

# Evaluation of Internationalized Education in Vocational Colleges Based on CIPP Model: Logic, Structure and Mechanism

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**Abstract.** Internationalization of higher vocational education is an inevitable option to promote the construction of the community with a shared future for mankind, One Belt And One Road and modern vocational education. However, the weakness of international cooperation in higher vocational education in China is difficult to meet the needs of The Times. In order to effectively promote the internationalization of higher vocational connotation development, we must have quality evaluation to escort. Because CIPP evaluation can meet the developmental exploration, complexity management and origin requirements of international cooperative education in higher vocational colleges through the three-dimensional focus of "promoting construction by evaluation", "promoting management by evaluation" and "promoting teaching by evaluation". Therefore, CIPP evaluation was taken as the thinking benchmark to construct the infrastructure of CIPP evaluation for international cooperative education in higher vocational colleges centering on the three elements of principles, measures and indicators. Besides, the operating mechanism of CIPP evaluation model for international cooperative education in higher vocational colleges was built by taking participants, platform construction and institutional guarantee as the breakthrough points.

**Keywords:** Higher vocational education internationalization; CIPP evaluation; Infrastructure; Operation mechanism

Internationalization of higher vocational education is the choice and response under the construction of human community with a shared future, the mission and responsibility under China's "One Belt, One Road" initiative, and the breakthrough and advancement under the construction of national modern vocational education. The international cooperation of higher vocational education is an important means for internationalization of higher vocational education. However, in general, there are still problems such as uneven project quality, single cooperation content, low cross-cultural literacy of students, and insufficient employment competitiveness in the international cooperative higher vocational education in China, which make the international cooperative higher vocational education in China fall into a dilemma. Since educational evaluation is related to the direction of education system innovation and development, it is urgent to establish a corresponding quality evaluation system to effectively monitor, improve and promote the specific practice of international cooperative higher vocational education. However, both theoretical research and practical exploration are mostly focused on the "natural orientation", "realistic examination" and "inevitable direction" of the "front and middle ends" of international cooperative higher vocational education. The research and practice of "evaluation", which is the "back-end" of operation, have been neglected. Because CIPP evaluation and the demands and characteristics of quality evaluation of international cooperative higher vocational education are "coincidental" and have strong compatibility, we use it as a theoretical guide to build the evaluation framework of higher vocational education internationalization, so as to pry the reform of international cooperative higher vocational education to a new level.

## 1. The genetic logic of CIPP evaluation model for international cooperation in higher vocational education

The generation of CIPP evaluation model of international cooperative higher vocational education is driven by the synthetic value, that is, CIPP evaluation can meet the developmental

search, complex governance and original demands of international cooperative higher vocational education through "promoting construction by evaluation", "promoting management by evaluation" and "promoting teaching by evaluation". The development of CIPP evaluation model is driven by the synthetic objective, that is, the integration of CIPP evaluation into international cooperative higher education education needs to follow certain construction principles and basic scales.

### **1.1 The value and implications of CIPP evaluation model for international cooperation in higher vocational education**

CIPP evaluation model is a systematic structure that incorporates objectives into evaluation activities, places more emphasis on formative evaluation, focuses on providing information to decision makers, and views evaluation as part of educational activities, making it a tool for improving work and enhancing educational quality, and is able to integrate purpose achievement with process improvement, quality screening with efficiency empowerment, and prior control with post-event governance. Integrating it into international cooperation in higher vocational education can produce the following values:

First, meet the developmental demands of international cooperative higher vocational education through "promoting construction by evaluation". CIPP evaluation is based on generative, holistic, and synergistic theories, which can give motivation, improvement dynamics, and joint capacity to international cooperative higher vocational education. Firstly, CIPP evaluation reshapes the concept of self-organization of international cooperative higher vocational education, makes the best use of the circumstances and inspires the organization to reflect, reconstruct and improve consciously. Secondly, CIPP evaluation links and integrates preparation evaluation, process evaluation and result evaluation into a systematic design, which organically forms an inseparable "evaluation chain" and facilitates the evaluated thing to find the crux of the problem in the complete development process. Finally, CIPP evaluation can reconstruct the relationship between the subjects in the organization of international cooperative higher vocational education, facilitate the subjects to clarify and constantly adjust their own status and level, and realize the complementary functional needs. Second, "Promoting management by evaluation" is suitable for the complex governance of international cooperative higher vocational education. Because of the diverse interest demands of the subjects, the differences in social attributes and complicated rights and responsibilities, it is highly possible to cause the complicated and disorderly management of international cooperative higher vocational education. CIPP evaluation is a trinity of diagnostic evaluation, process evaluation and result evaluation, which can improve the operability and visualization of evaluation. Meanwhile, CIPP evaluation can reduce the ambiguity and asymmetry of information, and correspond to the planning decision, organization decision, implementation decision and recirculation decision of international cooperative higher vocational education, which is conducive to accurately control and manage the development dynamics and direction. Third, taking advantage of "promoting teaching by evaluation" to meet the ontological demand of international cooperative higher vocational education. Ontological value is the existence basis and ultimate basis of all values, which is a value commitment, value ideal and value with ultimate care and is the value expectation of the state of existence of the value object as it should be. The direct expression of the ontological value of international cooperative higher vocational education is the value of education. The internal logic of CIPP evaluation mode to promote the realization of the value of education in international cooperative higher vocational education lies in taking advantage of "promoting construction by evaluation" and "promoting management by evaluation" to realize "promoting teaching by evaluation". The fundamental principles are: the improvement of system function and the innovation of main concept.

## **1.2 Basic principles of CIPP evaluation for international cooperation in higher vocational education**

International cooperative higher vocational education is characterized by complexity, long term and uncertainty. The evaluation system should not only reflect the quality of international cooperative higher vocational education according to the general principles of scientificity and systematicness, but also reflect the personalized and flexible construction principles according to its characteristics.

Firstly, the combination of scientificity and systematicness. The threshold of the objects of educational evaluation is "the developmental changes of the educated and the factors of their changes", which requires a systematic and comprehensive construction of evaluation indexes, with a certain logical relationship from top to bottom and from macro to micro. It is also necessary to avoid overlapping, highlight the focus, and reflect the characteristics of a certain level from different sides. In terms of scientificity, it is necessary to ensure the accuracy and clarity of the objectives, and to be consistent with the goals of education. In addition, the evaluation indexes should be measurable, i.e., each index should have matching measurement methods and standards. Secondly, the process should be combined with the result. The evaluation of international cooperative higher vocational education runs through the whole process of talent cultivation, and realizes the unification of process management and quality management. We adopt background evaluation and input evaluation to establish the feasibility of education before the school is run, monitor the students' learning situation, teachers' teaching situation and management situation in real time during the education process to grasp the education dynamics, and adopt summative evaluation to assess the students' learning effectiveness after teaching. Thirdly, the combination of static state and dynamic state. International cooperative higher vocational education is a gradual, ever-changing and relatively open process. The objectives, curriculum system and training conditions will change with the changes of external environment, especially the setting of training objectives and the input of resources. Therefore, on the basis of designing a static index spectrum based on the present situation, we should consider the possible changes of the future situation to design corresponding dynamic indexes, and appropriately lead the development of international cooperative higher vocational education on the basis of adaptation. Fourthly, quantitative and qualitative combination. The development of big data and artificial intelligence has improved the evaluation technology, which can enhance the reliability and validity of evaluation by randomly collecting data samples and realize quantitative evaluation in many fields. However, at the same time, international cooperation in higher vocational education is a complex system involving many factors that cannot be translated into measurable data, and if we rely only on quantitative evaluation, we will lose the essence of education. In view of this, qualitative evaluation is required for the indicators that cannot be precisely translated into numerical values.

## **1.3 Basic scale of CIPP evaluation for international cooperation in higher vocational education**

Hegel pointed out that "the scale is the unity of quality and quantity and completed existence. Existence essentially lies in prescribing itself, and it reaches its completed prescriptiveness in the scale". The basic scale of CIPP evaluation, i.e., the evaluation of the unity of qualitative and quantitative prescriptiveness, is an important barrier to prevent the deviation of CIPP evaluation. The basic scale of CIPP evaluation of international cooperative higher vocational education include educating value, quality education and social service. In other words, CIPP evaluation takes "cultivating talents", "quality education" and "social service" as the position, perspective, reference system and yardstick. These three scales are interdependent and must avoid overstepping and overshadowing each other.

First of all, educating is the "natural scale" of CIPP evaluation, which means that it focuses more on the pluralistic needs and emotional quality of students in the educational process, the comprehensive, coordinated and adequate development than on the acquisition of knowledge and skills, which is an internal scale. With this in mind, all resources and activities of international cooperative higher vocational education are aimed at promoting the growth of students' lives, emphasizing improvement and motivation rather than screening and selection. Secondly, quality education is the "default scale" of CIPP evaluation, emphasizing its non-negligibility. Fantini's famous education equation states that "quality education = quality + equity + effectiveness + participation" with quality being the core, which determines the extend and quality of knowledge students learn and how much they can benefit from the education they receive. It can be seen that quality education is the basis for the realization of the value of education. It is an external scale, specifically pointing to basic elements such as funds, human resources and material resources, and also encompassing developmental elements such as training programs, curriculum system, teaching methods and practical projects, as well as invisible elements such as education culture, management atmosphere and teaching philosophy. Finally, social service is the "essential scale" of CIPP evaluation. For a long time, serving and adapting to economic development, industrial development and enterprise development has been the unshirkable responsibility of vocational education. Especially in the face of economic globalization, the enhancement of internationalization level and international competitiveness is an important basis for implementing a nation's foreign strategies. Therefore, the CIPP evaluation of international cooperative higher vocational education takes social service as its proper responsibility, which means not only to cultivate talents with comprehensive development and sustainable development ability, but also to make talents possess a modern character so as to make themselves adapt to the needs of national social development. Only in this way can we achieve a balance and harmony between the scale of educating value and the scale of social service.

## **2. The index system of CIPP evaluation model of international cooperative higher vocational education**

The "value implication" and "principle scale" solve the problem of "why" and "how" CIPP evaluation mode and international cooperative higher vocational education is related to each other. The "index system" is targeted to the question of the way they link to each other. Guided by the four principles of systemic and scientific combination, process and result combination, static and dynamic combination, and qualitative and quantitative combination, taking educating value, quality education and social service as basic scales, and based on the systematic framework of "background evaluation - input evaluation - process evaluation - outcome evaluation", we have initially constructed a CIPP evaluation system for international cooperative higher vocational education consisting of 9 primary indicators, 26 secondary indicators and several tertiary indicators. We finally built the infrastructure of CIPP evaluation of international cooperative higher vocational education based on three elements of principles, scales and indexes, as shown in Figure 1 below:

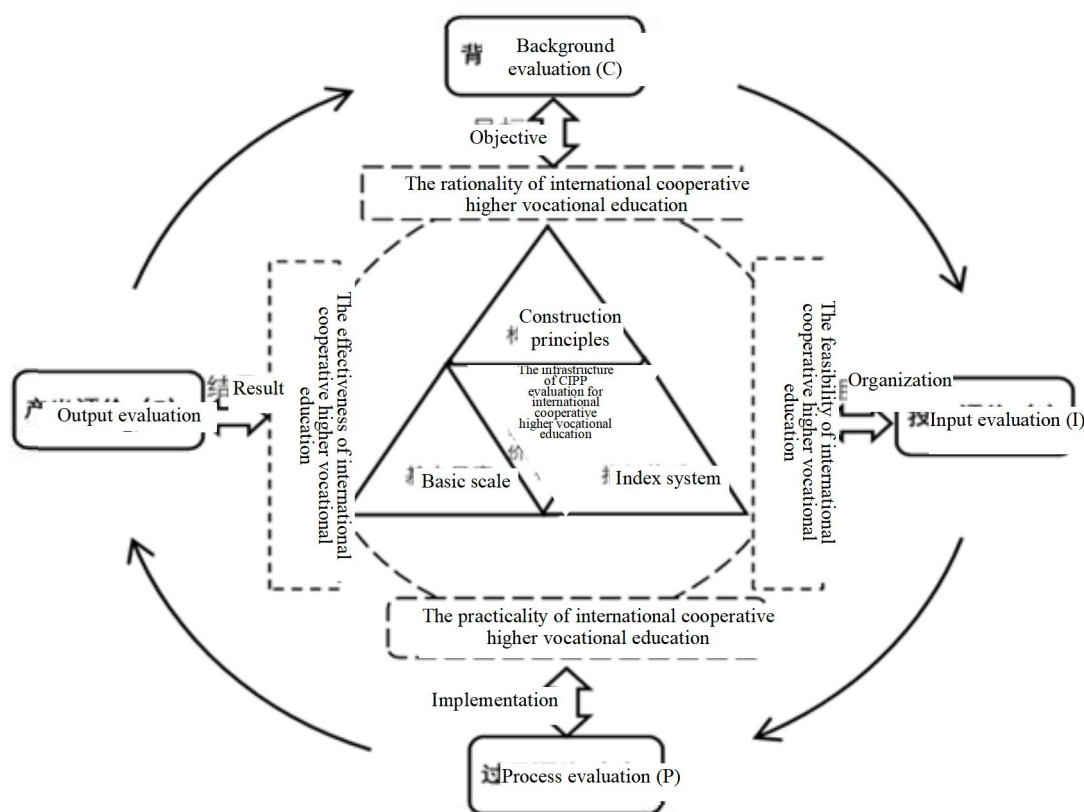


Figure1.Infrastructure of CIPP evaluation for international cooperative higher vocational education.

## 2.1 Background evaluation (C): inspect the rationality of international cooperative higher vocational education

The basic orientation of background evaluation is to identify the gap between the objectives of the program and the actual impact of the program, which is essentially a diagnostic evaluation and serves as the basis for the development of international cooperative higher vocational education. The evaluation logic in this segment is to define the cultivation objectives in a specific context and take it as a value benchmark to refine and adjust the cultivation program. This leads to the following issues: Who are the ultimate beneficiaries of the program? What kind of demands will be generated? How are the needs-based program objectives adjusted? Can the existing program achieve the adjusted objectives? Based on these issues, the background evaluation indicators established are: subject needs and cultivation objectives, and the degree of matching between subject needs and cultivation program should serve as a criterion. Among them, the subject needs include students, school and society, and the elements involved in the cultivation program are talent cultivation objectives, specifications and modes. The details are shown in Table 1.

Table 1. Background evaluation index system of international cooperative higher vocational education

Primary indicators	Secondary indicators	Tertiary indicators
A1 Subject needs	B1 Students' needs (domestic and international)	Expertise and skills
		Language skills enhancement
		Cultural understanding and exchange
		Better employment opportunities
	B2 School's needs	Improve school strength
		Create brand features
		Attract quality students
		Improve the quality of employment
	B3 Social needs	Improving the international economic competitiveness
		Enhance the international radiation of culture
		Enhance the international influence of education
A2 Cultivation program	B4 Talent cultivation objectives	Alignment with students' needs
		Alignment with school's needs
		Alignment with social needs
	B5 Talent cultivation specifications	Correspondence with students' needs
		Correspondence with school's needs
		Correspondence with social needs
	B6 Talent cultivation modes	Matching with students' needs
		Matching with school's needs
		Matching with social needs

## 2.2 Input evaluation (I): determining the feasibility of international cooperation in higher vocational education

The purpose of input evaluation is to assess the strategies, action plans and personnel arrangements to achieve the set goals, with the aim of establishing a scientific and effective plan for the implementation of international cooperation in higher vocational education. Unlike the background evaluation, which takes the needs of the subject as the benchmark to determine the rationality of the plan, the input evaluation takes the “peripheral conditions” as the benchmark to determine the feasibility of the plan. In addition to the basic elements such as human resources, material resources and financial resources, structural elements such as the current situation of professional development, institutional environment and facilities are also assessed. Generally speaking, in terms of the setting of the basic elements, human resources are the core of international cooperation in higher vocational education, with the aim of building a first-class international faculty and management team with high adaptability, quality and skills, specifically assessed in terms of quantity, structure and quality. Physical and financial resources are the basis of international cooperation in higher vocational education, and the former is evaluated from the basic and core elements of teaching facilities. In terms of structural elements, the professional construction is positioned in terms of the internal construction logic and the study and judgment of the standards of professional teaching, curriculum and teaching materials; the supporting system is set up around the pre-operation, during-operation and post-operation system; the supporting

institutions are examined in terms of the type of tasks and the internationalization leadership team, management team and monitoring team. This is shown in Table 2.

Table 2. Evaluation Indicator System for the Input of International Cooperation in Higher Vocational Education

Level 1 indicators	Level 2 indicators	Level 3 indicators
A3 foundational elements	B7 human resources	Proportion of dual-teachers
		Proportion of professional teacher
		Proportion of highly qualified teachers
		Proportion of Foreign teachers or experts
		Number of professional foreign service staff
		International teaching abilities
		International management capabilities
	B8 material resources	Internship and training conditions
		Informative teaching resources library
		School building floor space per student
	B9 financial resources	Dedicated funding for internationalization
		Funding per student
		Corporate investment
A4 structural elements	B10 professional development level	International curriculum standards
		International teaching standards
		International practical training standards
		Preparation of International teaching materials
		International admission system
	B11 supporting institutional systems	International management system
		International evaluation systems
		International employment systems
	B12 supporting structure	International leadership team
		International management team
		International monitoring team

### 2.3 Process evaluation (P): determining the practicality of international cooperation in higher vocational education

The process evaluation is essentially a formative evaluation, intended to monitor, record, give feedback on and correct the implementation process. Unlike background and input evaluations, which are all about 'preparation' for the development of international cooperation in higher vocational education, process evaluation is 'getting to the point', where the object of evaluation is a 'process' and the observation point is a 'task or action'. The evaluation observation point is a 'task or action'. Decision-makers use the information from the evaluation as a basis for making timely adjustments to the process and revising the implementation plan, thus enhancing the practicality of the plan and the action of the implementers. In terms of international cooperation in higher vocational education, talent cultivation mode reform, teaching resources construction and utilization, and education and teaching management are the core components of "task or action", which are

Level 1 indicators of process evaluation. Among them, the evaluation of talent cultivation mode reform is reflected in the teaching methods, teacher team building and professional curriculum system; the indicator of teaching resources building and utilization focuses on the measurement of the building process and utilization rate of various resources; the evaluation of education and teaching management focuses on the evaluation of the building process and operation mode of the system, institutions and personnel that go with it. The details are shown in Table 3.

Table 3. Evaluation Indicator System for the Process of International Cooperation in Higher Vocational Education

Level 1 indicator	Level 2 indicator	Level 3 indicator
A5 talent development mode reform	B13 professional system building	Professional competence analysis
		Curriculum standard development
		Curriculum system building
		Curriculum setting
	B14 teacher team building	Process and effectiveness of international teaching ability building
		Process and effectiveness of building a dual-teacher team
		Process and effectiveness of bringing in foreign teachers or experts
	B15 teaching methods reform	Innovation in teaching philosophy
		Mastery of teaching methods
		Practice of teaching methods
	B16 evaluation mode optimization	Innovation in evaluation philosophy
		Mastery of evaluation methods
		Practice of evaluation methods
A6 teaching material building and utilization	B17 internship and practical training system building	Abundance of resources for internship and practical training
		Applicability of resources for internship and practical training
		Utilization of resources for internship and practical training
	B18 informative teaching resources	Quantity, quality and utilization of material resources
		Quantity, quality and utilization of courseware resources
		Quantity, quality and utilization of question bank resources
		Quantity, quality and utilization of teaching design resources
A7 education and teaching management model	B19 education and teaching management systems	Development of management systems
		Implementation of management systems
	B20 education and teaching management institutions	Number and structure of governing bodies
		Completeness of governing bodies
	B21 education and teaching personnel	Number and structure of management staff
		Management philosophy and service awareness



		Development and enhancement of management skills
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## 2.4 Output evaluation (P): testing the effectiveness of international cooperation in higher vocational education

As CIPP evaluation is based on the values of talents nurturing and social service, the benefits brought about by international cooperation in higher vocational education are measured in terms of both student development and social development. In terms of student development, Michael Schechter suggests that the goal of higher education internationalization is to equip students with the knowledge and skills to be employable in a global environment and to develop the ability to appreciate cultural differences and cross-cultural sensitivity in order to be a multidimensional global citizenship, i.e. to develop their "international competence". Inspired by this, the output evaluation of students in higher vocational education institutions focuses on the building of international competence. Studies have identified international competence as having a three-tier structure, namely attitudes and values, which encompass recognition of cultural differences, respect for diversity, non-judgemental responses and open-mindedness; the second tier is the knowledge and understanding, which encompasses knowledge and understanding of globalization, world history and geography; and the third tier is cross-cultural skills, which includes skills and experiences such as identifying cultural differences, evaluating cross-cultural behavior and working together across cultures. The so-called social development is highlighted by the economic gains and diplomatic optimization. The former is not only directly reflected in the increase in students' income levels and the external benefits generated by meeting the demand for workforce from domestic and foreign enterprises, but also in the demand for skills and innovation for industrial transformation. In addition, education is an important diplomatic tool to strengthen China's international influence and trust through, for example, economic cooperation, and cultural exchanges can have a "silent" effect, and it is a potential investment in the future economy, i.e. by bringing foreign elites to study in their own country, to train and master the other side's future leadership tasks or elites who are pro-cultural. In summary, the final output evaluation indicators for higher vocational education institutions are shown in Table 4.

Table 4. Evaluation Indicator System for the Output of International Cooperation in Higher Vocational Education

Level 1 indicator	Level 2 indicator	Level 2 indicator
A8 student development	B22 attitudes and values	Open-mindedness
		Open attitude
		Values identity
	B23 knowledge and understanding	Cultural knowledge
		Vocational knowledge
		Specialized knowledge
	B24 cross-cultural skills	Cross-cultural adaptability
		Cross-cultural communication skills
		Cross-cultural transferability
A9 social development	B25 economic benefits	Meeting workforce demand
		Quality of student employment
		Skill development and accumulation
	B26 diplomatic optimization	Fostering International Friends of Sanwa

		Increased international presence
		Excellent national cultural penetration

### 3. Operation Mechanism of CIPP Evaluation Model for International Cooperation in Higher Vocational Education

The effective operation of the CIPP evaluation model for international cooperation in higher vocational education is the destination and purpose of its building. However, in practice, in the face of complex and changing situations, the operation of the CIPP evaluation model is not as natural as “cherry red spring dies and green banana sighs”, and it is very easy to be caught in the situation of “not getting it done”. In this regard, we should set the goal of implementing the CIPP evaluation mode of international cooperation in higher vocational education, follow the thinking paradigm of system theory and synergy theory, and build a systematically linked operation mechanism of the CIPP evaluation model of international cooperation in higher vocational education based on the participating subjects, platform building and institutional guarantee, so as to solve the problems encountered in the implementation of the CIPP evaluation model of international cooperation in higher vocational education (how to act).

#### 3.1 Synergy and symbiosis: clarifying the ecological position of multiple subjects and building a harmonious evaluation community

The CIPP evaluation of international cooperation in higher vocational education is a systemic project that requires the support of multiple subjects, and clarifying the ecological position of each subject is the basic premise for achieving the synergistic effect. The ecological position is the spatial position, function and role of a living organism in an ecosystem, and is a kind of order and arrangement in an ecosystem. The ecological position of the CIPP evaluation subject of international cooperation in higher vocational is the position occupied by the stakeholders in the whole evaluation ecological environment through the balance of interaction and the function played by them in that position. From this point of view, the chaos and deviation of the ecological position of each subject will limit the function and value of the subject. It is therefore essential to clarify the ecological position of each subject. This requires the building of a clear and distinct system of rights and responsibilities. In the CIPP evaluation of international cooperation in higher vocational education, the subjects involved in the evaluation are students, schools, industry and enterprises, education administration and government. In the different aspects of CIPP evaluation, the importance, urgency and necessity of each subject are different, so their evaluation rights and responsibilities are different. For example, in the contextual evaluation, the school is the core subject, the students and the government are stressed subjects, and the rest are potential subjects; in the input evaluation, the school is the core subject, the industry and the government are stressed subjects, and the rest are potential subjects. To this end, the rights and responsibilities of the subjects in each evaluation process can be clarified through the development of relevant systems and statutes, and the establishment of “lists of rights” and “lists of responsibilities”, so that each subject can “fulfill its responsibilities in its place”. In this process, emphasis is placed on strengthening the evaluation process. In this process, attention is paid to strengthening the boundaries of rights and responsibilities between evaluation subjects, so as to avoid crossover and overlap, which may lead to mutual shirking of responsibilities between subjects.

#### 3.2 Action guide: making the evaluation process for multiple subjects unobstructed and building a linked cooperation mechanism

A smooth evaluation process will help the participating subjects to target, track and follow the evaluation process. For this reason, a specific and operational evaluation process needs to be

developed. Firstly, screen and select evaluation subjects. Establish a standardized review process, focusing on the qualifications, competencies and performance of individuals or organizations to ensure the quality of evaluation subjects. Secondly, clarify the rights and responsibilities of the subjects. The content, criteria and process of evaluation of participating subjects can be clarified by hiring experts to give lectures, workshops, etc.. If necessary, an evaluation contract for international cooperation in higher vocational education can be signed to give legal benefits such as financial support, institutional support, rights and responsibilities. Thirdly, a scientific evaluation process is developed and implemented. On the basis of clarifying the evaluation tasks and evaluation objectives, the participating subjects determine the division of responsibilities within the organization and establish a matching indicator system according to their own reality following a reasonable procedure. At the same time, an evaluation implementation plan is drawn up, the progress and arrangement of tasks are clarified, and professional staff are organized to carry out an objective and impartial evaluation. The information collected is professionally processed and analyzed, and a corresponding evaluation report is written. Fourthly, a smooth feedback and application mechanism of evaluation results is established. In addition, in order to improve the usefulness of evaluation results for decision-making, a corresponding application mechanism should be established. To this end, it is necessary to establish a collaborative and interlinked mechanism for cross-border cooperation, and actively promote the building of a "baton" relationship between evaluation subjects, so that each evaluation report can clearly correspond to one type of evaluation subject and serve one type of evaluation subject, so that the evaluation results "have a way out" rather than "being idle".

### **3.3 Optimized configuration: building a platform for evaluation of multiple subjects and creating a good institutional environment**

A sound platform and a good system are the key dependencies that drive the continuous and effective participation of multiple subjects in evaluation. To this end, on the one hand, Internet technology should be used to establish a standardized online evaluation platform. Firstly, the online evaluation information sharing resource library is developed. Policy documents, implementation plans, evaluation methods and other elements related to international cooperation in higher vocational education are collected, analyzed, classified and arranged into a resource library for participating subjects to access and study. At the same time, interactive functions such as feedback, online consultation and resource evaluation are set up to facilitate the matching of evaluation subjects' needs with resource supply. Secondly, an evaluation database with "one file and multiple reports" is established. The "one file" refers to a database of internal and external student growth records, with the aim of tracking the growth of students. The "multiple evaluation" refers to the evaluation of all the subjects other than students at the various stages of CIPP and the preparation of evaluation reports, as well as the selection of factors related to the cultivation of students, quality education and social development, as a basis for formulating a system of countermeasures to improve the quality of international cooperation in higher vocational education. On the other hand, a multi-dimensional and collaborative evaluation management system is developed. One of them is to set up a joint working meeting system for CIPP evaluation of international cooperation in higher vocational education in order to increase the transparency of decision making and implementation. The joint meeting is composed of government, education administration departments, industry enterprises and schools. The joint meeting will be held at least once a semester to discuss and decide on the criteria, guidelines, objectives, procedural contents and ways of evaluating the quality of international cooperation in higher vocational education. Secondly, improve the supervision and accountability system to guarantee the fairness of evaluation results. A supervisory committee on the evaluation of international cooperation in higher education is set up to record and measure the evaluation contents, methods and processes of the evaluation subjects of each link, promptly

supervise and rectify the problems in the evaluation, and give feedback to the joint committee, so as to adjust and amend the evaluation activities.

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