

# Construction and Empirical Research on the Evaluation System of Academic Ethic Construction in Colleges and Universities from the Perspective of Counselors

-- Taking an Independent College as an Example

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**Abstract:** Academic ethic construction is a key task in the educational reform and sustainable development of colleges and universities, and a fundamental work to cultivate high-quality talents that meet the requirements of the times and society. The construction of the academic ethic system and its evaluation index system in colleges and universities should be based on ideological and political work, follow the laws of student growth and academic development, to further enhance the initiative, pertinence, and effectiveness of ideological and political education, and help students grow and become talents. Based on an empirical study of an independent college, this paper points out that the evaluation system of academic ethic construction should follow the principles of scientificity, systematicness, and the combination of qualitative and quantitative analysis. From the perspective of counselors and the law of student growth, the evaluation index system and weight are scientifically set, and countermeasures and suggestions are put forward to improve the quality of academic ethic construction.

**Keywords:** Academic Ethic Construction; Counselor; Evaluation System; Independent College.

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## 1. Introduction

Academic ethic construction is a key task in the educational reform and sustainable development of colleges and universities, and a fundamental work to cultivate high-quality talents that meet the requirements of the times and society. The construction of the academic ethic system and its evaluation index system in colleges and universities should be based on ideological and political work, follow the laws of student growth and academic development, to further enhance the initiative, pertinence, and effectiveness of ideological and political education, and help students grow and become talents[1][2]. As life mentors and bosom friends for the healthy life of young college students, counselors play an important role in students' academic development and academic ethic construction. It is an important and urgent task to scientifically set the evaluation index system and weight from the perspective of counselors, combined with the laws of student growth and ideological and political education[3].

## 2. Construction of the Evaluation Index System for Academic Ethics Construction

### 2.1. Main Principles

The construction of the academic ethic evaluation index system in colleges and universities should follow the principles of scientificity, systematicness, and the combination of qualitative and quantitative analysis. First, the principle of scientificity. The selection of evaluation indicators should respect the laws of educational development, have a scientific theoretical basis, accurately reflect the actual situation of academic ethic construction, provide practical references, standardize and guide academic ethic construction

to reflect the orientation of colleges and universities, and integrate into the long-term planning of educational development and discipline construction. Second, the principle of systematicness. The index system should be comprehensive and integrated while avoiding redundancy, reflecting the overall requirements of academic ethic construction, and covering all major influencing factors without omission. Third, the principle of combining qualitative and quantitative analysis. Some evaluation indicators are comprehensive and connotative, making simple qualitative judgment or quantification difficult. The combination of qualitative and quantitative methods realizes the quantification of qualitative indicators and the qualitative analysis of quantitative data, objectively reflecting the connotation and essence of indicators[1][2].

### 2.2. Selection of Evaluation Methods

Analytic Hierarchy Process (AHP), proposed by Professor T.L.Saaty in the 1970s, is a systematic analysis method combining qualitative and quantitative analysis. It is effective for multi-objective, multi-criteria, multi-factor, and multi-level evaluation systems, reducing subjective bias in weight determination and improving scientificity. The Fuzzy Comprehensive Evaluation Method, based on fuzzy mathematics, quantifies non-quantifiable factors and comprehensively evaluates the membership grade of the target from multiple factors using the principle of fuzzy relationship synthesis[1][2].

### 2.3. Evaluation Index System

With multiple factors influencing academic ethic construction, an index system is established based on its connotation and the above principles. The target layer (A: academic ethic construction in colleges and universities) is divided into four first-level indicators: **B<sub>1</sub> organizational**

guarantee of the university, B<sub>2</sub> students' learning atmosphere, B<sub>3</sub> academic atmosphere of the university, and B<sub>4</sub> effect of academic ethic construction, with 29 third-

level indicators under four second-level indicator categories [1] [2].



Fig 1. Evaluation Index System of Academic Style Construction in Colleges and Universities

## 2.4. Weight Setting

Table 1. Weight Analysis of Academic Style Construction Evaluation Index System in Colleges and Universities

First-Level Index Weight		Second-Level Index Weight		Third-Level Index Weight		Total Weight
B1	0.1	C1	0.5	D1	0.333	0.0167
				D2	0.5	0.025
				D3	0.167	0.0084
		C2	0.333	D4	0.200	0.0067
				D5	0.600	0.0200
				D6	0.200	0.0067
		C3	0.167	D7	0.167	0.0028
				D8	0.333	0.0056
				D9	0.500	0.0084
B2	0.4	C4	0.333	D10	0.500	0.0666
				D11	0.500	0.0666
		C5	0.500	D12	0.333	0.0666
				D13	0.667	0.1334
		C6	0.167	D14	0.333	0.0222
				D15	0.667	0.0446
B3	0.2	C7	0.667	D16	0.200	0.0267
				D17	0.200	0.0267
				D18	0.600	0.0800
		C8	0.333	D19	0.500	0.0333
				D20	0.500	0.0333
				D21	0.500	0.0500
B4	0.3	C9	0.333	D22	0.500	0.0500
				D23	0.333	0.0167
		C10	0.167	D24	0.667	0.0334
				D25	0.200	0.0300
		C11	0.500	D26	0.133	0.0200
				D27	0.333	0.0500
				D28	0.267	0.0401
				D29	0.067	0.0101

AHP analyzes factors and relationships of complex systems to construct a hierarchical model. Elements at each level are compared pairwise to build a judgment matrix. The maximum eigenvalue and corresponding eigenvector are calculated to determine the importance ranking and weight vector of elements [1] [2].

### 3. Empirical Application of the Evaluation System in an Independent College A

#### 3.1. Data Preparation of Independent College A

Based on the above evaluation system, 21 majors in Independent College A are selected as samples for empirical evaluation. Raw data are quantified on a 1–5 scale according to preset standards. For indicator  $D_1$  (talent training program), 5 points are assigned for clear guidelines, reasonable and personalized plans, and scientific curriculum structure; 1

point for basically clear guidelines, basically reasonable plans, lack of personalization, and basically reasonable structure. For indicator  $D_{29}$  (employment rate), 5 points for a rate above 98% and 1 point for a rate below 90%.

#### 3.2. Evaluation Scores of Academic Ethic Construction

The scores of each indicator and the comprehensive scores are shown in Table 3. General Medicine ranks first with a comprehensive score of 4.0767. Clinical Medicine, Anesthesiology, and other majors score above 3.7, showing outstanding performance. Nursing, Psychiatric Medicine, and others are at the upper-middle level. Public Service Management, Medical Imaging Technology, and others are at the medium level. Biomedical Engineering, Midwifery, and others score below 3.0 and need improvement. Midwifery ranks last with 2.6052, and its low score in students' learning atmosphere negatively affects the overall academic ethic construction of the college.

**Table 2.** Comprehensive Evaluation Scores of Each Major

Major	School Organizational Guarantee ( $B_1$ )	Students' Learning Atmosphere ( $B_2$ )	Campus Academic Atmosphere ( $B_3$ )	Effect of Academic Style Construction ( $B_4$ )	Comprehensive Score (A)	Comprehensive Score Ranking
General Medicine	4.4219	3.6109	4.7001	4.167	4.0767	1
Nursing	3.8773	3.2220	3.8666	3.8335	3.5909	7
Clinical Medicine	3.8722	3.3331	4.2668	4.4891	3.9205	2
Traditional Chinese Medicine	3.9672	3.3886	3.9669	4.0447	3.7590	4
Public Service Management	3.7802	2.9600	3.5408	3.3210	3.1050	11
Medical Laboratory Science	3.9552	2.8331	4.1334	4.2670	3.6356	6
Stomatology	4.1555	3.2220	3.2668	4.2886	3.6443	5
Anesthesiology	4.1944	3.3331	3.9338	4.1891	3.7961	3
Rehabilitation Therapy	3.7332	2.9112	3.4901	3.2712	3.0552	12
Biomedical Engineering	3.6332	2.8122	3.3932	3.1732	2.9550	14
Optometry	3.4878	2.6653	3.2432	3.0232	2.842	17
English	3.5852	2.7611	3.3475	3.1232	2.9024	15
Marketing	3.6845	2.8653	3.4445	3.2211	3.0050	13
Japanese	3.4300	2.6111	3.1953	2.9756	2.7551	18
Chinese Materia Medica	3.5315	2.7153	3.2923	3.0724	2.8551	16
Pharmacy	3.3809	2.5612	3.1400	2.9208	2.7051	19
Forensic Medicine	4.3832	3.0551	3.8666	3.7340	3.5639	9
Psychiatric Medicine	3.9001	3.1665	3.7332	3.8556	3.5599	8
Medical Imaging Technology	4.4160	2.1665	4.0662	3.5505	3.1866	10
Information Management and Information System	3.3386	2.5153	3.0945	2.8743	2.6555	20
Midwifery	3.2886	2.4643	3.0443	2.8211	2.6052	21

#### **4. Countermeasures to Improve the Quality of Academic Ethic Construction from the Perspective of Counselors**

To further strengthen **precision ideological and political education**, colleges and universities should take academic ethic construction as a breakthrough to promote precision education. Focusing on core pain points in students' academic growth, a four-dimensional empowerment system of **institutional consolidation – assistance and relief – model leadership – cultural infiltration** is constructed to transform academic management from passive restriction to active development [4][5][6].

##### **4.1. Consolidate the Bottom Line of Hard Constraints: Construct a Full-Chain Early-Warning and Intervention Mechanism**

To solve the problems of ineffective supervision and late detection, full-process supervision replaces the final summary assessment. Strict implementation of “three-attendance checks and three-bulletins” is carried out through counselor inspections, class committee records, and teacher roll-call. A feedback mechanism of weekly bulletins, monthly summaries and final early warnings is established. Pre-early warning is implemented for freshmen via mid-term mock exams of difficult courses to screen high-risk students and advance the intervention window by three months. The “phone-in-bag” campaign is launched to create phone-free classrooms and guide students to focus on learning.

##### **4.2. Weave a Soft Assistance Network: Implement Precise and Hierarchical Support Programs**

To solve the problems of inaccurate assistance and lack of guidance, a five-party collaboration replaces individual efforts. A “one student, one policy” ledger is established to classify underachievers into attitude-based, foundation-based, and psychology-based types, integrating supervisors, counselors, peers, parents, and psychological counselors for targeted support. “Community mini-classes” are created in one-stop student communities with “tutor afternoon tea” and “top-student lectures” to provide on-site tutoring. A “pairing for progress” system is implemented to pair outstanding students with underachievers 1:1, signing self-discipline and progress agreements for after-school support.

##### **4.3. Establish a Strong Leading Benchmark: Activate the Visualized Effect of Peer Models**

To solve the problems of low motivation and unclear goals, on-site demonstration replaces indoctrination. Grassroots models are selected, including Progress Star, Self-study Talent and Note Master besides national scholarship winners, making honors accessible to average students. Visualized experience is promoted through “100 growth files” exhibitions of excellent notes, schedules, and error notebooks, making good study habits observable and learnable.

##### **4.4. Cultivate Deeply Infiltrating Culture: Create an Immersive Independent Learning Ecology**

To solve the problems of passive learning and weak sustainability, cultural consciousness replaces rigid preaching. Learning is promoted through competitions such as immersive learning Vlog contests and medical student reading & photography contests, encouraging students to record their efforts online. Focusing on habit formation, 21-day morning reading and classic reading activities are held on World Book Day to enhance ritual awareness and promote internalized learning motivation.

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