running a school? Different types of colleges and universities should have measurement standards in this field. Both universities and evaluation teams involved in university evaluation have not obtained fair results after the investment of time, energy and capital, resulting in low economic efficiency of resource utilization; Finally, whether the evaluation of colleges and universities focuses on the embodiment of the results or the improvement of the level of colleges and universities in the future. Of course, some colleges and universities pay great attention to the school running effect when approaching the evaluation, and return to the level after the evaluation. The growth rate is slow, so the occurrence of this situation is difficult to truly reflect the role of the evaluation.

3. Promoting the Optimization of Evaluation System from the Exploration of Institutional Change

Through the institutional analysis of undergraduate teaching quality evaluation in Colleges and universities (including formal system and informal system), based on the perspective of new institutional economics, this paper deeply explores the change and reconstruction of university evaluation system, and finds that the optimization and improvement of evaluation system can be started from the following four aspects.

(1) Highlight the diversified subjects of the evaluation system. The subject we are talking about does not only represent the evaluation team, the Universities Participating in the evaluation, as well as the government playing the role of system formulation in the evaluation. The prominent focus is the mutual integration of diversified subjects in university evaluation. The evaluation team should not be in charge of judging the advantages and disadvantages of college teaching; The teaching quality of colleges and universities can not rely solely on the qualification and excellence of the evaluation results to show the performance to all sectors of society. Herzberg believes that incentive factors are the basic motivation for teachers to be satisfied.[6]In the

previous evaluation system, the evaluation team visited, investigated and evaluated colleges and universities in accordance with the provisions of the system. The evaluation system occupies a dominant position in the whole evaluation link. Higher education is not invariable, and it will also make corresponding adjustments due to social changes. In my opinion, the whole evaluation process can be divided into internal and external, including evaluation team, university leaders and government agencies; The external includes the evaluation of teachers and students, the guidance of external public opinion, the feedback of graduates and so on. Compared with the evaluation process, the internal links are relatively closed. In the whole process, only a few people can participate and play an important role in the decision of a round of evaluation results. From the internal level, the subjective impression of the evaluation team and the government on Colleges and universities has an impact on the judgment of the teaching quality level of colleges and universities. It must be difficult to overcome if the subjective factors are completely put aside in the evaluation process; On the contrary, from the external level, the impression of teachers and students, the guidance of public opinion and the feedback of graduates have a great impact on the evaluation of colleges and universities, but the strength of the impact finally returns to the internal link. The facts show that the external link is often the most easily ignored link and the most important contribution to the whole link. The degree of external participation Compared with the internal evaluation, the internal evaluation progress mode is in a closed space and still in a dominant position. Although the external plays a guiding role, it can not be really integrated into the evaluation process. Therefore, the diversified subject status should be highlighted in the whole evaluation system. Each type of subject has an indelible impact on the evaluation results. If only a single object is taken as the subject of the evaluation system, the evaluation results are difficult to convince the public and hinder the improvement of the credibility of the evaluation system to a certain extent.

(2) Formulate evaluation criteria by layers and highlight the characteristics of flexibility. Using a set of rigid standard evaluation system to evaluate colleges and universities with different school running levels, different regional distribution and different types seems weak and rigid. Some colleges and universities are prone to burnout and reduce their enthusiasm for participating in the evaluation; Moreover, the guidance and pertinence are not prominent, and the evaluation expectation may deviate from the reality. Due to the diversity and complexity of higher education, the evaluation of colleges and universities must be classified, and the guiding principles of classification must be implemented. The support of the government is also different at different levels of colleges and universities. Under the previous conditions of unequal support, we can use a set of evaluation system to evaluate. Kronbach emphasizes collecting data through educational evaluation to provide services for educational decision-making.[7]The results can be imagined, which frustrates the enthusiasm of colleges and universities to participate in the evaluation to a certain extent. If the university evaluation does not show the classification principle and only applies a set of indicators to all participating universities, in fact, the role of evaluation is difficult to play, From the school running level of colleges and universities, key colleges and universities are obviously better than ordinary colleges and universities in terms of educational resources and social reputation; In terms of the distribution of colleges and universities, there is a certain gap between the educational level of colleges and universities in economically developed areas and backward areas, and the comparability is not strong. Based on the flexibility as the starting point and considering the refinement of the branch standards of the university evaluation system, the evaluation is carried out in the same level and similar universities. Through the comparison of the evaluation results, the gaps and deficiencies are found out, and the corresponding improvement measures are taken to improve the connotation value of the University.

(3) Improve the tracking and feedback mechanism after college evaluation. Starting from the tracking dimension, on the one hand, it is conducive to a sense of oppression on Colleges and

universities. Colleges and universities carry out teaching activities according to the evaluation standards. Seldin believes that teachers find their own shortcomings in the feedback of evaluation results and encourage them to continuously improve their work. [8] Even after the evaluation, they are still in a tense state before the evaluation, and attach great importance to the guarantee of quality; On the one hand, it plays a role in restraining unhealthy tendencies such as cheating adopted by the school to achieve the purpose of evaluation. Starting from the feedback dimension, improving the efficient feedback mechanism of evaluation results is conducive to improving the enthusiasm of colleges and universities to participate in the evaluation system, optimizing the evaluation process, and improving the implementation and formulation level of the evaluation system, Jointly optimize the system for the progress of higher education.

(4) Optimize the construction of evaluation team and provide legal guarantee at the same time. The evaluation of colleges and universities is still in the exploratory stage, and the construction of optimized evaluation team also meets the practical needs of university evaluation in China. A high-level evaluation requires not only an authoritative evaluation organization, but also a high-level evaluation team, In terms of the structure of the evaluation team, there should be a certain proportion of diversified subjects such as evaluation experts, government personnel, teachers and students. Among them, the diversification of subjects helps to reflect the fairness of the evaluation results and help the evaluation team understand the evaluation object in many aspects, rather than simply staying in the subjective intention. In terms of the quality requirements of the evaluation team, the participants in the evaluation should have good educational literacy and have the courage to contribute to the cause of education. If the evaluation team is mixed with personnel with low educational literacy, the authority of the whole team will be affected. The so-called legal guarantee is actually an accountability mechanism for evaluation. Who is responsible for the disputes caused by the evaluation results and the adverse consequences caused by the disputes? How to be responsible? How to punish after being responsible? This requires a series of laws to ensure that the evaluation team not only has the right to make the final result of the evaluation, but also has the obligation to be responsible for the fairness of the evaluation.

4. Expectation

With the continuous popularization of higher education, college evaluation plays an indispensable role. How to make good use of the evaluation system to promote the development of higher education is a problem explored by many educators. The college evaluation system needs to be constantly self-improvement, which is a step-by-step process, We should pay more attention to the improvement effect of evaluation on higher education, rather than the result orientation brought by evaluation. We can't evaluate for the sake of evaluation.

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