

Research on the Construction of Performance Evaluation System for Student Financial Aid in Western Higher Vocational Colleges from the Perspective of Huang Yanpei's Vocational Education Quality View

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Abstract: Guided by Huang Yanpei's view on vocational education quality, this paper studies the construction of a performance evaluation system for student financial aid in Western higher vocational colleges. It includes an introduction to Huang Yanpei's view on vocational education quality, the main significance of performance evaluation of student financial aid in Western higher vocational colleges, and strategies for constructing such an evaluation system based on Huang Yanpei's view. It is hoped that this research can provide a reference for the rational implementation of Huang Yanpei's view on vocational education quality and realize the scientific evaluation of the performance of student financial aid in Western higher vocational colleges.

Keywords: Huang Yanpei's view on vocational education; Students in western higher vocational colleges; Financial aid performance; Evaluation system; Evaluation process

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1. Introduction

Against the backdrop of Huang Yanpei's view on vocational education quality, to achieve a scientific evaluation of the funding performance for vocational college students in western China, researchers need to reasonably construct a performance evaluation system for student funding in western vocational colleges under this quality perspective model, by integrating the basic connotations of Huang Yanpei's view on vocational education quality and the main significance of evaluating the funding performance for vocational college students in western China. Only in this way can scientific guidance and strong constraints be provided for the funding

performance evaluation work, ensuring the objectivity of the performance evaluation and improving the effectiveness of student funding in Western vocational colleges.

2. Introduction to Huang Yanpei's view on vocational education quality

The so-called Huang Yanpei's view on vocational education quality takes the integration of hands and brains, as well as the unity of learning and doing, as its core concepts. It emphasizes that vocational education should be closely connected with social needs, and that vocational college students' practical abilities and professional qualities should be well cultivated so as to make them practical talents. The core connotation of Huang Yanpei's view on vocational education quality is mainly reflected in the following three aspects: first, the orientation of socialized school-running, that is, vocational education should achieve in-depth integration with industrial needs, and carry out targeted training of vocational college talents through school-enterprise cooperation and industry-education integration. Second, the principle of scientific management, that is, the educational process should be systematic and standardized, focusing on the good connection between teaching methods, curriculum settings, and professional standards. Third, the developmental goal of education, that is, while cultivating students' professional skills, further strengthens the cultivation of their professional ethics, innovative ability, and sense of social responsibility to meet their needs for learning, growth, and development.

In terms of evaluation indicators, Huang Yanpei's view on the development of vocational education quality emphasizes that an evaluation system should be established from three dimensions: student development, educational process, and social contribution. In the dimension of student development, it is necessary to evaluate their professional skills, practical abilities and employment competitiveness; in the dimension of educational process, it is necessary to evaluate their curriculum settings, training facilities and teaching staff; in the dimension of social contribution, it is necessary to evaluate their role in regional economic development and industrial upgrading.

The reasonable introduction of Huang Yanpei's view on vocational education quality into the performance evaluation of student financial aid in western vocational colleges in China can not only objectively evaluate the solution to economic problems, but also scientifically evaluate the realization of the essential goals of various vocational education. Thus, it can realize a virtuous circle in such links as financial aid, training, employment, and feedback from students in Western vocational colleges ^[1].

3. Main significance of performance evaluation for student financial aid in Western vocational colleges

3.1. Implementing equitable education and blocking the intergenerational transmission of poverty

In western China, many vocational college students come from financially disadvantaged families, and the proportion of poor students in some regions far exceeds the national average. Under the traditional aid model, although the economic pressure on vocational college students can be alleviated to a certain extent, their career development has not received sustained attention, resulting in the inability to fully exert the effectiveness of financial aid. However, through the scientific construction of a financial aid performance evaluation system, an accurate identification of the actual aid needs of vocational college students in western China can be made. This ensures that various aid resources are tilted toward students with real needs and enables continuous tracking

of their career development after receiving aid. By improving vocational skills and employment quality, these students can achieve better development, fundamentally blocking the intergenerational transmission of poverty among Western vocational college students ^[2-4].

3.2. Aligning with the characteristics of vocational education and improving aid effectiveness

The main goal of vocational education is to cultivate technical and skilled talents, so its financial aid system should be closely integrated with the cultivation of vocational abilities of vocational college students. From the perspective of Huang Yanpei's view on vocational education quality, the rational construction of a performance evaluation system for financial aid to Western vocational college students can scientifically evaluate the solution to their economic problems. On this basis, it can also assess the effectiveness of aid in improving students' practical abilities and professional literacy. Through a comprehensive evaluation of indicators such as the acquisition rate of vocational skill certificates, performance in enterprise internships, and participation in training, aid resources can be further tilted toward the cultivation of vocational abilities. Only in this way can aid funds provide precise support for the educational goals and career development of western vocational college students, thereby enhancing the overall effectiveness of financial aid.

3.3. Strengthening the feedback function of Western education and promoting industrial upgrading

The main mission of Western vocational education is not only to cultivate technical and skilled talents but also to promote economic development in Western regions. Huang Yanpei's view on vocational education quality emphasizes that vocational education should serve local development and industrial upgrading. Therefore, in the evaluation system based on this quality view, financial aid performance evaluation will be effectively connected with regional industrial needs. The scientific construction of a financial aid evaluation system for Western vocational college students can not only effectively alleviate the economic pressure on poor students but also cultivate more talents for the development of Western industries. By comprehensively improving the innovation and entrepreneurship capabilities of vocational college students, it can provide more human resources support for industrial upgrading in western China ^[5-6]. This will give full play to the feedback function of Western vocational education and strongly promote industrial upgrading and development.

4. Strategies for constructing a performance evaluation system for student financial aid in Western higher vocational colleges based on Huang Yanpei's view of vocational education quality

4.1. Focus on the essential characteristics of vocational education and build a three-dimensional integrated evaluation system

In the process of constructing a performance evaluation system for student financial aid in western higher vocational colleges based on Huang Yanpei's view of vocational education quality, researchers should first focus on the essential characteristics of vocational education in western regions and scientifically build a three-dimensional integrated evaluation system supported by this quality view.

In the dimension of student development, researchers can adopt the following strategies to construct the financial aid performance evaluation system. Comprehensively evaluate the vocational ability of funded

students through indicators such as the acquisition rate of vocational qualification certificates, performance in enterprise internships, and awards in skill competitions. Comprehensively evaluate the practical and innovative ability of funded students through indicators such as the completion rate of training projects, participation in innovation and entrepreneurship projects, technological achievements, and patent outputs. Comprehensively evaluate the employment quality of funded students through indicators such as the initial employment rate, professional relevance, salary level, and career development ability.

In the dimension of the educational process, researchers can adopt the following strategies to construct the financial aid performance evaluation system. Comprehensively evaluate the curriculum and teaching situation of funded colleges through indicators such as the alignment between curriculum settings in higher vocational colleges and vocational standards, the development of school-enterprise cooperative courses, and the proportion of practical training courses, so as to ensure that teaching content is closely aligned with industrial needs. Comprehensively evaluate the input of vocational education resources in funded colleges through indicators such as the proportion of “double-qualified” teachers, the utilization rate of training bases, and the participation of enterprise mentors ^[7]. Ensure the continuous improvement of financial aid service quality through strict monitoring of indicators such as the efficiency of financial aid fund utilization, the coverage rate of financial aid policy publicity, and the accuracy of funded student identification.

In the dimension of social contribution, researchers can adopt the following strategies to construct the financial aid performance evaluation system. Comprehensively evaluate the supporting role of funded education in Western economic development through indicators such as the employment status of graduates in key industries in Western regions, technical contribution, service contribution, and enterprise satisfaction. Ensure the social contribution of financial aid for higher vocational students by examining the implementation effects of financial aid policies in terms of educational equity in western regions and the interruption of intergenerational poverty, as well as the contribution of funded colleges in cultural inheritance and regional services ^[8].

4.2. Adapting to the regional characteristics of the West and establishing a dynamic monitoring and precision intervention evaluation mechanism

In view of the existing predicaments in Western higher vocational education, such as regional dispersion, industrial differences, and uneven resource endowments, researchers should reasonably construct a funding performance evaluation system by establishing dynamic monitoring and precision intervention evaluation mechanisms in light of actual circumstances.

Firstly, it is dynamic monitoring based on big data. In this process, researchers need to comprehensively integrate various data resources such as student status, funding, employment, and enterprise feedback of Western higher vocational students. On this basis, a big data platform for Western higher vocational education funding performance should be established. Through the data of this platform, scientific analysis of vocational students' consumption behaviors can be made, so as to realize the dynamic adjustment of the identification standards for poor students and ensure the precision of funding implementation. At the same time, machine learning algorithms should be used to build a prediction model for the career development of funded objects. Through this model, students at risk in their studies and employment can be identified in advance, and personalized funding intervention strategies can be formulated according to the actual situation ^[9].

Secondly, it is a differentiated precision intervention. In this process, researchers need to design funding schemes in a hierarchical and classified manner in combination with the actual situation of the western region,

industrial characteristics, and the needs of higher vocational students, so that students in key industries and fields can receive sufficient financial subsidies for skill training. Meanwhile, a linkage mechanism combining funding, assistance, and development should be established to provide employment planning guidance and career recommendations for vocational students with financial difficulties, as well as sufficient financial support for their innovation and entrepreneurship.

4.3. Strengthen the integration of industry and education, and develop a multi-stakeholder collaborative evaluation model involving government, schools, enterprises, and society

Against the backdrop of the “grand vocational education doctrine” emphasized in Huang Yanpei’s view of vocational education quality, researchers should focus on the in-depth integration between vocational education and industry, and evaluate the funding performance through multi-stakeholder collaboration involving the government, schools, enterprises, and society.

First, it is essential to rationally construct a collaborative evaluation framework involving government, schools, enterprises, and society. In this process, researchers should position the government as the unit responsible for formulating evaluation standards and policies, involve key regional enterprises in designing funding indicators, assign schools to manage the implementation and process of funding, and empower society to supervise the fairness, openness, and transparency of funding implementation ^[10].

Second, design evaluation indicators for industry-education integration. Here, researchers need to introduce key indicators such as enterprise cooperation projects, the value of training equipment donated by enterprises, and the proportion of students in order-based classes to scientifically evaluate the depth of industry-education integration. At the same time, indicators like the number of teaching hours by enterprise mentors, technical services, economic benefits, and the proportion of students participating in enterprise projects should be incorporated into the evaluation system to scientifically assess the vocational education industrialization service functions of funded schools.

4.4. Address differences in resource endowments and implement a developmental compensation evaluation orientation

In response to the uneven distribution of higher vocational education resources and endowments in western regions, researchers should take developmental compensation evaluation as the orientation when constructing a funding performance evaluation system based on Huang Yanpei’s view of vocational education quality, and build a reasonable evaluation system for it ^[11].

First, rationally establish a resource compensation mechanism. In this process, researchers should add special funding for basic capacity building to vocational colleges with scarce resources, providing financial support for their training base construction, teacher training, and other projects, so as to significantly reduce regional differences in education quality. At the same time, the efficiency of resource input should be included in evaluation indicators to assess the relationship between the efficiency of funding use and output effects, ensuring the effectiveness of funding allocation.

Second, rationally construct a student development compensation mechanism. Here, researchers should provide funding for poor students in impoverished and ethnic minority areas of western China through policies such as scholarship evaluation and employment recommendations, effectively compensating for

their initial educational disadvantages ^[12]. Additionally, through the development of developmental funding projects, provide poor students with support such as innovation and entrepreneurship incubation funds or skill enhancement scholarships, enabling them to effectively make up for the lack of basic resources through their own efforts.

4.5. Enhance policy adaptability and improve the closed-loop evaluation process of “Evaluation-Feedback-Improvement”

Under the framework of Huang Yanpei’s view of vocational education quality, improving the closed-loop evaluation process encompassing evaluation, feedback, and improvement is a key strategy for constructing a funding performance evaluation system for higher vocational students in western China. The rational formulation and implementation of this strategy can enhance the adaptability of funding policies for higher vocational students in western regions, thereby continuously improving the optimization and implementation effects of various policies. Based on this, researchers can improve the evaluation process through the following strategies.

First, determine evaluation cycles at multiple levels. Conduct short-term evaluations of funding performance through methods such as quarterly audits of funding applications and student satisfaction surveys to promptly identify operational issues. Implement mid-term evaluations through annual analysis of data such as employment quality and career development across provinces, so as to scientifically assess the impact of funding on students’ long-term development. Carry out long-term evaluations through comprehensive assessments of funding policy effects every 3–5 years, facilitating scientific adjustments to relevant funding policies in line with the industrial upgrading needs of western regions ^[13–14].

Second, scientifically establish feedback and improvement mechanisms. In this process, researchers should establish a two-way feedback channel integrating policies, practices, and evaluations based on the funding situation of higher vocational students in western regions, and promptly provide feedback evaluation results to schools, enterprises, educational, and administrative departments, enabling them to make reasonable adjustments to funding policies accordingly ^[15]. For various issues identified in evaluations, researchers should formulate reasonable improvement plans based on actual conditions and conduct follow-up evaluations of the improved funding performance to ensure the targeting and rationality of funding for higher vocational students in western regions, achieving effective alignment with industrial development in the west.

5. Conclusion

In summary, Huang Yanpei’s view on vocational education quality serves as an important guiding basis in the construction of the performance evaluation system for student financial aid in higher vocational colleges in western China. Based on this, researchers should, on the premise of fully understanding Huang Yanpei’s view on vocational education quality, take the integration of hands and brains and the unity of doing and learning as the core concepts. Through a comprehensive analysis of the regional characteristics of western China and the needs of vocational education, they should actively construct the performance evaluation system for student financial aid in higher vocational colleges, making it more in line with the actual evaluation needs of the financial aid performance for students in higher vocational colleges in western China. Only in this way can a scientific evaluation of the financial aid performance be made, providing a guiding basis for the reasonable optimization

of subsequent relevant financial aid policies and the rational implementation of financial aid services. This will meet the learning and growth needs of students in higher vocational colleges in western China and promote the all-round development of their vocational skills, technical abilities, and comprehensive qualities.

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Disclosure statement

The authors declare no conflict of interest.

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