

Construct, evaluation, and development of high-level professional groups in Chinese vocational colleges

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Abstract

In April 2019, the Ministry of Education and the Ministry of Finance of China issued a policy document titled "Plan for the Construction of High level Vocational Colleges and Majors with Chinese Characteristics", which further emphasized the importance of professional construction and believed that vocational education should attach importance to the development of professional construction. This study focuses on the current situation of the construction of professional groups in four vocational colleges in X region of China, and uses literature research and survey research methods to conduct in-depth analysis of the construction, evaluation, and development of their high-level professional groups. Specifically, by conducting a questionnaire survey on the teachers of these four vocational colleges, the construction mode of high-level professional groups in vocational colleges is determined from three aspects: the current situation, construction content, and construction indicators of professional groups; Evaluate from three aspects: evaluation theory, evaluation indicator system, and evaluation management mechanism; Propose development strategies from three aspects: knowledge and skills, improvement measures, and effectiveness implementation. The research results show that, based on significant differences in demographic factors, the interviewed teachers have the characteristics of gender balance, diverse age and teaching experience, and generally high educational level. These characteristics provide a diverse and professional perspective for research, which helps to explore and evaluate the construction and development of high-level professional groups in depth. In addition, this exploration helps to focus on local industries, identify development positioning, improve talent cultivation quality, promote regional economic development, and further enhance the social service capabilities of vocational colleges.

Keywords: vocational colleges, professional group construction, evaluation, develop

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1. Introduction

In January 2019, the State Council of China issued a policy document, which attached great importance to the development of vocational education and believed that vocational education should be constructed and developed as a type of education. In order to implement the requirements of the policy documents, in April 2019, the Ministry of Education and the Ministry of Finance issued a policy document titled "Plan for the Construction of High level Vocational Schools and Majors with Chinese Characteristics", further emphasizing the importance of professional construction and believing that vocational education should attach importance to the development of professional construction. The document requires the construction of around 150 high-level professional groups and clarifies the construction goals of vocational college majors. In recent years, the "China Characteristic High level Vocational School and Professional Construction Plan" has been the development center of vocational education. With majors as carriers, it actively builds professional groups, enhances the brand influence of vocational education in China, and creates a Chinese model of vocational education. The quality of professional group construction may also affect the development trend of various vocational colleges. If each vocational college wants to enter the ranks of high-level vocational colleges, it needs to build professional groups based on its own educational characteristics, find the right positioning, and follow teaching laws.

The following elaborates on the two core concepts of "vocational colleges" and "professional groups". Vocational colleges, full name is higher vocational and technical colleges. China's vocational colleges mainly provide higher vocational and technical education, which belongs to the category of vocational education. The main goal of vocational education is to cultivate high-quality workers and technical skilled talents, and its essential characteristics combine higher education and vocational education. Vocational education has strong Chinese characteristics. In China, the names of vocational colleges often include the four words "vocational and technical". Its main purpose is to highlight the technical nature of the profession, while also providing a clear definition of the scope of teaching activities in vocational education. Vocational education essentially cultivates technical and skilled talents, serving local economic development by cultivating technical talents. Vocational colleges are the organizational form for the operation and development of vocational education, and also the main body to ensure the good development of vocational education. This article studies a three-year higher vocational education institution that belongs to vocational colleges and cultivates technical and skilled talents. (Gaobo, 2023) A professional group is composed of several majors combined according to a certain logic, so a professional group generally includes two or more majors. The connection between vocational colleges and social and economic development is frequent and close. The goal of education is to face the labor market and provide human support for industrial development. The quality of professional construction has an important impact on the quality of talent cultivation. Vocational colleges urgently need to shift from "focusing on industries to focusing on industry clusters to meet the new requirements brought about by social and economic development."

In summary, this article conducts a detailed study on the three key variables of "construction", "evaluation", and "development" of vocational college professional groups, and takes the construction status of four vocational college professional groups in X region of China as the object. Literature research and survey research methods are used to conduct in-depth analysis on the construction, evaluation, and development of their high-level professional groups. Specifically, by conducting a questionnaire survey on the teachers of these four vocational colleges, the construction mode of high-level professional groups in vocational colleges is determined from three aspects: the current situation, construction content, and construction indicators of professional groups; Evaluate from three aspects: evaluation theory, evaluation indicator system, and evaluation management mechanism;

Propose development strategies from three aspects: knowledge and skills, improvement measures, and effectiveness implementation; At the same time, this article explores the close relationship between the construction goals, evaluation measures, and development improvement of high-level professional groups in Chinese vocational colleges, which helps to focus on local industries, identify development positioning, improve talent cultivation quality, promote regional economic development, and further enhance the social service capabilities of vocational colleges.

Objectives of the Study

This study aims to explore on the construction, evaluation, and development of high level professional Groups in Chinese Vocational Colleges. More specifically, it will seek the following objectives: Determine the current situation, construction content, and construction indicators of professional groups; Evaluate from three aspects: evaluation theory, evaluation indicator system, and evaluation management mechanism; Identify development positioning, improve talent cultivation quality, promote regional economic development, and further enhance the social service capabilities of vocational colleges; Test significant relationship between the construction goals, evaluation measures, and development improvement of high-level professional groups in Chinese vocational colleges; Propose development strategies from three aspects: Knowledge and Skills Improvement Efficiency.

2. Methods

Research Design - This study analyzes the current research and practice status both domestically and internationally. Through sorting and analyzing relevant research literature on the construction of professional groups in vocational colleges and the policy documents on "high-level vocational schools and professional construction plans", it aims to grasp the existing research situation of high-level professional groups, as well as the national direction guidance for the development of vocational education and the overall requirements of high-level professional groups. Based on this, combined with actual research results, Taking 4 vocational colleges in Inner Mongolia, China as an example, a systematic study is conducted on the high-level professional groups of vocational colleges from three aspects: construction mode, evaluation process, and development and improvement. Firstly, based on the current construction status, content, and indicators, a construction model of "core professional construction driving the development of other majors" is proposed. Then, this construction model is evaluated and analyzed, aiming to examine the existing development level of professional groups, clarify the practical problems in developing high-level professional groups, and provide new ideas for the construction of high-level professional groups. Furthermore, the integration of industry and teaching is proposed Effective development strategies such as building a teacher talent team and enhancing international exchange and cooperation. To assist in promoting the process of high-level professional groups.

Participants of the Study - The participants in this study are 350 teachers from four higher vocational colleges in X region of China. With the help of LPU consultant teachers, this study uses the "Questionnaire Star" platform to issue electronic questionnaires through the Internet. 350 questionnaires are mainly distributed to teachers from four higher vocational colleges, namely Baotou Vocational and Technical College, Baotou Railway Vocational and Technical College, Baotou Electronic Information Vocational and Technical College and Baotou Light Industry Vocational and Technical College. In order to ensure the diversity of the questionnaire, we completed it by selecting teachers of different levels, positions, and academic levels. This method enables us to comprehensively understand the current situation and existing problems of the school's professional group construction, and conduct in-depth research and thinking on the future development of professional groups. Through purposeful sampling methods, we ensure that our research participants represent the opinions of a wide range of teachers, improving the scientific validity and credibility of our research results.

Data Gathering Procedure - This study used three questionnaires. These three questionnaires are the construction questionnaire, evaluation questionnaire, and development questionnaire for high-level professional

groups in vocational colleges. The questionnaire was rated using a 4-point Likert scale. The questionnaire on the construction of high-level professional groups in vocational colleges is based on Chen Zhuping (2022) Research on the Construction of High Level Professional Groups in Chinese Vocational Colleges - (Master's Thesis) and Li Jun (2022) Research on the Construction of High Level Specialty Group in Henan Higher Vocational Colleges - Based on a Survey of Six Higher Vocational Colleges (Master's Thesis). These two master's theses were compiled. This questionnaire has three dimensions, namely construction status, construction content, and construction indicators. This questionnaire consists of 48 items and has been repeatedly applied and validated, demonstrating good reliability.

The evaluation questionnaire refers to the master's thesis Wu(2022) "Research on Performance Evaluation of High level Professional Group Construction in Yunnan Vocational Colleges - Taking A and B Vocational Colleges as Examples" and the "Survey Questionnaire on Evaluation of High level Professional Group Construction Effect in Vocational Colleges" compiled by Yong Lili (2022). The scale has a total of 50 items, including three dimensions: evaluation theory, evaluation indicator system, and evaluation management mechanism. The "Development Questionnaire" comes from the Qiu Rongzhi. Research on the Development Strategy of High level Professional Groups in Vocational Colleges - Taking Shangluo Vocational and Technical College as an Example [D] Shaanxi: Xi'an University of Technology.(2021). These 24 items are divided into three sub scales: industry and teaching integration, building teacher talent team construction, and strengthening international exchange and cooperation.

Table 1*Reliability Results*

Indicators	Cronbach Alpha	Remarks
construction current situation	0.873	Good
construction content	0.927	Excellent
construction indicators	0.898	Good
evaluation theory	0.904	Excellent
evaluation indicator system	0.883	Good
evaluation management mechanism	0.875	Good
Knowledge and Skills	0.883	Good
Improvement	0.907	Excellent
Efficiency	0.922	Good

Data Analysis - In order to conduct data analysis, different statistical tools were used. Frequency and percentage distribution are used to describe the demographic profile of respondents. In addition, the collected data will be tabulated and analyzed using the following statistical methods or tools. Weighted averages and rankings will be used to determine the construction, evaluation, and development of high-level professional groups in vocational colleges. Analysis of Variance (ANOVA) will be used to measure the construction status of high-level professional groups. The Pearson correlation coefficient will be used to display the correlation between the construction, evaluation, and development of high-level professional groups in Chinese vocational colleges, in order to determine the development direction of high-level professional groups in vocational colleges. The Likert scale is used to evaluate variables: 3.50-4.00- strongly agree; 2.50-3.49 Agreed; 1.50-2.49 Disagree; Strongly opposed to 1.00-1.49. In addition, all data were processed using statistical methods using software called SPSS 27 to further explain the research results using a 0.05 α Horizontal.

Ethical Considerations - The ethical considerations of this research were centered on three basic ethical principles: respect for participants, beneficence or welfare of the participant, and justice. Informed consent was also a key component of the process. Moreover, operationalizing the research process occurred within the norms and mores of established ethical codes in academia. Once the research report was finalized, respondents and other stakeholders were free to access it. Throughout the research process, respect and dignity were maintained for the autonomy of the participant, and for the basic rights of each individual. Informed consent from the research participants was obtained, noting the limitations of this process. Meanwhile, the researcher also required that the use of the scale must solicit the consent of the author.

3. Results and discussion

Table 2

Summary Table on Construct of high-level professional groups in terms of construction indicators

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. construction current situation	3.10	Agree	2
2. construction content	3.12	Agree	1
3. construction indicators	3.09	Agree	3
Composite Mean	3.10	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes the assessments of the current situation of construction, content of construction, and indicators of construction for high-level professional groups. The results show that "construction content" (3.12) ranked first, indicating that the surveyed teachers consider the construction content to be the most important indicator. "Current situation of construction" (3.10) came in second, also considered a highly prioritized indicator, while "construction indicators" ranked third. For the other two indicators, the teachers' agreement was slightly lower.

The composite average is 3.10, which falls within the "Agree" range, showing that the surveyed teachers generally agree with the construction of high-level professional groups. This also suggests that the school's construction of high-level professional groups has been effective. In summary, respondents show a high level of agreement with the construction content and current situation of high-level professional groups, which may reflect that the school's work in these areas has received positive feedback and recognition. The relatively lower agreement on construction indicators may point out that there is some room for improvement in quantifying the achievements of construction.

Research indicates that the construction content of high-level professional groups typically includes aspects such as curriculum design, teaching methods, faculty team, and practical teaching, all of which are key factors affecting the quality of education and the effectiveness of student training (Chen, 2023). (Liu et. al.,2023) propose that schools should continue to strengthen and optimize the construction content of professional groups, maintaining the modernization and innovation of teaching content and methods. Regarding construction indicators, it is recommended that schools conduct in-depth analysis, clarify assessment standards, and align them with industry standards and market demands to ensure the scientific effectiveness of the assessment. Schools might also consider establishing a more transparent assessment and feedback mechanism to keep all stakeholders informed about the progress and effectiveness of the professional group construction.

Table 3

Summary Table on the Evaluation and effectiveness building of high-level professional groups

Indicators	WM	Verbal Interpretation	Rank
1. evaluation theory	3.11	Agree	3
2. evaluation indicator system	3.19	Agree	2
3. evaluation management mechanism	3.21	Agree	1
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 provides a comprehensive assessment of the evaluation and effectiveness construction of high-level professional groups. The composite average value is 3.17, which falls within the "Agree" range, indicating that the surveyed teachers concur with these indicators. This demonstrates that the teachers, overall, have an affirmative stance towards the evaluation and effectiveness construction of high-level professional groups.

The evaluation management mechanism (Rank: 1) is considered the most important aspect, showing that the surveyed teachers highly affirm the establishment of the evaluation management mechanism. The evaluation indicator system (Rank: 2) also receives a high level of agreement and is deemed a highly prioritized area.

Evaluation theory (Rank: 3), although slightly lower in weighted average value, has also gained general agreement from the respondents.

In summary, teachers give the highest praise to the evaluation management mechanism of high-level professional groups, suggesting that the school may have established an effective system and processes for evaluation management. The evaluation indicator system is also highly regarded, indicating that teachers believe the evaluation indicators can reasonably reflect the construction and effectiveness of the professional groups. Although evaluation theory has gained general agreement, its relatively lower weighted average value may imply that there is room for improvement in some aspects of the evaluation theory.

Zhang (2022) suggests that schools should continue to strengthen the evaluation management mechanism to ensure the quality and effectiveness of evaluation activities. Further optimization of the evaluation indicator system is needed to ensure that evaluation indicators can comprehensively and accurately reflect the construction and effectiveness of professional groups. In-depth research and updating of evaluation theory should be conducted to adapt to new requirements of educational reform and development.

Table 4

Summary Table on Professional Development of high-level professional groups

Indicators	Weighted Mean	Verbal Interpretation	Rank
Knowledge and Skills	2.96	Agree	1
Improvement	2.88	Agree	2
Efficiency	2.83	Agree	3
Composite Mean	2.89	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 4 is a summary assessment of professional development within high-level professional groups. The composite average value is 2.89, which falls within the "Agree" range, indicating that the surveyed teachers generally concur with the professional development of high-level professional groups. The weighted average for Knowledge and Skills is 2.96, suggesting that respondents widely acknowledge the development in knowledge and skills within high-level professional groups. The weighted average for Improvement is 2.88, slightly lower than that for Knowledge and Skills but still generally agreed upon by the respondents. The weighted average for Efficiency is 2.83, the lowest among the three indicators, indicating a relatively lower level of agreement on the aspect of efficiency. The ranking shows that Knowledge and Skills (Rank: 1) is considered the most important aspect. Improvement (Rank: 2) follows closely behind, also seen as a highly prioritized aspect. Efficiency (Rank: 3), although slightly lower in weighted average, is also generally agreed upon by the respondents.

In summary, the surveyed teachers generally agree with the development of high-level professional groups in terms of knowledge and skills and improvement, but there is a relatively lower level of agreement regarding efficiency, which may indicate that efficiency is an area that requires further attention and improvement in the development of professional groups. Lower efficiency may be related to resource allocation, time management, or process optimization, and it is recommended to be addressed through effective management strategies and continuous process improvement. Encourage the team to continuously improve by identifying and implementing improvement measures through regular self-assessment and feedback mechanisms. Pay special attention to efficiency issues, and enhance the work efficiency of professional groups by optimizing processes, improving resource utilization efficiency, and adopting innovative technologies.

Table 5 is an assessment of the relationship between the construction of high-level professional groups and the evaluation and effectiveness building. All assessment indicators show that the p-values of all correlation coefficients are less than 0.01, indicating a highly significant positive correlation between the current situation, content, and indicators of high-level professional group construction and evaluation theory, evaluation indicator systems, and evaluation management mechanisms. This implies that good performance in construction status, content, and indicators is met with positive evaluations of the evaluation system and effectiveness construction.

Table 5

Relationship Between Construct of high-level professional groups and Evaluation and effectiveness building of high-level professional groups

construction current situation	r-value	p-value	Interpretation
evaluation theory	.916**	0.000	Highly Significant
evaluation indicator system	.813**	0.000	Highly Significant
evaluation management mechanism	.775**	0.000	Highly Significant
construction content			
evaluation theory	.834**	0.000	Highly Significant
evaluation indicator system	.740**	0.000	Highly Significant
evaluation management mechanism	.709**	0.000	Highly Significant
construction indicators			
evaluation theory	.905**	0.000	Highly Significant
evaluation indicator system	.814**	0.000	Highly Significant
evaluation management mechanism	.782**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The quality of the professional group's construction directly affects its evaluation outcomes, which aligns with the emphasis on quality assurance and continuous improvement in the field of education. The effectiveness construction of a professional group is a key indicator of its success, closely related to the group's organizational structure, leadership, and strategic planning. It is necessary to maintain and optimize the evaluation theory, indicator systems, and management mechanisms to ensure they can accurately reflect the quality of the professional group's construction.

Table 6

Relationship Between Construct of high-level professional groups and Professional Development of high-level professional groups

construction current situation	r-value	p-value	Interpretation
Knowledge and Skills	.889**	0.000	Highly Significant
Improvement	.861**	0.000	Highly Significant
Efficiency	.857**	0.000	Highly Significant
construction content			
Knowledge and Skills	.796**	0.000	Highly Significant
Improvement	.828**	0.000	Highly Significant
Efficiency	.783**	0.000	Highly Significant
construction indicators			
Knowledge and Skills	.875**	0.000	Highly Significant
Improvement	.867**	0.000	Highly Significant
Efficiency	.852**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 is an assessment of the relationship between the construction of high-level professional groups and their professional development. All assessment indicators show that the p-values of all correlation coefficients are less than 0.01, indicating a highly significant positive correlation between the construction of high-level professional groups and their professional development. This means that good performance in the current situation, content, and indicators of construction is met with positive evaluations of professional development. Good practices in the construction of professional groups can promote the professional growth of members in terms of knowledge, skills, improvement, and efficiency.

Zhou (2022) suggests that schools should continue to strengthen the construction practices of high-level professional groups to promote professional growth in members' knowledge and skills, improvement, and efficiency. At the same time, schools need to maintain and optimize the content and indicators of the professional group's construction to ensure they can support the professional development of members and the overall effectiveness of the professional group

Table 7

Relationship Between Evaluation and effectiveness building of high-level professional groups and Professional Development of high-level professional groups

evaluation theory	r-value	p-value	Interpretation
Knowledge and Skills Improvement	.899**	0.000	Highly Significant
Efficiency	.908**	0.000	Highly Significant
evaluation indicator system			
Knowledge and Skills Improvement	.826**	0.000	Highly Significant
Efficiency	.810**	0.000	Highly Significant
evaluation management mechanism			
Knowledge and Skills Improvement	.807**	0.000	Highly Significant
Efficiency	.796**	0.000	Highly Significant
Efficiency	.783**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 is an assessment of the relationship between the evaluation and effectiveness construction of high-level professional groups and their professional development. All assessment indicators show that the p-values of all correlation coefficients are less than 0.01, indicating a highly significant positive correlation between the evaluation and effectiveness construction of high-level professional groups and their professional development. This implies that the evaluation theories, evaluation indicator systems, and evaluation management mechanisms of high-level professional groups have a significant impact on promoting professional development in terms of knowledge and skills, improvement, and efficiency. The evaluation and effectiveness construction of high-level professional groups is closely related to the professional development of members, indicating that effective evaluation and construction practices can significantly promote the professional growth of members.

The establishment of an evaluation system is closely related to the development of professional groups and contributes to enhancing the effectiveness of professional groups and individual career growth. An effective evaluation management mechanism can ensure the fairness, transparency, and effectiveness of evaluation activities, which is crucial for the professional development of professional group members.

Table 8

Propose development strategies from three aspects: Knowledge and Skills Improvement Efficiency

Key Result Area / Objective	Strategies	Person/s Involved	Desired Outcome
Construct of high-level professional groups in terms of Construction indicators Objective: Achieve the expected quantity and quality of professional group construction and vocational education group as per the school's indicators.	1. Curriculum Development: Develop and regularly update curricula that align with industry standards and emerging trends. Implement competency-based education to ensure students acquire relevant skills. 2. Industry Partnerships: Establish and strengthen partnerships with leading industry players to provide practical exposure and internship opportunities. Collaborate with industry experts for guest lectures and workshops. 3. Faculty Development: Conduct regular training programs for faculty to stay updated with the latest teaching methodologies and industry practices. Encourage faculty to pursue advanced degrees and certifications.	- Curriculum Development Team - Industry Liaison Officers - Faculty Members - Professional Development Coordinators	- Professional groups and vocational education programs meet or exceed established construction indicators. - Enhanced industry relevance and employability of graduates.
Evaluation and effectiveness building of high-level professional groups in terms of evaluation theory Objective: Implement the Balanced Scorecard's learning and growth dimension to evaluate the performance of high-level professional groups.	1. Balanced Scorecard Integration: Develop and implement performance evaluation metrics based on the Balanced Scorecard framework. Focus on the learning and growth dimension to measure faculty development, student satisfaction, and innovative teaching practices. 2. Continuous Monitoring: Establish a robust system for regular monitoring and feedback on performance metrics. Use data analytics to track progress and identify areas for improvement. 3. Stakeholder Engagement: Involve stakeholders, including faculty, students, and industry partners, in the evaluation process to ensure comprehensive feedback. Conduct regular workshops and training sessions on the Balanced Scorecard methodology.	- Evaluation Committee - Data Analysts - Faculty Members - Industry Partners	- Comprehensive and accurate assessment of professional group performance. - Continuous improvement in teaching and learning outcomes based on feedback and data analysis.

<p>Professional Development of high-level professional groups in terms of efficiency</p> <p>Objective: Continuously reform the teaching mode of high-level professional groups to enhance efficiency.</p>	<p>1. Innovative Teaching Methods: Incorporate blended learning, flipped classrooms, and other innovative teaching methods. Utilize technology to facilitate interactive and engaging learning experiences.</p> <p>2. Professional Development Programs: Offer continuous professional development programs focusing on the latest educational technologies and pedagogical strategies. Provide opportunities for faculty to attend conferences, workshops, and seminars.</p> <p>3. Resource Optimization: Optimize the use of educational resources, including digital tools and learning management systems, to enhance teaching efficiency. Implement data-driven decision-making to allocate resources effectively.</p>	<p>- Academic Affairs Department</p> <p>- Faculty Development Coordinators</p> <p>- IT Support Team</p> <p>- Resource Management Team</p>	<p>- Enhanced teaching efficiency and effectiveness.</p> <p>- Faculty equipped with modern teaching skills and methodologies.</p> <p>- Improved student engagement and learning outcomes.</p>
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4. Conclusions and recommendations

Respondents generally agreed on the construct of high-level professional groups, especially regarding construction content. However, they least agreed on construction indicators of these professional groups. There was general agreement on the evaluation and effectiveness of high-level professional groups, particularly on the evaluation management mechanism. However, there was less agreement on evaluation theory. Respondents agreed on the professional development aspects of high-level professional groups, particularly on knowledge and skills. There was less agreement on efficiency. There is a highly significant positive correlation between the current situation, content, and indicators of high-level professional group construction and evaluation theory, evaluation indicator systems, and evaluation management mechanisms. Good performance in these areas leads to positive evaluations of the evaluation system and effectiveness construction. A highly significant positive correlation exists between the construction of high-level professional groups and their professional development. Positive performance in construction is associated with favorable evaluations of professional development. There is a highly significant positive correlation between the evaluation and effectiveness construction of high-level professional groups and their professional development. Based on the study results, the researcher proposed development strategies for high-level professional groups.

The top management of the university may Strengthen the integration of industry and education: Deepen cooperation with the industry, ensure that teaching content is synchronized with industry needs, and improve students' practical abilities and employment competitiveness. The university Administrators may optimize the evaluation index system: Establish a more scientific and comprehensive evaluation index system to ensure that the evaluation results can accurately reflect the construction and development level of the professional group. The Academic Director may strengthen the construction of the teaching staff: Pay attention to the professional development of the teaching staff, provide opportunities to improve their teaching and research abilities. Human Resource Department may emphasize the development of professional group characteristics: Encourage professional groups to develop their own characteristics and advantages, and form unique educational brands. International and Linkages office may enhance internationalization level: Strengthen international exchanges and cooperation, introduce advanced international educational concepts and teaching methods, and enhance the international influence of professional groups. Student Development Office may pay attention to the comprehensive development of students: While cultivating professional skills, pay attention to the cultivation of students' innovation ability, teamwork, and professional ethics. Future researcher may conduct similar study to further confirm the result using a qualitative study. The proposed development strategies may be implement to utilize the reseut of the study.

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