



**THE OPTIMIZATION OF TEACHER PERFORMANCE APPRAISAL  
INDEX SYSTEM IN PRIVATE HIGHER VOCATIONAL  
COLLEGES : A CASE STUDY OF QUANZHOU COLLEGE OF  
TECHNOLOGY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
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**Thematic Certificate**

**To**

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
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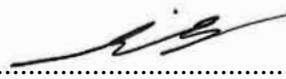
**Title:** The Optimization Design of Teacher Performance Appraisal Index System in Private Higher Vocational Colleges: A Case Study of Quanzhou College of Technology

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### ABSTRACT

China's higher vocational education has received more attention with the continuous improvement of the higher vocational education mechanism. Its mission has gradually changed from pure education and teaching to comprehensive personnel training, scientific research, scientific and technological services, and social services. As a scientific performance evaluation method, the balanced scorecard is based on the strategic goals of the organization. Performance evaluations from four dimensions: finance, customers, internal business processes, learning and growth. This method can achieve the combination of short-term goals and long-term goals, financial indicators and non-financial indicators, and scientific and comprehensive performance evaluation.

This study used documentary methodology to compare and analyze the current situation of performance appraisal research colleges and universities at home and abroad. The study also used documentary methodology to compare and analyze the application of the balanced scorecard in colleges and universities. Based on the case study of Quanzhou College of Technology, it used balanced scorecard theory to optimize teacher performance appraisal index system, and finally put forward some suggestions for the performance appraisal of colleges and universities. The conclusions of this study provide reference value for other vocational colleges to establish a sound teacher performance evaluation management system.

**Keywords:** higher vocational colleges, performance appraisal, balanced scorecard, optimized design

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The seal of Siam University is a large, circular emblem in the background. It features a central figure, possibly a deity or a historical figure, surrounded by a wreath. The words "SIAM UNIVERSITY" are inscribed around the perimeter of the seal.

JINHE XIAO

## DECLARATION

*I, JINHE XIAO, hereby certify that the work embodied in this independent study entitled “The Optimization Design of Teacher Performance Appraisal Index System in Private Colleges: A Case Study of Quanzhou College of Technology” is a result of original research and has not been submitted for a higher degree to any other university or institution.*

*Xiao Jinhe*

JINHE XIAO  
MAY 17, 2023



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# 1. Introduction

## 1.1 Research Background

With the deepening of market economy reform, China's higher education has entered the market, and higher vocational education has been most affected by this process. Higher vocational education must break the traditional discipline education training model to meet local economic development needs, aim to cultivate students' professional ability and skill, and face the production line. It is mainly to cultivate high-skilled application-oriented talents (Luo, 2009). The relevant opinions issued by China on the construction of high-level characteristic higher vocational colleges and majors (referred to as "double high" below) have become the development direction of higher vocational colleges. The improvement of the modernization level of higher vocational education needs to be promoted by the progress of teachers' quality, and scientific and reasonable teacher performance evaluation can effectively mobilize the enthusiasm of teachers' work. Higher vocational colleges should take the performance appraisal of "double-qualified" teachers as a critical point in the wave of reform of the "double high" plan (Li, 2021). The research on teachers' performance appraisal in China's higher vocational colleges is still in its infancy. The time to carry out higher vocational and technical education is relatively short. It needs corresponding experience and conditions. There are some things that could be improved with the structure of teachers, the qualifications of teachers' employment, and evaluation standards. Therefore, how to scientifically evaluate teachers' performance is an important research topic of human resource management in higher vocational colleges (Luo, 2009).

Quanzhou College of Technology is a representative higher vocational college. The performance management of teachers needs to be more comprehensive, and the construction of the performance appraisal system still needs to be completed. There are still problems in the assessment, such as too many assessment indicators that are difficult to quantify, ignoring the long-term professional development of teachers, lack of systematization in assessment, lack of feedback and communication, etc., which are not conducive to the development of the college. The lack of enthusiasm for teaching work has seriously affected the development of higher vocational colleges, especially in realizing the goal of characteristic high-level construction.

With the continuous expansion of the scale of higher vocational colleges in China, new requirements have been put forward for teacher performance evaluation. Hu (2008) thinks the balanced scorecard model constructs a basic framework for university performance evaluation from four perspectives: customer dimension, internal business process dimension, learning ability and innovation dimension, and financial dimension. The application of the Balanced Scorecard model in the performance evaluation of colleges and universities has prompted college managers to examine the value creation and strategic goals of college development from a new perspective. How to evaluate teachers' work fairly, comprehensively, and objectively?

Evaluating college teachers with the help of an efficient and scientific teacher performance evaluation system is essential in facing the current reform of colleges and universities. Bernadin and Kane (2008) pointed out in the research that people could carry out teachers' performance assessments from three aspects: teachers' working ability, essential quality, and work commitment. In the continuous deepening and expansion of education reforms in colleges and universities, there is still a lack of performance appraisal theory with the characteristics of higher vocational colleges. However, there is no systematic study of the theory and method of performance appraisal in higher vocational colleges. Kenneth and Nicholas (2017) point out that it can clarify the four dimensions of performance appraisal in colleges and universities through the Balanced Scorecard and improves performance appraisal.

Research on the performance evaluation index system of full-time teachers in higher vocational colleges refers to the post group rather than the discipline system. It is technology-applied rather than research-oriented education, which means that higher vocational teachers should be compound and dual-qualified talents, should have a multi-disciplinary knowledge structure, have practical abilities such as scientific and technological transformation, technical service and development, technical consultation, and have strong classroom teaching ability. Furthermore, it should have professional solid practice guidance ability.

## **1.2 Research Problems**

Due to the late attention to vocational education in China, the research on teacher performance appraisal for this educational institution is still in the initial exploration stage.

Firstly, the performance appraisal of higher vocational colleges is not comprehensive enough and lacks scientific management. When designing teacher performance appraisal systems in higher vocational colleges, there are generally some problems, such as incomplete selection of indicators, irregular evaluation methods, single evaluation methods, and lack of effective communication and feedback links (Lu, 2016).

Secondly, the existing performance appraisal in higher vocational colleges cannot allow teachers to develop themselves. Combined with the actual development of the school, the enthusiasm and initiative of teachers are constantly stimulated through the assessment to promote their continuous learning and improve their self-quality, thereby promoting the improvement of the school's teaching level (Liu, 2012).

Thirdly, the performance appraisal system for teachers in higher vocational colleges is developed out of the college and has yet to play its role in promoting the development of the school. There are some issues in the performance evaluation system of colleges and departments that need more strategic orientation in the performance evaluation of colleges and departments. The problems in the



performance evaluation of colleges and departments include seriously decoupling departmental evaluation from departmental vision, values, and strategic goals. It needs to include the relationship between evaluation content and indicators. The corresponding causal connection cannot promote the performance improvement of departments (Yu, 2015).

### **1.3 Objective of the study**

Performance appraisal of higher vocational teachers is an integral part of personnel management and the construction of the teaching staff in higher vocational colleges. We must build the core concept of performance appraisal and use it as a guide to reshape the performance evaluation system of higher vocational teachers, design a performance evaluation system framework in line with the characteristics of higher vocational colleges, and provide new ideas for a scientific and practical performance appraisal system. The objectives of the study are as blow.

a.To optimize the existing teacher performance appraisal system so as to improve the accuracy of the appraisal.

b.To promote teacher self-development.

c.To promote the realization of strategic development goals in private higher vocational colleges through performance appraisal system.

### **1.4 Scope of the study**

This study selected Quanzhou College of Technology as a case, used the theory of human resources performance appraisal, and used Balanced Scorecard as a framework to solve the specific work defects of the college's teacher performance appraisal based on the actual situation of this college. Its overall optimization and improvement of the performance appraisal system would be carried out to improve the management system that is more suitable for the training of skilled personnel.

### **1.5 Research Significance**

The current appraisal system needs to particularly highlight the characteristics of vocational college teachers. Therefore, optimizing and designing a new plan suitable for higher vocational education is the only way to reform vocational college teachers. The significance of this study is mainly three points as follows:

1. With the continuous deepening of the reform of higher vocational and technical colleges in China, how to scientifically evaluate the performance of the teacher team is an important topic. Performance appraisal is an important management tool for achieving the development goals of colleges and universities. It is also a complete system, including performance planning, implementation, assessment, and feedback communication. Liu (2005) states that teachers in higher vocational colleges must fully mobilize teachers enthusiasm and work enthusiasm. The prerequisite for realizing this goal is establishing a sound, scientific teacher

performance appraisal system with the characteristics of higher vocational education and suitable for higher vocational colleges.

2. Adequate and reasonable performance appraisal can help college teachers get self-development. The foundation of a performance appraisal system based on the Balanced Scorecard (BSC) can decompose the goals of the college layer by layer to construct indicators at all levels of the performance appraisal index system that meets the development of the college. Liu (2005) thinks that teacher performance appraisal makes the country's requirements for teachers specific, behavioral, and index-based. Moreover, it formulates a scientific index system for teacher performance appraisal. Adequate and behavioral factors conduct value judgments and effective controls to achieve desired goals. Lu (2016) thinks it can prompt teachers to clarify their work tasks and job responsibilities when restraining teachers from improving work efficiency and personal development through continuous learning and adjustment.

3. Conduct general supervision of college teachers through assessment indicators and obtain relevant feedback. How to evaluate the performance appraisal system, the key is to see whether each teacher's contribution can be evaluated objectively and fairly, and the evaluation results can be applied to motivation and performance communication to realize the strategic development of the college. It can also enrich the related research on teacher performance evaluation. Yu (2015) believes that constructing a new performance evaluation model and performance measurement index system for colleges and departments in China has very beneficial practical and guiding significance for improving the performance management system and internal governance structure of colleges and universities. It can promote the overall planning and long-term development of colleges and universities.

## **2. Literature Reviews**

### **2.1 Higher Vocational Colleges**

Higher vocational education is a type and level in the national education system. It is an employment education that cultivates high-end skilled talents that meet market demand according to occupational classification and according to the requirements of the actual business activity scope of certain occupational positions (groups) (Liao, 2014).

Higher vocational education is essential to the whole education system, and its importance in cultivating skilled talents is self-evident. In recent years, the university-enterprise cooperation mode has been introduced in the talent cultivation of higher vocational institutions. The problems of university-enterprise cooperation talent cultivation mode are studied. Solutions are proposed to effectively improve the effect of talent cultivation and cultivate more high-quality talents for society (Yang, 2021).

Therefore, higher vocational education is different from ordinary higher education. It shifts the focus of training from imparting knowledge to ability training,

with "application" as the central theme, social needs as the goal, and technology application ability training as the main line. The higher vocational education concept and education model with ability as the standard and quality education as the core has been determined (Liu, 2005).

## **2.2 Performance Appraisal**

Performance appraisal is a part of performance management, which refers to selecting a scientific and appropriate performance appraisal method to evaluate employees' work performance and performance of job duties in a certain period, and feedback on the performance appraisal results to employees. A complete performance appraisal process includes two aspects: employees should fully understand the performance appraisal standards formulated by the company, Motivation, and quality of work(Li, 2020).

Avalos and Assael (2006), based on Chilean teachers' acceptance process of the teacher evaluation system, believe that teachers are the main body of performance appraisal. Therefore, formulating the performance appraisal plan needs to ensure teachers are widely and actively involved. Regarding the evaluation clauses of teachers, it should listen carefully to the teachers participating in the evaluation. It should organically integrate the policies of teachers' career development and incentive measures with performance appraisal. Larson (1984) thinks that teacher evaluation is methodical and can be quantified. An excellent performance appraisal system can not only reflect the work situation of teachers but also affirm the value and contribution of teachers' work, which is an inspiration to teachers' spirit. The performance appraisal system guides the direction of teachers' future professional development.

Elliott (2015) thinks the key to effective appraisal is balancing between assessing performance and assisting personal development. He believes that the most critical task of a school is to improve student performance and provide each student with a high-quality education. Teachers play a crucial role in academic performance of students. Teachers are the most crucial factor affecting school development. The key to teacher performance evaluation is balancing the teacher's personal development and evaluation performance. Establishing a systematic and continuous improvement of performance appraisal procedures can effectively achieve the school's goal of improving the quality of education. He also thinks the key to effective appraisal is balancing between assessing performance and assisting personal development.

Deem, Barnes, and Segal (2010) also found that based on the characteristics of the organization's internal structure and journey, using the Balanced Scorecard to link employees' personal goals with the company's overall development can promote the transformation of the company's operating mechanism and Complete. Kaplan and Norton (1992) thought the balanced scorecard supplemented traditional financial measures with criteria that measured performance from three additional perspectives: customers, internal business processes, and learning and growth. Tarantino (2003)

determined the weight of each index under the four dimensions by combining the use of the AHP and introduced the balanced scorecard into the specific actual cases to determine the actual case—a combination of theoretical research and practical cases. Tsai and Etal (2014) found that the Balanced Scorecard is applicable to enterprises, and non-profit organizations such as governments and colleges can also use the Balanced Scorecard for performance appraisal. Coe (2014) believes that the school teaching staff, as a large group, should not only evaluate a teacher from the realization of the teacher's self-worth but also pay attention to the contribution of teamwork. Charlene (2005) pointed out that colleges and universities can choose various methods for performance evaluation and finally choose the best evaluation results as the evaluation basis to ensure the reliability of the evaluation. Agsisti (2011) believes that quantitative analysis methods such as data envelopment analysis can evaluate the performance level. In his study, more than fifty universities in Italy were taken as the research object, and data envelopment analysis was used to analyze different overall technical efficiency of national universities across countries.

Ma and Ren (2014) pointed out that with the changes in the social economy and national policies, the existing post-performance assessment methods cannot make a scientific and reasonable evaluation of college teachers, and an appropriate assessment method is essential for colleges and universities. Liu (2014) research found that the traditional teacher performance evaluation focuses on five aspects of "morality, ability, diligence, performance, and honesty." The evaluation content is relatively comprehensive, but the evaluation indicators could be clearer and more practical. The balanced scorecard can be introduced to set more scientific performance appraisal indicators. Xu (2016) summarized and analyzed the basis of previous studies on applying the balanced scorecard to profit-making organizations at home and abroad. In the past, studies have pointed out that the Balanced Scorecard is also applicable in non-profit organizations such as universities.

### **2.3 Balanced Scorecard**

The "Balanced Score Card" tool was first proposed by Kaplan and Norton (1992) in the Harvard Business Review (HBR). Performance evaluation is divided into four parts: financial aspects, customers, internal System and process, learning, and growth. Its core ideas are as follows: take finance as the core, and realize the combination of performance evaluation and financial goals. Following up on this tool, scholars also launched theoretical and applied research series.

Based on the characteristics of higher vocational colleges, Roland (2001) believes that teachers in higher vocational colleges have three dimensions: teaching, scientific research, and social services, and pointed out the assessment indicators and corresponding weights under each dimension. The model also considers that faculty may distribute their efforts differently among the areas of teaching, scholarship, and service without detriment to the size of their merit raises. Zwanikken, Peterhans, and

Dardis (2013) selected the University of Sri Lanka as the research object, selected key performance indicators in the form of a questionnaire survey, and constructed the balanced scorecard performance appraisal system of the University of Sri Lanka through bivariate linear correlation analysis, and obtained the Balanced Scorecard which could be used in the performance appraisal of colleges and universities to promote the development of academic research and the realization of the school's strategic goals. Given the number of partners involved in the development and functioning of the educational network, and the diversity of national structures, traditions, and educational practices, there has been a constant need for quality assurance to generate and maintain high-quality standards of education. Baron, Zheng, Esteban and Etal. (2016) used fuzzy decision-making and tomographic analysis to determine the key indicators and corresponding weights under each dimension of the balanced scorecard and realized the performance evaluation of non-profit organizations. Hafeez, Zhang, and Malak (2016) pointed out that the performance evaluation method of combining the balanced scorecard and critical indicators can be used to evaluate the performance of college teachers

Liu (2014) introduced the Balanced Scorecard into the performance appraisal of colleges and universities for the first time in the research, combined with the four dimensions of the Balanced Scorecard to evaluate the performance of a college in Hebei Province. Liu and Deng (2007) combined the development strategy of my country's universities, used the four dimensions of the balanced scorecard, designed a series of performance evaluation indicators, and built a performance evaluation management system for universities. Li (2011) used the balanced scorecard as an assessment method for higher vocational schools, selected vital indicators using a questionnaire survey, determined the weight of each indicator through an analytic hierarchy process and fuzzy matrix, and finally built a performance assessment system. Zhou (2015) combined the non-profit characteristics of colleges and universities and used the daily contribution dimension to replace the financial dimension in the balanced scorecard to construct a performance appraisal system for college teachers. Fu (2019) took The Institute of Technology as an example and established the Institute of Technology from the financial level of the balanced scorecard, the level of service objects (students, parents, employers), internal business processes, and learning and growth. The performance evaluation system analyzed the possible problems in applying the Balanced Scorecard and the application effect in the college to provide a reference for the performance management of colleges and universities.

## **2.4 Optimized Design**

Optimization design refers to the optimization design of the current full-time teacher performance assessment system based on the current full-time teacher performance assessment system to form a set of specific and operable full-time

teacher performance assessment systems suitable for the development of Quanzhou College of Technology.

Wang (2018) thinks optimizing performance evaluation requires the active participation of all teachers and wide acceptance of opinions from bottom to top and then from top to bottom to reach an ideological consensus and optimize the teacher performance evaluation plan. In the performance appraisal process, we must be good at grasping the "degree," not only taking into account the traditional advantages of the school but also considering the direction of the school's development.

Only by continuously improving the quality of running schools and strengthening the construction of teachers can we cultivate more high-quality, high-skilled, and practical talents for society. Therefore, performance appraisal has become essential to the school's human resource management. The college should convey the college's strategic goals, school-running philosophy, and student training direction to teachers (Lu, 2016). Through teacher performance appraisal, primarily through teacher self-evaluation and formative evaluation, timely feedback, timely regulation, and timely improvement, teachers can discover their advantages and disadvantages in teaching work promptly, and encourage teachers to continue to develop their advantages, overcome deficiencies, improve work, improve teaching quality, and realize teachers' self-knowledge, self-improvement, self-improvement and improvement (Liu, 2015). The principle of strategic orientation refers to the establishment of a performance-based salary system based on the actual situation of the school and around the school's development strategy, which is the fundamental principle of performance-based salary design (Liao, 2014). The index system should not only comprehensively and objectively reflect the basic situation of teachers and basic professional requirements but also conform to the conditions of each school. According to the characteristics of the work of teachers in higher vocational colleges, the assessment content is divided into items, and the theory of psychology and educational statistics is used to synthesize and analyze data and scientifically adjust the weights to achieve optimization (Liu, 2015).

## **2.5 Past Research**

Goldstein (1997) concluded that the establishment of a performance appraisal system for college teachers should be based on listening to multiple opinions and formulating a suitable performance appraisal plan in combination with the long-term development of the school and the personal development of faculty members.

Based on previous research, Busco and Quattrone (2015) summarized and analyzed some prerequisites for the effective use of the Balanced Scorecard and the required use environment.

Charlene (2005), from the perspective of development, believed that continuously adjusting the content of teachers' performance assessment according to changes in the external environment is conducive to clarifying the specific needs of

teachers, thereby improving the effectiveness of teachers' performance assessment. Gary's (2006) research believes that the performance evaluation of university teachers should not be limited to teaching workload but also from multiple perspectives, such as scientific research and teaching results transmission, to ensure the scientific and comprehensive nature of the evaluation to achieve improvement—the dual effect of teachers' working enthusiasm and promoting the long-term development of high school principals. Bernadin and Kane (2008) pointed out in the research that teachers' performance assessment can be carried out from three aspects: teachers' working ability, essential quality, and work commitment. Campbell (2008) research pointed out that teachers' behavior can also be assessed from students' perspective. As school customers, students can evaluate teachers' teaching activities objectively and fairly objectively.

In the 1980s, colleges and universities in China began to formulate a series of performance appraisal systems with Chinese characteristics based on the actual situation in China and the advanced experience of teacher performance appraisal in other countries. At present, the research on teacher evaluation in China mainly includes the following aspects:

Domestic research on applying the Balanced Scorecard to performance appraisal in colleges and universities is mainly divided into adaptability and applicability. Guo and Zhang (2006) analyzed the advantages of the Balanced Scorecard and also studied the feasibility of introducing the Balanced Scorecard for performance appraisal in colleges and universities. Liu (2013) stated that the Balanced Scorecard is applicable in the performance appraisal of teachers in higher vocational colleges, but the performance appraisal indicators must be able to meet the characteristics of teachers' work.

### **3. Research Methodology**

The study uses the documentary method. This method is mainly used to understand the current situation of performance appraisal in higher vocational colleges at home and abroad, performance appraisal methods, and performance appraisal-related theories. Reading various journal documents and collecting, sorting, and analyzing the materials provide this study's theoretical basis and reference.

This study first introduces the development status of higher vocational colleges and the existing teacher performance appraisal system. Then it summarizes the domestic and foreign related literature on the balanced scorecard, college performance appraisal, and the use of the balanced scorecard in college performance appraisal. The relevant theories and methods involved in the research (performance appraisal theory, balanced scorecard performance appraisal method) are summarized.

Specifically, the following vital documentaries provides reference when optimizing teacher performance appraisal at Quanzhou College of Technology.

Firstly, Niven (2014) did relevant research on applying the Balanced Scorecard

in the performance appraisal of colleges and universities. The research pointed out that through the Balanced Scorecard to clarify the four dimensions of performance appraisal in colleges and universities, the assessment for each dimension is conducive to the comprehensiveness of performance appraisal in colleges and universities and improves the quality of performance appraisal.

Secondly, teacher performance appraisal, on the one hand, can affirm the work achievements of teachers in the recent period and help to carry forward the strengths of teachers; on the other hand, it can find problems existing in teachers' work, and explore the reasons to help them improve, pointing out the direction for future work, continuously improve work performance. This is not only conducive to realizing the personal value and social values of teachers but also promoting personal development of teachers (Shen, 2013).

Thirdly, Li (2018) combined with the strategic vision of universities, used the balanced scorecard to decompose the strategic vision of the enterprise into various dimensions and designed 16 performance evaluation indicators.

Moreover, the performance appraisal of teachers is part of the strategic development of the college and is critical content related to the sustainable development of the college. The goal of further optimizing the teacher performance appraisal system is to enhance the status of the performance appraisal system in the strategic development of the college and to achieve the goal of mutual promotion and joint development between the two. Guided by the strategic goals of the college's development, ensure the stable, sustainable, and healthy development of the performance appraisal work (Zhuang, 2018).

## **4. Finding and Conclusion**

### **4.1 Finding**

We should have a clear idea to optimize the teacher performance appraisal system of Quanzhou College of Technology. Through the analysis of the current situation of teacher performance appraisal in Quanzhou College of Technology, according to the characteristics of teachers in private colleges and universities, based on drawing on the experience of domestic and foreign teacher performance appraisal, closely around the development strategy, development goals and positioning of Quanzhou College of Technology, it should use Balanced Scorecard to optimize teachers' performance assessment in Quanzhou College of Technology. Therefore, to further optimize the teacher performance appraisal system of Quanzhou College of Technology, it is necessary to get rid of this traditional single management idea and mode.

Higher vocational colleges need to understand and optimize the teacher performance appraisal system from a broader perspective, assess the quality and ability of teachers from various aspects, and play the function of performance appraisal from different angles to finally realize the overall development of schools



and teachers. Cooperate with performance appraisal, and finally realize the ideal situation of joint development of teachers and schools (Zhuang, 2018). The fundamental purpose of performance appraisal is to realize the effective management of teachers. Through performance appraisal, problems in teachers' work can be found in time, providing a reference for teachers' development and encouraging teachers to make continuous progress. The goal of performance appraisal is to realize the performance management of the examiner--teachers and to improve the performance of teachers with the results of performance management as a reference, to realize the overall goal of the school (Zhang, 2017).

## **4.2 Conclusion**

Based on the review of the balanced scorecard theory, this study summarizes the main models and problems of the performance evaluation of colleges and departments in China, the preliminary construction of the balanced scorecard performance evaluation of colleges and universities, and the specific discussion in the private college in Fujian, the following conclusions can be drawn.

Firstly, it is necessary to optimize higher vocational teachers' performance appraisal index system. Establishing a scientific and comprehensive evaluation index system is the focus and difficulty in the performance evaluation of higher vocational teachers. The selection of evaluation indicators should wholly and accurately reflect the working conditions of higher vocational teachers and take into account the commonness of higher vocational teachers as much as possible, to achieve adequate universal comparability; the evaluation subjects should be diversified, and describe and evaluate higher vocational teachers from different angles. Performance, which reflects the different dimensions of the performance of higher vocational teachers, fundamentally guarantees the credibility and validity of the evaluation results. Based on the characteristics of domestic research universities, Yin and Li (2005) discuss how to use the balanced scorecard to build a teacher performance evaluation index system. According to the characteristics of vocational colleges, the assessment indicators and observation points are further clarified, and the calculation method of the indicator weight is tried (Cao & Xu, 2018).

Secondly, it is feasible to improve teachers' self-development through performance appraisal. The college's current teacher performance appraisal system only takes the appraisal results as the basis for distributing performance bonuses. However, it does not link the appraisal results with the promotion of professional titles, faculty training, and other related incentives. Although the distribution of performance bonuses is an important use of performance appraisal results, it is not the only use. A performance appraisal system that is only linked to the distribution of performance bonuses is incomplete. Dong (2019) thinks the scope of assessment should be defined as broadly as possible, including not only annual assessment but also daily work into the scope of assessment. This is because performance assessment

is carried out mainly to motivate teachers' work and guide them effectively. Achieve better results in future work. To build a teacher performance appraisal system from the aspects of social output, stakeholders, teaching, learning, and growth, teachers need various skills to be promoted and to be helpful to the development of the school (Zou, 2019). Li (2020) thinks faculty and staff are encouraged to lead students to actively participate in subject competitions at all levels, to create an exclusive boutique culture of the college and improve their competitiveness. In terms of economic dimension, encourage teachers to apply for more horizontal and vertical subjects, etc., to improve professional quality; at the same time, teachers can use their professional knowledge to serve society, improve services for companies and the public in need, and achieve a win-win situation; in the customer dimension On the one hand, that is, students, employers, etc., education and teaching should be devoted to education, such as the use of diversified teaching, etc., to cultivate students to become talents, improve students' professional knowledge acquisition, and serve the society. Regarding business processes, teachers can be encouraged to provide more practical guidance courses and strive to transform into "double-qualified" teachers so that students can learn theoretical knowledge and get in touch with more practical knowledge. In terms of learning and future growth, the college should maintain a steady stream of learning capabilities, encourage teachers to exert their personal initiative, and make continuous progress, to help the college's long-term development.

Thirdly, systematic and comprehensive performance appraisal and evaluation methods can improve the performance management level of departments, enhance the strategic execution of departments, and have great significance for realizing strategic goals and sustainable development of departments and promoting the connotation construction of colleges and universities. Shao (2018) summarizes the primary content of BSC, studies the significance of BSC in the management of technical colleges, discusses the safeguard measures for the application of the balanced scorecard in technical colleges, and promotes the realization of the strategic development goals of higher vocational colleges through the performance appraisal system. Li (2020) thinks the Balanced Scorecard can help colleges and universities realize their strategic goals. This tool can describe the college's long-term goals, decompose them layer by layer, and refine the goals that seem challenging to achieve into small goals one by one so that employees in each position can clearly understand their responsibilities and future goals. The direction of progress, to improve its applicability to achieve the long-term strategy, is based on their positions to contribute their strength. Man (2021) thinks the college's strategic goals, departmental performance goals, and teacher performance appraisal goals should be consistent. From a side view, more decomposition of strategic objectives is needed to prevent high-quality work from being carried out. After the strategic goals are formulated, they should be communicated to every teacher promptly and be decomposed into teachers' personal work goals layer by layer.

In short, only by continuously improving the quality of running schools and strengthening the construction of teachers can we cultivate more high-quality, high-skilled, and practical talents for society. Therefore, performance appraisal has become essential to the school's human resource management. Lu(2016) thinks the college should convey the college's strategic goals, school-running philosophy, and student training direction to teachers. Let teachers actively participate in the assessment. When managers set evaluation indicators, they should base on the college's situation combined with the relevant basic theoretical knowledge of performance assessment, scientific planning, and design of teacher performance.

## **5. Recommendation**

The performance evaluation system of higher vocational teachers in China still needs to overcome many challenges and problems in exploration and improvement. The performance evaluation activities of higher vocational teachers should be guided by correct evaluation concepts and principles, according to the long-term development goals of the school, use scientific methods to make value judgments on the quantity and quality of their work and promote the work of higher vocational teachers to produce more excellent value through the feedback of the evaluation process and results.

Firstly, establishing a reasonable recruitment mechanism after changing the concept helps to realize that human resources are the first resource. Senior management should not only pay attention to the professional development needs of the faculty in the college but also pay attention to their emotional needs. At the same time, Senior management should adjust and allocate existing resources based on market demand so that the development and optimal allocation of human resources in college form a virtuous circle. Human resource management in college should position strategic development goals and do an excellent job of introducing human resources in the college according to discipline construction, teaching, and scientific research tasks. Senior management formulates long-term strategic planning goals, considers the market and society's demand for talents, and do an excellent job of human resource planning according to the actual development of the college. Besides, senior management should do an excellent job in attracting and training high-level talents, promoting the diversification of talents in the college, and focusing on creating a good environment conducive to developing talents.

Secondly, constructing a scientific and reasonable assessment system. Higher vocational colleges aim to cultivate applied technical talents that meet the requirements of enterprises and meet the development of society. The teaching team is the indispensable key to developing higher vocational colleges. In the management of higher vocational colleges, performance appraisal work is essential. The teaching team plays a vital role and is the basis for the scientific management of teachers in higher vocational colleges. The teacher's work performance is evaluated through

performance appraisal, and then the appraisal results are applied to teachers' bonuses, job title evaluation, public study, training, etc. Not only can it play a role in motivating teachers, but it also grasps the assessment results of teachers through the assessment and provide immediate feedback to teachers, which helps supervise teachers to carry out self-management and to achieve the ultimate goal of joint development of teachers and college.

Thirdly, optimize the evaluation index system of higher vocational teachers. Establishing a scientific and comprehensive evaluation index system is a crucial and challenging point in the performance evaluation process of higher vocational teachers. The selection of evaluation indicators should accurately and completely reflect the work of higher vocational teachers and should consider the commonness of higher vocational teachers as much as possible to achieve adequate universal comparability; The evaluation subjects should be diversified, describe and evaluate the performance of higher vocational teachers from different angles, reflect the different dimensions of higher vocational teachers' performance, and fundamentally ensure the credibility and effectiveness of the evaluation results.

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