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Construction and Implementation of Effectiveness Evaluation for Practical Education in Universities from the Perspective of Value-Added Evaluation

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Abstract: Practical education in universities is a crucial pathway for implementing the fundamental task of "fostering virtue through education" (Lide Shuren). However, current effectiveness evaluations suffer from several issues, such as prioritizing results over processes, favoring qualitative over quantitative analysis, and neglecting individual student differences. Based on the theory of Value-Added Evaluation (VAE), this paper systematically explores the application logic and practical paths for evaluating the effectiveness of practical education. First, it clarifies the connotation of VAE, emphasizing its process-oriented and developmental characteristics that focus on the "net gain" of student development. Second, it argues the necessity of introducing VAE from two dimensions: theoretical deficiency and practical demands (student-centeredness, efficiency and equity, and growth promotion). Finally, it constructs an indicator system that involves multiple evaluation subjects and aligns with the core essence of practical education, utilizing value-added models to achieve a closed-loop mechanism of "evaluation-feedback-optimization." The study indicates that VAE can effectively compensate for the shortcomings of traditional evaluation methods, dynamically present the "value-added" progress of students' practical qualities, and contribute to enhancing educational equity and the quality of practical education.

Keywords: Value-Added Evaluation; Practical Education; Effectiveness Evaluation.

1. Introduction

Integrating education with productive labor and social practice is a vital component of the Party's educational policy, and social practice for university students serves as an essential realization path for "fostering virtue through education" in higher education institutions. In his reply letter to students from the "Science and Technology Backyard" of China Agricultural University, General Secretary Xi Jinping emphasized: "Only by going deep into the heart of rural China can one profoundly understand what it means to seek truth from facts and how to connect with the masses. You mentioned that young people should 'seek hardships for themselves'; that is well said. New-age Chinese youth should possess this kind of spirit." By stepping out of the classroom, immersing themselves in society, and providing services to the community, university students can integrate theoretical knowledge from books with practical requirements. This not only improves their knowledge structure and enhances their application and innovation capabilities but also promotes the organic integration of true knowledge, firm belief, and practical action, while cultivating excellent character traits such as the willingness and ability to endure hardship. The Party and the state attach great importance to social practice activities for university students. The State Council, the Central Committee of the Communist Youth League, and the Ministry of Education have issued a series of important documents continuously emphasizing the educational significance of social practice.

In 2023, the Central Committee of the Communist Youth League and the All-China Students' Federation issued the *"Opinions on Enhancing the Effectiveness of Social Practice Activities for University Students in the New Era and Deepening the Practical Education Work of the Communist Youth League."* The "Opinions" clarified the goals and requirements for enhancing effectiveness, proposing key tasks such as standardized publicity and mobilization, project filing, training and guidance, and summary evaluation. Earlier, in 2018, the Ministry of Education issued the *"Opinions on Further Strengthening and Improving Social Practice Work for University Students,"* which emphasized a full understanding of the importance of practical education and called for the "formulation of evaluation methods for the effectiveness of practical education to effectively enhance its impact." Researching and establishing a scientific and rational quality evaluation system for practical education is a vital guarantee for universities to better fulfill the role of practical education within the new landscape of higher education.

However, due to the diverse forms of social practice, its effectiveness is often "invisible and intangible," characterized by implicit nature, complexity, and individual differences. Currently, the analysis of practical education effectiveness faces problems such as over-emphasizing qualitative over quantitative measures, results over processes, and consistency over individual differences. Constructing an effectiveness evaluation system for practical education in universities must adhere to the alignment of the evaluation process with educational goals and the laws of student development. It requires comprehensiveness and specificity in content, scientific rigor and synthesis in methods, and constructiveness and developmental focus in the indicator system. In 2020, the State Council issued the *"Overall Plan for Deepening the Reform of Education Evaluation in the New Era,"* which explicitly stated the need to "strengthen process evaluation, explore value-added evaluation, and improve comprehensive evaluation."

Under the favorable situation and significant opportunities brought by the strategy of deepening education evaluation reform, what is the path for evaluating practical education in

universities based on the concept of value-added evaluation? How can we grasp the value positioning of VAE and explore its "possibilities and actions" to maximize its advantages? These are urgent questions to be addressed. Based on the theory of Value-Added Evaluation, this study aims to explore the construction of a practical education evaluation system that functions through "evaluation-feedback-optimization," systematically discussing why value-added evaluation is possible, why it is necessary, and how it can be implemented.

2. Why it is Possible: Interpreting the Connotation of Value-Added Evaluation for Practical Education Effectiveness

2.1. Theoretical Foundations of Value-Added Evaluation

The term "value-added" originates from the field of economics. In literature regarding production factors, it refers to the value added to an item at each stage of the production process. Within the field of education, it belongs to the "educational production function" and is frequently applied to determine the "accumulation" of human capital for each student at a specific point in time. For instance, the difference between the measured amount at period *t* and period *t-1* represents the "value-added" of human capital acquired through inputs during period *t*, reflecting the value contributed by core factors [1]. Value-added evaluation (VAE) isolates other factors influencing human capital, focusing solely on the description, influence, and value judgment of education itself to derive the "net effect" of education on student development.

2.2. Research Progress of Value-Added Evaluation in the Field of Education

Since the 1980s, VAE has been widely used in educational evaluation systems in the United States, such as school and teacher evaluations. A representative application is the **Tennessee Value-Added Assessment System (TVAAS)**. Tennessee adopted the "Value-Added Model" to calculate the growth of students' mathematics and reading scores over a specific period. This growth data was then used to evaluate school and teacher effectiveness, serving as a legitimate discourse for teacher accountability [2]. A longitudinal study found that students in grades 3–8 who were taught by "high-effectiveness teachers" (as identified by high VAE scores) had higher college enrollment rates and higher socioeconomic status, confirming the validity and far-reaching impact of VAE-based accountability policies [3].

In China, value-added models have been utilized to measure the contribution of various inputs to educational production. Depending on the purpose of the measurement, VAE has been applied to domestic teacher evaluation, school evaluation, and moral education evaluation [4-5]. Li Xiangping et al. [6] analyzed the feasibility of applying VAE to quality assessment in higher education. VAE emphasizes the baseline and respects differences; it is a process-oriented and developmental evaluation method that integrates students' educational starting points, processes, and outcomes. In the realm of higher education, its focus on process and development stems fundamentally from **Student Development Theory**. This theory is the application of human development theory within the context of higher education, aiming to explain the process of how students evolve into mature individuals during their four years of university, covering the development of individual students in cognition, emotion, and ability.

Recently, some scholars have applied VAE to the evaluation of ideological and political education, conducting multi-dimensional analyses of the development of students' ideological and political qualities during the educational process [7-8]. Xiao Qingshan [9] proposed a value-added evaluation for the effectiveness of practical education based on the compatibility between VAE and the characteristics of university student practice. Applying VAE to the effectiveness evaluation of practical education reveals the "net increment" and "generated volume" of practical activities, providing new perspectives for promoting the high-quality development of practical education in universities.

3. Why it is Necessary: Realizing the Value of Value-Added Evaluation for Practical Education Effectiveness

3.1. Theoretical Level: Research Status of Practical Education Effectiveness Evaluation Systems

Currently, domestic academic research on the effectiveness evaluation system of university practical education focuses on exploring principles, indicator construction, and evaluation methodologies.

1. Principles for Constructing Practice-Based Education Effectiveness Evaluation Systems

Zhang Yuguang et al. [10], considering the essential characteristics of practice in local engineering colleges, noted that the evaluation system should follow principles that combine systematicness with key focus areas, topic evaluation with outcome evaluation, achievement levels with practical abilities and attitudes, and administrative departments (Youth League Committee) and teachers (counselors) with student self-evaluation. Xiao Shujian [11] pointed out that the indicator system should adhere to the principles of being student-centered, integrating knowledge with action, and providing a comprehensive evaluation to truly and objectively reflect students' overall quality.

2. Indicator Construction for Practice-Based Education Effectiveness Evaluation Systems

Evaluation from a Single Perspective。 The majority of scholars construct evaluation systems from the perspective of university organizers. For instance, **Huang Ping [12]**, using the university as the evaluation subject, proposed an indicator system consisting of 10 evaluation elements and 27 indicators, including leadership and teacher awareness, school planning and goals, guidance levels, funding and publicity, faculty team building, integration into teaching plans, and specific implementation details. **Zhang Yuguang et al. [10]** categorized indicators based on the fundamental stages of practice: theme, planning, ability and attitude, outcomes, and support measures. **Zhang Jinhui et al. [13]** built a four-dimensional model centered on the internal and external environmental foundations of the university, resource allocation and utilization, process action capability, and outcome performance capability. Conversely, only a few scholars evaluate effectiveness from the student perspective; **Xiao Shujian [11]** evaluated practice through the lens of student satisfaction, constructing a four-dimensional

framework comprising organizational planning, emotional experience during the process, and review/summary competitions. **Tan Chuandao et al. [14]** used "student sense of gain"—a core indicator of moral education effectiveness—to evaluate the impact of practical teaching models.

Emphasis on Outcome-Oriented Indicators. Most research focuses on the results of practice. **Li Zilong et al. [15]**, in a study on the effectiveness of practical education for medical students, constructed result indicators across three categories: actual participation degree, sense of gain from participation, and practice level. **Wang Yue [16]** developed outcome-oriented indicators involving employer performance evaluations and university assessments of student practice effects. A smaller portion of research focuses on process indicators; for example, **Liu Weiting [17]** studied the regularity of score-based assessments, using process evaluation to record detailed scores across three dimensions: consolidation of theoretical knowledge, enhancement of comprehensive quality, and achievement of social benefits.

Evaluation methods are gradually shifting from qualitative research toward quantitative and comprehensive studies, though the latter remains relatively scarce. Most studies begin with the connotation of practical education effectiveness, designing evaluation content and series of indicators based on the current status and problems of university student practice, and subsequently proposing implementation measures and steps. While quantitative research on the effectiveness of practical education has increased in recent years, the total volume remains very limited. Currently, Cui Yuping et al. [18], working within the theoretical framework of non-economic benefits in education and utilizing Principal Component Analysis (PCA), measured the non-economic benefits of student practice by constructing seven secondary indicators—including social, psychological, behavioral, and interpersonal dimensions—and 27 tertiary indicators. Zhang Jinhui et al. [19] applied the CIPP model to the evaluation of practical education effectiveness, building a four-dimensional indicator system comprising context, input, process, and product evaluation.

In summary, the effectiveness analysis of practical education in universities is still in its preliminary exploratory stage, and an effective evaluation system has yet to be fully established. Existing research is limited by phenomena such as inconsistent construction principles, singular evaluation indicators, insufficient process monitoring, and the ongoing exploration of quantitative methods. The lag in evaluating the effectiveness of practical education will hinder the effective implementation and feedback of student practice, which is detrimental to the holistic development of university students. The urgent demand to solve these practical problems, combined with the gaps in current research, constitutes the inherent value of introducing value-added evaluation into practical education. Furthermore, this serves as the fundamental guideline for the concepts, indicator system construction, and operational mechanism design of value-added evaluation for practical education effectiveness in universities.

3.2. Practical Level: Realistic Demands for Evaluating the Effectiveness of Practical Education in Universities

1. Student-Centeredness

The purpose of practical education is to promote the holistic development of every university student. Students should be treated as the primary subjects. This requires not only focusing on the enhancement of their practical abilities but also considering the measurement and assessment of trends across multiple dimensions, including ideology, knowledge, skills, attitudes, and practical behaviors. By viewing the development of students' practical abilities as a dynamic process, one can compare the results of practical quality development at different stages to adjust practical education, directly benefiting every individual student. A student-centered approach requires shifting the focus from the aggregate performance of the student body to the individual progress and capability development of each specific student.

2. Efficiency and Equity

China has established the world's largest higher education system; however, a gap exists between the higher education evaluation system and the developmental requirements of universalized higher education, leading to a prevalent evaluation concept that prioritizes efficiency. Under this efficiency-oriented mindset, practical education outcomes are evaluated in a standardized and homogenized manner. This overemphasizes the roles of screening, identification, and diversion, which contradicts the core educational mission of "fostering virtue through education" (Lide Shuren). Such an approach weakens the feedback and optimization functions of evaluation and adversely affects the assessment and judgment of the quality of practical education. Therefore, it is necessary to transform evaluation methods and expand the beneficiary population of evaluations. This allows evaluation results to serve as a springboard that incentivizes all students to strive. In addition to high-achieving student groups, students with weaker comprehensive practical qualities should also be able to dynamically track their own growth after practical training, thereby promoting educational equity.

3. Growth-Oriented Evaluation

The long-standing educational evaluation model in universities has been a form of standardized testing, using "grades," "test reports," and "practice reports" as evaluation criteria and as the basis for awards and honors. Essentially, this is an "evaluation of performance." It fulfills the obligation of assessment but fails to provide corrective feedback, nor can it reflect the effort exerted and progress made by students during the teaching process. Breaking the "score-only" and "result-only" mentality, focusing on student growth, guiding students toward positive development, and stimulating the endogenous motivation for student progress to achieve the core essence of "fostering virtue through education" is an urgent direction for optimizing current university educational evaluation models.

3.3. Value-Added Evaluation in Practical Education

The subjects of practical activities are diverse and individualized individuals, and "the true object of education is the whole person." Based on VAE, diversified evaluation subjects are identified, diversified evaluation objects are grasped, and a systematic evaluation content is created. From the perspectives of development and incentive, the evaluation philosophy of "comparing progress rather than the baseline" is implemented.

Research on VAE focuses on student development and highlights the roles of incentive and feedback. It utilizes a developmental, process-oriented, and dynamic evaluation paradigm to care for the holistic development of the educated subjects. This approach better explains the "net improvement"

and "net value-added" of university students' comprehensive quality, as well as the "generated volume" of university practical activities, effectively correcting the shortcomings of traditional evaluation methods. Based on evaluation results, the content and methods of practice can be improved to optimize practical effects. Educational evaluation is moving toward differentiation and customization; based on dynamic changes in practical quality assessment data, students' progress is recorded and examined from multiple angles and perspectives. This maximizes the utilization of the diagnostic, optimization, and incentive functions of VAE. Value-Added Evaluation possesses strong representational capabilities and a value logic that pursues scientific and objective evaluation, alongside functions for motivation, feedback, and optimization, thus balancing educational equity and efficiency.

4. How it is Actionable: The Practical Path for Value-Added Evaluation of Practical Education Effectiveness

Evaluation of practical education effectiveness for university students in the New Era should be problem-oriented and student-centered. It must focus on students' actual gains and involve the construction and implementation of an evaluation system that aligns with the laws of cognitive development and the actual needs of personal growth. By exploring and refining the application of VAE in practical education, universities can optimize evaluation models, assist in diagnosing and improving the quality of practical education, and enhance its overall effectiveness.

4.1. Evaluation Subjects: Building a Multi-Party Evaluation Community

From the perspective of "all-staff" and "all-dimensional" education (Quanyuan Yuren, Quanfangwei Yuren), research should be conducted among three groups regarding the demand for improving students' comprehensive practical qualities: From the perspective of "all-staff" and "all-dimensional" education, research was conducted among three groups regarding the demand for improving the comprehensive practical qualities of university students. The first group consists of the **participating students**, who are the primary subjects. As micro-level subjects, they possess the deepest insight into their initial performance, the practical process, their post-practice behavior, and their specific needs during the practice. The second group consists of **university forces**, such as administrative departments (e.g., Youth League Committees) and practice instructors (e.g., counselors). As meso-level subjects who examine the effectiveness of practice, they are the organizers, planners, and mentors of practical activities, enabling them to grasp students' practical behaviors more comprehensively. The third group consists of **social forces**, who serve as the macro-level subjects for verifying the results of practical education and judging the value-added outcomes of students. This group includes personnel from practice bases and employers. The primary forms of university practice include practical teaching, military training, and social practice activities; the main carriers of social practice include social surveys, productive labor, volunteer services, dormitory activities, technological inventions, and work-study programs. Social forces play a vital role in evaluating and enhancing the effectiveness of practical education for university students.

Ultimately, a value-added evaluation system involving macro, meso, and micro subjects is formed to enhance the reliability and validity of the assessment. This system uses evaluation to drive reform and optimization, thereby ensuring the quality assurance of talent cultivation.

4.2. Evaluation Indicators: Returning to the Connotation and Realistic Requirements of Practical Education

The indicator system must align with the background of the era and the characteristics of practice, ensuring that the indicators are scientifically sound and comprehensive in content. First, it is necessary to clarify the fundamental connotation and era requirements of practical education. The basis for establishing these indicators includes General Secretary Xi Jinping's important speeches on university student practice, key ideological concepts regarding practical work, relevant policy materials, and academic monographs. This involves deeply grasping the fundamental connotation of practical education and analyzing the new characteristics of effectiveness evaluation within the new landscape of higher education, combined with the nature of practice and the missions of practical education. Second, it involves clarifying the realistic manifestations of practical education effectiveness. This is approached from two angles: on one hand, it is based on official commendation documents such as the Measures for the Selection and Commendation of Advanced Collectives and Individuals in Youth League Work and various local commendation files; on the other hand, it relies on searching for representative reports from practice award lists (e.g., the National University Student Volunteer Service Community Demonstration Projects and the National Summer "Three Rural" Social Practice Activity Award Lists from 2018–2021). Through coding, integration, statistics, and analysis, the realistic manifestations and evolutionary paths of practical education effectiveness are clarified hierarchically, allowing for the visualization of focus points and the preliminary drafting of evaluation indicators. Third, it involves establishing school- and major-specific indicators, integrating the university's distinct operational characteristics and professional talent cultivation goals into the indicator system.

4.3. Analytical Methods: Value-Added Models and Their Variants

Value-Added Modeling (VAM) serves as the core technology for measuring "value-added" progress. The purpose of constructing a value-added model is to calculate the difference between the expected net growth of educational effectiveness for a specific social activity and the actual growth value during the same period, while excluding or controlling for external influencing variables. This difference is then used to provide an unbiased feedback loop regarding the contribution value of the practical activity, as shown in Figure 1.

Value-added models and their variants, ranging from simple linear models to fixed-effects regression models, will be constructed. The outcome variable consists of the comprehensive indicators of educational effectiveness Y_i derived from previous research, while the core independent variable is "whether the student participated in practical activities."

The econometric model is constructed as follows:

$$Y_{it}=\beta_0+\beta_1 Y_{i(t-1)}+\beta_2 SJ_i+\sum_{k=3}^{K}\beta_k C_i+\mu_t+e_{it}$$

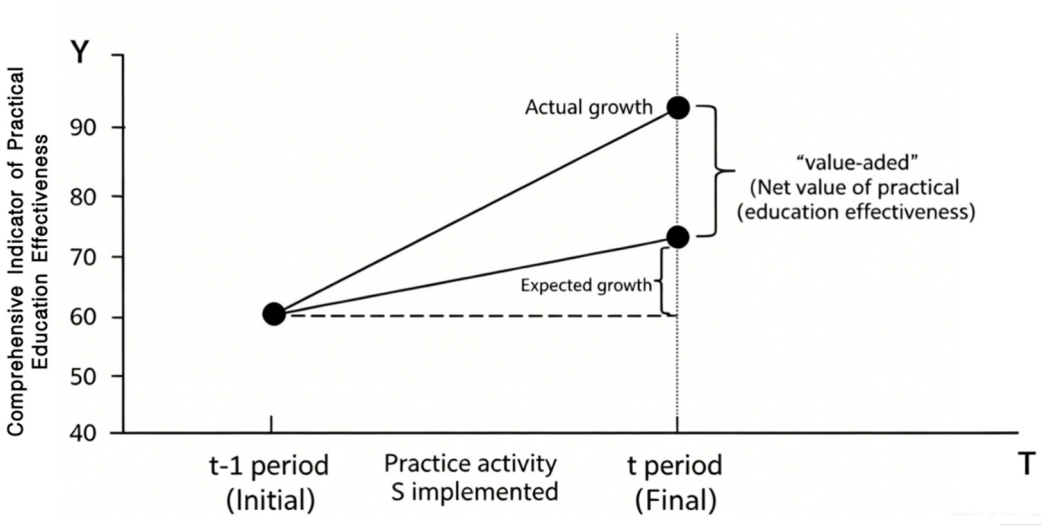


Figure 1. Principles of the Value-Added Evaluation Model

The model includes: the dependent variable — the comprehensive educational effectiveness indicator *Y(t)* of student *i* at practice time *t*; the explanatory variables — the comprehensive educational effectiveness indicator $Y_{i(t-1)}$ of student *i* at practice time *t-1*; and *Ci*, the relevant control variables affecting student *i*'s comprehensive educational effectiveness indicator, such as personal and family background including demographic characteristics (gender, age, year of study, etc.) and socioeconomic background (family income, years of parental education, parental occupation, etc.). *K* denotes the *k*-th covariate, and β_k is the corresponding estimated coefficient. e_{it} is the random disturbance term. A school fixed-effects model (μ_t) is also incorporated to account for unobservable school-level factor characteristics.

In addition, if the research subjects participated in multiple types of practice, a social practice type fixed-effects term (τ_t) should be added to adjust for differences across social practice types, thereby reducing the impact of omitted variables on the measurement of effectiveness.

4.4. Exploration and Refinement: Feedback and Optimization of Practical Education Effectiveness Analysis

The establishment of effective monitoring and feedback mechanisms is essential. The feedback mechanism represents the application of evaluation results and serves as the key to ensuring the evaluation system functions effectively. By enhancing the feed-forward function of value-added evaluation, the role of assessment in promoting the growth and development of university students is restored. The measurement results of practical education effectiveness are used to describe the baseline state of student participation and to select outstanding individuals for commendation. Furthermore, regular monitoring and timely early-warning systems are implemented to track changes in student measurements, allowing these results to be internalized as improvements in ideological and political literacy and externalized as the "value-added" gain in comprehensive practical qualities. As shown in Figure 2, by considering current practical education effectiveness ("Achievement") alongside "Value-Added" growth, a four-quadrant scatter plot can be constructed. This visualization presents information regarding student achievement and value-added progress simultaneously, providing an intuitive feedback loop for the effectiveness of practical education.

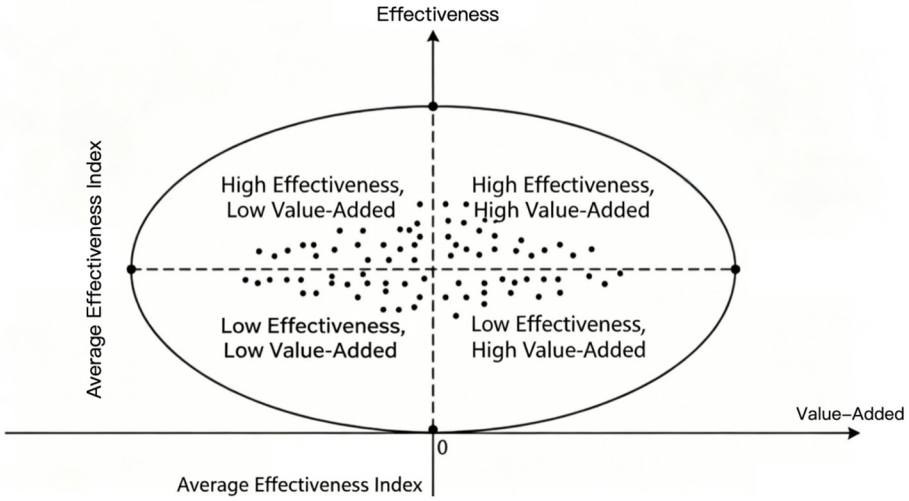


Figure 2. Relationship Map between Effectiveness and Value-Added

By comprehensively utilizing various methods such as evaluation incentives, honor incentives, opportunity incentives, and developmental incentives, the motivation derived from practical participation effectiveness is gradually transformed into students' identity recognition, value alignment, and quality improvement regarding practical activities. Following the release of the value-added evaluation results, short-term and medium-to-long-term surveys are conducted to understand the promotional role and far-reaching impact of value-added evaluation on the subsequent development of university practical education and the improvement of student quality. This serves to accumulate experience for further improving value-added evaluation methods and enhancing the operational efficiency of the practical education evaluation system. Ultimately, a relatively complete and systematic positive cycle of "evaluation—feedback—improvement and enhancement—re-evaluation" is formed, providing a reference for the assessment of university practical activities and policy formulation through the construction of the evaluation system, as shown in Figure 3.

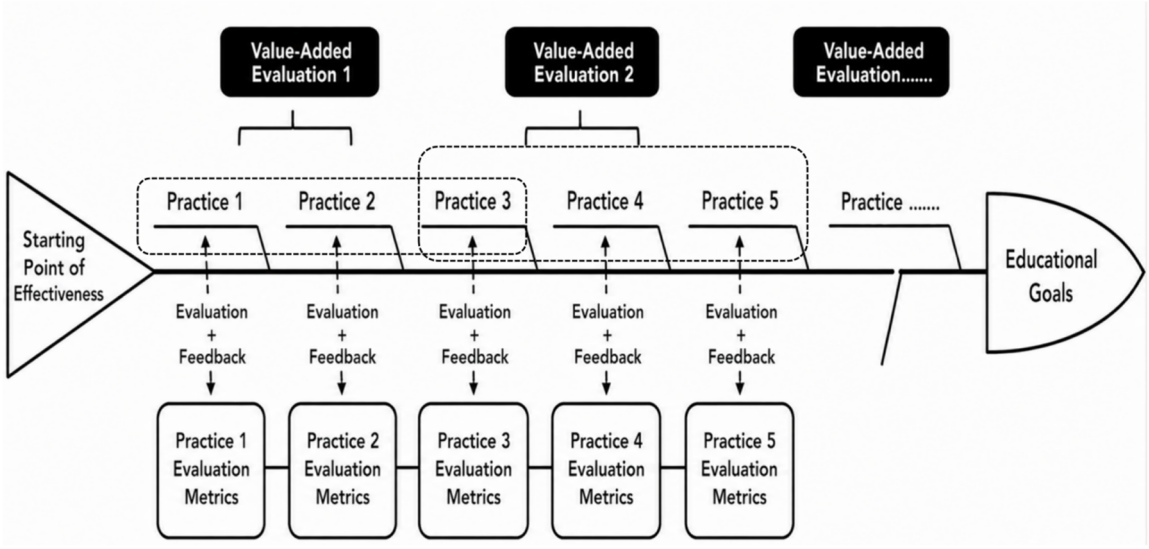


Figure 3. Schematic Diagram of the Value-Added Evaluation and Assessment of Practical Education Effectiveness

5. Conclusion

In the evaluation of the effectiveness of practical education, the theory of VAE should be formally introduced. VAE is a process of making multi-dimensional, multi-level, and multi-angle value judgments regarding the incremental development of university students during their practical experiences. It utilizes various analytical tools and statistical methods based on specific value scales and educational cultivation goals. Its logical starting point lies in the leading role universities play in practical education within the new higher education landscape, utilizing a developmental, process-oriented, and dynamic evaluation paradigm to support the holistic development of students.

By evaluating practical effectiveness through "dynamic metrics" rather than "static metrics," and "increments" rather than "stocks," this approach offers a breakthrough. It moves beyond utilitarian phenomena where students focus on "accumulating hours" or "meeting quotas" based on traditional result indicators like frequency, individual output, or duration. Instead, it shifts the perspective forward to the student's actual development process, returning to the core objectives of practice and focusing on the authentic growth of the individual. From the strategic height of high-quality educational development in the new era, analyzing the factors that influence practical education effectiveness—and determining indicators and weights based on scientific methods—weakens the "screening and selection" function of evaluation while strengthening its "diagnostic and incentive" roles.

VAE serves as a pivot for perfecting the university education evaluation system and a key to improving the quality of talent cultivation. Currently, the rapid development of information technology provides new opportunities for this evaluation. The emergence of emerging technologies such as Big Data and Artificial Intelligence, along with the construction of electronic student record systems, enables universities to dynamically collect and analyze data from the practical process. Based on full-sample inclusion and dynamic tracking, universities can monitor students' ideological and behavioral trends as well as practical outcomes. This facilitates the effective application of value-added evaluation, contributing to more scientific, accurate, and visualized assessments of practical education effectiveness.

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