

# IMPROVEMENT STRATEGIES FOR THE COMPREHENSIVE EVALUATION OF UNDERGRADUATE CADETS IN MILITARY ACADEMIES

JinQi Wang

*Graduate School of National University of Defense Technology, Hunan 410073, Changsha, China.*

*Corresponding Email: 1919670342@qq.com*

**Abstract:** The comprehensive evaluation of undergraduate cadets in military academies serves as the primary basis for their graduation assignments and is a crucial indicator for assessing the quality of education and talent cultivation in military institutions. Since its implementation, the comprehensive evaluation system has yielded notable results. This paper affirms the practical significance of the evaluation while analyzing its main practices and existing shortcomings. Furthermore, it proposes targeted improvement suggestions, offering valuable insights for the refinement and development of the comprehensive evaluation system.

**Keywords:** Undergraduate cadets in military academies; The comprehensive evaluation; Improvement suggestions

## 1 INTRODUCTION

The source of human talent and resources is the first source of resources. The country's national defense and military forces have been built, the strength of the military's personnel is key, and the basics of education are here. The key to developing talent and training, and also the military school in Yu. Responsible for teaching, research, and other positions at the Imperial College, training, talent, talent, mission, and other positions. The "trinity" new military talent cultivation system in the school's education system is fundamental [1], proactive, and holistic. This is the key to the education of military schools, and this is the educational cultivation of scientific personnel. The quality of this scientific staff's talent cultivation, the educational quality of the representative school is level. Here, you need to solve the problem of a good person's talent and training.

Regarding research on comprehensive student quality evaluation, there exists a substantial body of both domestic and international literature. Many developed countries have established mature and well-structured comprehensive evaluation systems along with their supporting frameworks [2]. In international studies, the development of comprehensive evaluation systems for university students primarily focuses on assessing and analyzing learning competencies and practical application outcomes [3]. Taking the UK as an example, to ensure educational quality and cultivate high-caliber talent [4], the British department of education established the Quality Assurance Agency for Higher Education (QAA). The QAA has issued the *UK Quality Code for Higher Education*, which standardizes the comprehensive evaluation process for university students while providing theoretical support and clear guidelines for key components such as evaluation criteria, stakeholders, and implementation methods [5-6].

According to research, the comprehensive quality evaluation of students in the United States exhibits the following distinctive characteristics: first, while ensuring the quality of quantitative assessment, there has been a gradual increase in the proportion of qualitative evaluation. second, the primary purpose of evaluation is explicitly defined as improving student learning outcomes. third, significant emphasis is placed on in-depth analysis of the evaluation data collection process. fourth, importance is attached to creating authentic assessment environments where students are evaluated through contextualized approaches [7]. International literature indicates that higher education institutions generally focus on four key dimensions in student evaluation methodologies [8]: (1) Evaluation content, (2) Evaluators and evaluatees, (3) Evaluation timing, and (4) Specific evaluation methods. Domestic research in this area is even more extensive, offering valuable insights for talent cultivation and assessment practices.

In 2015, the higher authorities issued regulations on the assignment of cadets upon graduation, which for the first time explicitly stipulated that graduation assignments should be based on comprehensive evaluation results, emphasizing scientific standardization, fairness, and impartiality. Among them, it is clear that the result is a 100 percent system, the weight is the highest, the students have completed the entire course, and there is also a combination of quality and evaluation, and the contents of the regular presentation are as follows. In 2021, the Central Armed Forces Committee has implemented the implementation of the current military officer selection, and the basic system has been extended.

The actual behavior information has been observed, the combination of tests has been carried out, and the students have been able to develop their talents and dynamism. The basic style, the effectiveness of the use of talents and skills of high school students, and the effective support provided by the actual training department of the field. However, each point in the combined evaluation method is as follows. Effective utilization, important results, continuous analysis, the latest demand exists in the current demand, and the demand changes and improves over time.

## 2 THE SIGNIFICANCE OF COMPREHENSIVE ASSESSMENT OF UNDERGRADUATE STUDENTS IN MILITARY ACADEMIES

## **2.1 Establishing Evaluation Criteria**

Before the comprehensive evaluation method was implemented, each unit lacked a unified and standardized evaluation index system. There were differences in the measurement standards of the trainees' daily performance. Some units only focused on academic performance, while others paid more attention to the trainees' daily performance. There was a lack of a unified method for comprehensive quantitative evaluation of trainees. When it comes to important matters that are closely related to the students' vital interests and extremely sensitive, such as graduation assignments and awards for meritorious service, the lack of a unified measurement standard has affected the fairness of related work to a certain extent. For example, it is common for individual trainees to have mediocre performance in normal times, but successfully obtain ideal positions during graduation assignments.

## **2.2 The Goal Orientation has been Refined**

With the ability and quality requirements in the comprehensive assessment as a reference, students can more clearly examine their own shortcomings and gaps, and then make targeted improvements and upgrades. Each indicator of the comprehensive assessment has clear standards, and students can evaluate their performance in various aspects of daily teaching and training based on these standards. Combined with their own ability level, interests and specialties, students can formulate a practical goal plan, refine the entire training process into various stages, make the training goals clearer, and the measures more pragmatic, so as to achieve more significant results.

## **3.2 Reveals the Growth Path**

The implementation of the comprehensive assessment mechanism provides clear guidance for trainees to plan their personal growth path. When trainees are unclear about their future job direction and career planning, the comprehensive assessment standards can help them regulate their daily behavior. In the assessment system of each unit, academic performance usually occupies a large proportion, which highlights the core position of learning and makes it clear to trainees that their primary task as students is to focus on learning, thereby eliminating the erroneous idea that some trainees despise learning and attempt to take shortcuts. In addition, other comprehensive qualities and daily performance content involved in the comprehensive assessment also establish clear behavioral norms for trainees, clearly defining which behaviors are worthy of encouragement, which are insurmountable red lines, and which are goals to strive for. Under the guidance of comprehensive assessment, trainees can restrain their own behavior, determine the direction of development, and plan their growth path, so as to achieve all-round development.

## **2.4 Close to Job Duties**

The comprehensive assessment method is mainly to provide a clear reference basis for the assignment of students after graduation, and its assessment principles are also designed around the needs of grassroots positions. Under normal circumstances, students with excellent comprehensive assessment results can often adapt to the work requirements of military positions more quickly. With the continuous deepening of national defense and military reforms, how to better meet the requirements of the military's job demand has become a key research topic for various training institutions. As an important criterion for measuring student performance, comprehensive assessment naturally needs to absorb relevant research results. Judging from the existing assessment methods of some colleges and universities, emphasizing the importance of ideological work, highlighting the temperament of soldiers, focusing on leadership and management skills, and integrating psychological factors are all to better meet the needs of job positions. Students improve their abilities in accordance with the requirements of these assessment methods, which not only helps to improve their personal qualities, but also better adapt to the needs of the troops.

## **3 MAIN PRACTICES AND DEFICIENCIES**

In specific practice, military academy graduates participate in comprehensive assessment before graduation. According to the assessment regulations, combined with the full course assessment, comprehensive quality assessment and daily comprehensive performance, quantitative weighting is used to obtain the scoring results. Then, according to the ranking order of scores, graduates will submit their personal allocation wishes in turn within the scope of the allocation unit specified in the professional allocation plan.

Since the introduction of the comprehensive assessment regulations, it has been carried out in accordance with the principles of professional matching, grassroots orientation, comprehensive measurement, openness and fairness, effectively improving the scientificity and standardization of the graduate allocation work of students, and providing strong support for talent training and evaluation. However, in the actual implementation process, some problems that need to be improved were also found.

### **3.1 Too Much Emphasis on Assessment Results and Neglect of the Growth Process**

At present, the comprehensive assessment of students mostly adopts a final evaluation model, that is, an overall

evaluation of the comprehensive quality and daily performance of students is conducted before the end of the school year or before graduation. However, this evaluation method focuses too much on the final results and ignores the growth process. It is difficult to fully reflect the development of individual students and the dynamic changes in students' quality. This not only reduces the accuracy of the comprehensive assessment, but also fails to provide effective guidance for the improvement of students' comprehensive quality, resulting in a significant reduction in the effectiveness of the comprehensive assessment of students.

### **3.2 The Incentive and Guiding Effects are not Obvious Enough**

First, the incentive effect on trainees to be the first and the best is insufficient. Due to the restrictions of graduation assignment and other conditions, it is difficult to fully match the assessment results with the assignment selection, and there is a lack of other effective incentives, which has a significant impact on the incentive effect of the comprehensive assessment. Secondly, the guiding role in the all-round development of trainees is limited. Because academic performance accounts for a large proportion of the assessment, some trainees devote all their energy to study, ignoring participation in other activities and training in key positions, resulting in uneven development. Finally, the role of promoting the implementation of grassroots work is insufficient. The opinions of the grassroots trainee team are difficult to fully reflect, and their influence is relatively limited, which is not conducive to the efficient development of various grassroots work.

### **3.3 Lack of Innovation and Foresight**

The comprehensive assessment of students is not only a means of evaluation, but also a roadmap for the growth and development of students. The relevant indicators should be closely integrated with the development of science and technology. The current war style has undergone tremendous changes. The ability to command joint operations is the magic weapon for victory. Corresponding to this is the information literacy of soldiers, such as the ability to integrate and analyze information. There is still a lack of similar indicator requirements in the current comprehensive assessment system. It is also worth thinking about how to balance the unified normative requirements and the personalized needs of personal growth. The students we train should not only be at a high level, but also have their own characteristics and thinking, with individuality, flexibility and variability, and cannot be cut out of the same mold.

## **4 SUGGESTIONS FOR IMPROVING COMPREHENSIVE ASSESSMENT WORK**

### **4.1 Strengthen Planning Coordination**

On the basis of implementing the regulations of the superior system, military academies should also strengthen planning and coordination, conduct research and analysis on the training objectives and the whole process of comprehensive assessment of students, and promote the comprehensive assessment work to be more meticulous, perfect, scientific and reasonable.

Integrate the existing evaluation system and give full play to the role of the comprehensive assessment center. At present, military academies have various evaluation activities such as "four-have" outstanding students evaluation, graduate recommendation, scholarship selection, and outstanding graduate student selection. The standards are different. Each type of evaluation must be filed and calculated according to their own regulations. There are many evaluations with many identical evaluation indicators but different weights. In particular, the "four-have" outstanding students evaluation carried out after the end of each academic year is basically the same as the content required to be measured and evaluated in the comprehensive assessment, and the comprehensive score and ranking are calculated in the end, but the indicator system and weights of the two are quite different, so they have to be recalculated separately, which brings a large workload to the grassroots student team and involves a lot of energy. In view of the fact that comprehensive assessment is directly related to the assignment and posting of students after graduation, and the content can also cover all the elements of the evaluation of "four-have" outstanding students, it is possible to consider integrating the evaluation of "four-have" outstanding students into the comprehensive assessment, and continue to use the index system and evaluation rules of comprehensive assessment, and the weight can be appropriately changed. In this way, on the one hand, a lot of duplication of work is reduced, and on the other hand, the leading and motivating role of comprehensive assessment in peacetime is more prominent.

Differentiate the stages and implement precise policies to play the guiding role of comprehensive assessment. The four years of undergraduate students in military academies in college are the golden period for growth and development, and also the period of the fastest development and progress. Each year has different characteristics and changes. It is necessary to use a developmental and dynamic perspective to understand and train students, and not "measure to the end with one ruler". The talent training program of military academies is to refine the four-year and overall training requirements in combination with the physical and mental characteristics and learning rules of students. It can be organically combined with the comprehensive assessment work and learn from each other, especially pay attention to adjusting the talent training program and course arrangement according to the comprehensive assessment situation. On the basis of studying and analyzing the four-year undergraduate study and life process of military academy students, we follow the law of talent growth and optimize the comprehensive assessment index system on an annual basis to make it

more in line with the actual development of students. For example, in the comprehensive assessment, course assessment accounts for 70% of the score, and the assessment is the weighted average score of the required course credits. Taking a comprehensive university as an example, there are actually more public basic required courses in the first and second years, and more professional basic required courses in the second and third years. The number of required courses in these three years is basically between 10 and 15, but the number of required courses in the fourth year is basically less than 5, which is a big difference. In addition, the types, credits, and difficulty of required courses in different academic years are different, and the training goals of students in different academic years also have a focus. The comprehensive assessment of the third and fourth years can consider lowering the weight of course assessment and raising the weight of indicators such as comprehensive quality, so as to guide senior students to work hard to be competent for their first job.

Explore the reform of course teaching and examination, and play the leading role of comprehensive assessment. Taking a comprehensive university as an example, more than 80% of the students admitted each year are ranked in the top 10% of the first-tier line in each province. They have a solid foundation and outstanding grades. They are the pillars of the country. Their training and education should not be blindly adopted by the test-oriented education method of cramming. The learning evaluation method of "one test determines the final result" is difficult to measure the students' all-round learning ability, nor can it motivate students to learn independently and pursue excellence. Military school students are in their youth and are the most creative and innovative. They are usually constrained by military discipline and cannot fully show their personality, but they still have the active thinking and curiosity of young people in their hearts. In particular, students born after 2005 have more diverse ideas. They are more keen to take the initiative to master the rhythm and are less willing to be pushed forward. Instead of being overwhelmed by all-round indoctrination, it is better to give them the opportunity to explore on their own. For example, in the design of course content, some self-study content can be reserved, interactive and question-answering content can be added, and group topic discussions can be added to enrich teaching methods. The lecturers can select a number of student assistants to assist in teaching or even have them explain and share on stage. In the course examination content, additional questions can be added for self-study content, thereby creating more possibilities for students' innovative development. On this basis, some evaluation content can be added to the course assessment indicators in the comprehensive assessment to encourage innovative reforms to be transformed into real affirmation, which will ignite the students' wisdom and enhance their motivation for learning and progress.

#### **4.2 Improve the Index System**

The comprehensive assessment index system should not remain unchanged. It should keep pace with the times and be continuously optimized to be more in line with the practice of student training. Combined with the job requirements and the work practices of grassroots units and colleges, the following countermeasures and suggestions are proposed around improving the index system.

Deepen the role of ideological guidance. Integrating Moral Integrity with Professional Competence, with Priority Given to Moral Character. Military academies must prioritize cultivating cadets with firm convictions and absolute obedience to commands. Especially today, the world is undergoing a major change that has not been seen in a century. The complexity and uncertainty of future military struggles are increasing, and successors with firm positions and steel-like beliefs are needed. Learning enthusiasm has a lot to do with enrollment motivation. Compared with local colleges, military academy students join the army as soon as they enter school. If they lack the ideological foundation of dedicating themselves to serving the country and being determined to strengthen the army, their learning motivation will continue to decline. Military academies can only strengthen, not weaken, the ideological education of students. To this end, the assessment content and weight of ideological quality in the comprehensive assessment should be appropriately increased. Theoretical learning, theoretical testing, mass evaluation, and branch evaluation should be included in the assessment content, and quantitative and qualitative methods should be combined to comprehensively evaluate the ideological quality of students.

Pay attention to the physical and mental quality of students. The body is the capital of the revolution. A healthy body and a healthy mind are the basis for doing all work well and for moving towards victory. The graduates we send to the grassroots units should master the general knowledge of sports and the basic methods of physical skill training, master the basic knowledge of psychology and the basic methods of psychological regulation, have a good health awareness and physical exercise habits, have a strong physique, good psychological endurance and self-regulation ability[9], and good interpersonal relationships. To this end, we can add physical and mental quality assessment items to the comprehensive assessment to assess the physical function and psychological quality of students and guide them to actively pay attention to their personal physical and mental health.

Improve students' humanistic quality. The guiding principles of the National Education Conference emphasize that we must comprehensively strengthen and improve school education, adhere to educating people with beauty and culture, and improve students' aesthetic and humanistic qualities[10]. Military academies should vigorously promote the core socialist values, strengthen the education of China's excellent traditional culture, revolutionary culture, and advanced socialist culture, stimulate students' emotional motivation and creative vitality, cultivate noble sentiments, and enhance cultural confidence. Having certain humanistic qualities can also help students develop hobbies and skills, improve communication and expression skills, enhance cultural taste, and cultivate a spirit of cooperation, thereby improving their job performance. Most military academies are strong in science and engineering and weak in liberal arts. It is

necessary to strengthen the training design in liberal arts classrooms, series of lectures, cultural and sports clubs, etc., add humanistic quality assessment items to the comprehensive assessment, examine literary and sports specialties, literary and sports competitions, article publications, educational practice, etc., which can promote students to improve their humanistic qualities independently.

Enhance leadership and management capabilities. Leadership and management capabilities are the necessary abilities and qualities for graduates to serve in grassroots positions, and should be focused on during school. The evaluation of leadership and management in the original comprehensive assessment is relatively simple, only distinguishing between serving as a backbone and organizing activities. The evaluation indicators are not specific enough. It is recommended to assess from two aspects: job performance and activity practice. Among them, the post-taking is divided into two aspects: position points and performance points. Position points are assigned according to the simulated backbone position level, and performance points are assigned according to the performance of the job by combining the evaluation of the masses and the branch. This will encourage the backbones to cherish their positions and perform their duties, and on the other hand, it will give full play to the power of the masses to supervise the backbones' post-taking, and guide the trainees to achieve the transformation from "serving as backbones" to "being competent backbones"; activity practice is divided into two aspects: activity planning and organization and activity effect. It is necessary to give trainees the opportunity to plan and organize major activities, and to pay attention to the activity organization process and effect evaluation to improve the scientific nature of the evaluation.

Highlight the cultivation of fighting spirit. For military units, a mighty army must be mighty, and revolutionary soldiers must have blood[11]. Blood is a special attribute of soldiers and a manifestation of fighting spirit and combat effectiveness. "Having blood" is also one of the contents of the "four haves" evaluation criteria, and it should also have a place in the comprehensive evaluation. Especially for a comprehensive university, the majority of undergraduate students are young students who directly enroll in the army from elementary school, junior high school and high school. They study hard for more than ten years and are oblivious to the outside world. They lack military experience. Most students are full of bookishness when they enter school. They need to temper their blood and courage in the process of hard work and establish a good image of soldiers for their service in the army. In the comprehensive assessment, fighting spirit can be set as a content of daily performance, and it can be evaluated from the dimensions of major task performance and critical moment performance to guide students to strengthen their fighting style and will.

Appropriately introduce military evaluation. The employer, that is, the grassroots troops, has more say in the quality of talent training. By organizing military school teachers to work in grassroots troops, the teaching team can deepen their understanding of grassroots front-line troops, so that the course design and content can be closer to the actual situation of the troops and the actual positions; on the other hand, the military school can plan to establish systems such as the recruitment of military mentors, joint exercises and competitions, exchanges of typical representatives, and pairing of outstanding seniors to help students better understand the needs of the troops and the direction of their personal efforts. In the comprehensive assessment, it is recommended to explore inviting employers to send personnel to assist in military physical skills training, assist in organizing annual physical fitness assessments and physical education course assessments, and participate in the comprehensive assessment of graduating students. This can not only increase the evaluation from the perspective of job position in the comprehensive assessment, but also allow employers to understand the growth of students in advance, provide career planning suggestions based on students' performance, and improve students' adaptability to their first job.

### 4.3 Scientific Implementation

The vitality of good policies and regulations lies in their implementation. Comprehensive assessment involves the vital interests of trainees, and requires coordination and cooperation at all levels, and efforts in the same direction to improve the quality and efficiency of comprehensive assessment.

Make top-level planning at the agency level. On the one hand, we should take the lead in optimizing and improving the rules and regulations such as comprehensive assessment methods, talent training programs, and reasonable training of troops, further clarify standards and procedures, and promptly provide guidance and unified evaluation standards for new problems encountered in the process of work, guide the grassroots to carry out work, report, and publicize summaries in a timely manner, and ensure the orderly implementation of comprehensive assessment and other work; on the other hand, provide material and environmental construction support, establish and improve the personal growth files of trainees and the archives room of trainees, and timely collect and archive electronic data, paper materials, and physical archives to preserve precious memories for the growth of trainees.

Play a backbone role at the grassroots level. The grassroots is the battle fortress for the implementation of comprehensive assessment work. We must do a good job in education and guidance of comprehensive assessment work, clarify the content of the assessment rules, and patiently and meticulously implement all aspects of requirements. At the same time, educate and guide trainees to strive for peacetime rather than "evaluation", and integrate comprehensive quality training into all aspects of learning, training and life. The grassroots should make good use of the comprehensive assessment results, praise and affirm outstanding students, and give preferential consideration to them in terms of evaluation and promotion, etc., so as to play the guiding and motivating role of comprehensive assessment. For the content that requires the student battalion to issue opinions in the comprehensive assessment project, it should be organized strictly according to the procedures.

The trainees should play an active role. On the basis of carefully studying the comprehensive assessment method,

combined with personal actual situation, formulate reasonable goals, use comprehensive assessment indicators to set stage goals for themselves, and make growth and progress easier to achieve. Actively cooperate with the comprehensive assessment work, truthfully organize and report personal data, and do a good job of supervision. In addition, it is possible to consider establishing a comprehensive assessment team composed of students, responsible for daily data statistics and collation analysis, public announcement adjustment, etc., and introduce the latest technologies such as artificial intelligence models to help organize and analyze data, create talent portraits, and make career planning suggestions.

## 5 CONCLUSION

The comprehensive evaluation system for cadets has demonstrated significant effectiveness in talent cultivation and graduation assignment. Moving forward, it must be continuously optimized in keeping with the times to enhance its scientific rigor and effectiveness. The proposals put forward in this paper are expected to contribute to the improvement of the comprehensive evaluation mechanism, and their practical application merits further validation and development.

## COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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