Matching up to the Swing Pendulum between "Social Orientation" and "Individual Orientation": The Current Situation and Reflection of Students' Evaluation in S University in China Mainland

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Abstract

The evaluation of undergraduate students is related to the quality of the development of higher education and also affects the growth of individual students. As a combination of the national educational goals, social development goals and school development goals, the student evaluation of universities in different countries and regions show a certain national or regional characteristics. This study investigated the student evaluation of S university in mainland China. Through the analysis of related documents and the stratified sampling interviews with the faculty and undergraduate students, this study found the student evaluation of S university has the advantages of being systematic and normative, and the disadvantages as the followings: Evaluation objectives focus on commonality, while ignore student personality development; Evaluation content emphasizes on the basic knowledge and skills, and the evaluation of emotion and attitude is weak; The evaluation subject is single, while practice and theory is deviated; Evaluation criteria is established for the convenience of the management, the normal distribution rules of student achievement is not widely accepted; Highlighting the selection function and ignoring the improvement of feedback; Clear discipline differences in the implementation

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of student evaluation. These problems show that in the student evaluation of S university, more concern is paid on whether students have mastered the abilities and skills to make a living in society, and on the delivery of qualified builders for social development by screening and selection. In order to responsibly play the leading role of education and promote the development of individual, society and even the country, the university authorities should grasp the direction of social development, balance the value orientation of social standard and individual standard appropriately, formulate the student evaluation policies to deal with the social development trend.

Keywords: Social Orientation; Individual Orientation; Student Evaluation

1. Introduction

Guided by the value orientation of higher education, university student evaluation is related to the quality of higher education development and the growth of individual students. As an internal part of the evaluation of universities, university student evaluation is formulated and implemented by the university authorities according to the overall goals of national development and education development. Student evaluation criteria are a combination of national educational goals, social development goals, and school education development goals. The student evaluation of universities in different countries and regions appears certain national or regional characteristics. For example, in American universities, the student evaluation is more concerned with the purpose of improving students' learning; in the content of the evaluation, more attention is paid to the process rather than the result; in the evaluation process, the focus is on the situation; in the evaluation method, qualitative evaluation is dominant (Zhang, 2005). The university student evaluation in the UK shows the characteristics that the evaluation objectives are concerned with all-round development of students; and the evaluation content is more concerned with students' comprehensive quality, and the third party evaluator is introduced as the evaluation subject (Xia, 2012). Therefore, the researches exploring student evaluation of universities in different countries and region will be helpful to enrich and deepen our cognition about university student evaluation and even the higher education.

In 2014, the number of undergraduate students reached 35,590,000 in China, ranking first in the world; the number of colleges and universities in China is 2,824, ranking second in the world (Xue & Wu, 2016). However, the number of researches concerning about student evaluation in Chinese universities is far behind the number of Chinese universities. In the world's largest Chinese knowledge portal - China Knowledge Infrastructure Project (referred to as CNKI), only 106 related articles can be retrieved on the subject of "university student evaluation." In the last ten years, the related literature in CNKI are listed in the following Figure 1, and the number of related literature is below 15 in 2009, 2010 and 2011 respectively, and the number of relevant literature in the remaining years is even below 10. In the handful literature, the theoretical summary is more common while empirical research is less; there is a lack of all-round objective researches describing and summarizing student evaluation policy. The existing researches mainly analyze the student evaluation policy of Chinese universities from the perspectives of evaluation objectives, contents, methods and functions,
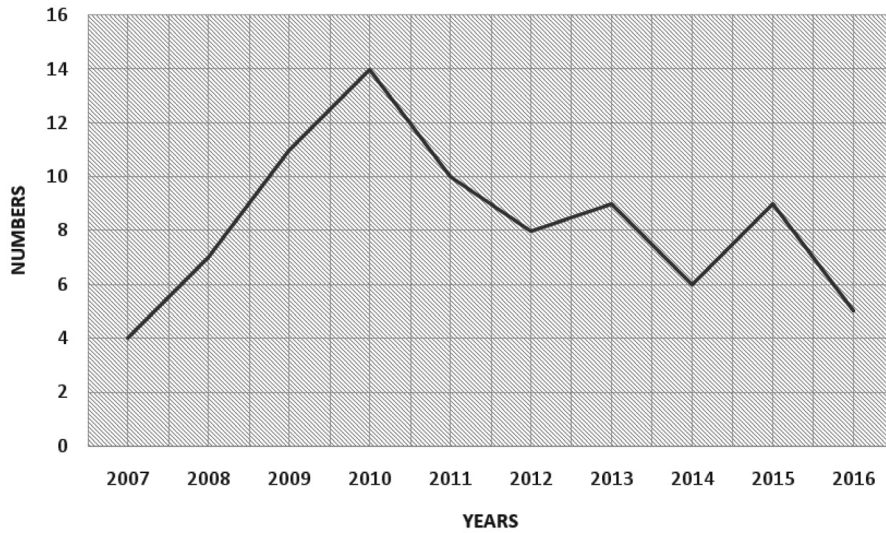
Figure 1. The Quantity of Literature on University Student Evaluation
in CNKI from 2007 to 2016

Source: This study.

and lack the attention to evaluation feedback and evaluation management, and basically stop revealing the problems existing in the student evaluation of Chinese universities, rarely reflect the causes of the problem in depth.

Based on reviewing the related literature, this study empirically investigates the student evaluation of S University (hereafter referred to as SU). SU is a key University in China Mainland, known for teacher education, education science and basic learning in both the arts and the sciences. Through the analysis of relevant documents of universities and colleges, stratified sampling interview of faculty and undergraduate students of some colleges of liberal arts, science and social sciences (the distribution of interviewees are shown in Table 1 and Table 2), the study is aimed at making a comprehensive understanding of the value orientation, content standards and implementation of student evaluation in SU, revealing their existing problems and analyzing the reasons behind them, and finally providing references for the improvement of university student evaluation as well as the reform of higher education.

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Table 1. Basic Information of Interviewed Students of SU

Discipline	College	Number
Science	School of Mathematical Sciences	4
	Department of Physics	5 (1 is pilot subject)
	College of Chemistry	1
Arts	College of History	1
	College of Philosophy and Sociology	1
	School of Journalism and Communication	2
	School of Foreign Languages and Literature	1
	School of Chinese Languages and Literature	3
Social science	Business School	2
	Law School	1
	Faculty of Education	5 (1 is pilot subject)
	School of Government	1
	College of P.E. and Sports	1

Source: This study.

2. Three Level System of Student Evaluation of S University

SU with a long history, a key university in China Mainland, is a renowned institution of higher education known for teacher education, education science and basic learning in both the arts and the sciences. The comprehensive disciplinary strength of SU puts the school at the forefront of the nation's advanced colleges. The student evaluation policies of SU is a reasonable sample on behalf of the advanced student evaluation policies of University in mainland China.

SU student evaluation system can be divided into three levels. They are school-level (macro-level) student evaluation, college-level student evaluation (mainly related to student scholarship evaluation), and teachers' evaluation strategies for student academic achievement.

2.1 Evaluation Criteria for Undergraduates of S University

First of all, the macro-level school document about student evaluation is "S University Undergraduate Student Evaluation Rules" (hereinafter referred to as "SU rules"), serving for the entire school education and teaching. The

Table 2. Basic Information of Interviewed Faculty of SU

Discipline	College	Number
Science	School of Mathematical Sciences	1
	Department of Physics	1
	School of Biological Sciences	1
	Department of Psychology	1
	College of Chemistry	3 (1 is pilot subject)
Arts	College of History	2
	College of Philosophy and Sociology	1
	School of Foreign Languages and Literature	1
	School of Chinese Languages and Literature	2
Social science	School of Economics	1
	Faculty of Education	3 (1 is pilot subject)
Administration staff	Faculty of Education	1
	Department of Psychology	1
	Dean's Office of University	1

Source: This study.

main contents of SU rules contain eight parts: course assessment, performance evaluation, test proposition and printing, examination qualification, examination process management, examination papers and score registration, file archiving and management, supplementary provisions. According to the interviewees' opinions, the main evaluation policies of SU that have a great impact on teachers and students' learning life are course assessment and performance evaluation. The details are as follows:

2.1.1 Course Assessment

(1) The courses listed in teaching program must be strictly tested; the students whose score is 60 or more shall obtain the course credits;

(2) The evaluation consists of examination method and non-examination method; each course assessment method must be rigorously conducted according to teaching program.

   a. Teachers can use non-examination methods, such as attendance, assignments, classroom discussions, investigation reports, papers, etc, to make a summative test throughout the semester.

    b. Examination methods are highly recommended, regularly used to make a summative test in the exam weeks at the end of the semester.

(3) According to the nature, characteristics, content and requirements of the course, the examination method can be combined with written examination, oral examination, written examination and oral examination, combination of open book and closed book or combination of focus on theory and practical ability, paperless examination and other forms.

2.1.2 Performance Evaluation

(1) The scores of the course are graded by the structural scoring method which combines the usual performance and final exam results. The results can be a combination of student attendance, homework, classroom discussions, survey reports, papers, tests etc. The course which doesn't require final exam can use the usual grade as final grade.

(2) Generally, the usual result is not less than 40% of the total course grade in principle. For the parallel teaching classes of the same course, the grade structure of the score should be the same. In the course of the teacher or instructor submitting teaching tasks, the proportion of grade structure should be submitted together.

(3) The result can be assessed according to the characteristics of the course and examination methods, using the percentile system, five-level system, four-tier system or two-tier system.

    a. Percentile system can be transformed to the five-level system, such as: 90-100: excellent; 80-89: good; 70-79: medium; 60-69: passing; less than 60: fail.

    b. Percentile system can be transformed to the four-tier system, such as: 85-100: excellent; 70-84: good; 60-69: pass; less than 60: fail.

    c. Percentile system can be transformed to the two-tier system, such as: 60-100: pass; less than 60: fail.

(4) Examination courses are assessed on a percent basis; the performance courses may be assessed on a five-level or two-tier system. Internship, social survey adopting five-level system assessment; graduation thesis according to four-level assessment.

(5) The total score of students assessed in each class should be normally distributed, in principle, 90 points or more shall not exceed 15%, 65 points or less shall not be less than 3%.

(6) The grade point average (GPA) score is used as the comprehensive evaluation index. Examination courses (including failed courses) results are included in the GPA; non-test scores are not included in the GPA.

"SU rules" makes detailed provisions on all aspects of student evaluation according to the overall process. They are guidelines for student evaluation in SU. They contain specific regulations and detailed requirements on the student evaluation work, from beginning of the curriculum to examinations and results registration. From the perspective of administrators, the "SU rules" emphasizes the unity and administrative efficiency, and has a good management effect. "SU rules" mainly considers the evaluation content and criteria, but does not give a strategically advantageous direction for evaluation objective and evaluation subject of the undergraduate student evaluation.

2.2 S University Scholarship Evaluation System

College-level student evaluation is mainly reflected in the scholarship selection of each faculty, that is, comprehensive evaluation part. Take the evaluation criteria for student scholarships of faculty of education in SU as an example, the scholarship evaluation system is divided into 5 parts -- student achievement, scientific research, activities and contests, ideological and behavioral performance, and retribution. Student achievement accounts for 80 % of the overall weight of the comprehensive evaluation. As for the scientific research, it generally includes research projects participation and papers publishing. The marks vary in different scientific research projects and paper grades. Ideological and behavioral performance generally concerns students' social merits, participating class activities, public welfare activities, collective activities, leadership, dormitory health, etc., mainly on students' outside school performance in public service activities. While the retributions include punishment, record of demerit, record of a major demerit, serious warning and other penalties and corresponding mark-deducting standards.

Each college is the main body to draft scholarship evaluation rules, and the university gives college full autonomy. Basically, the rules of each college contain five parts: student achievement, scientific research, activities and contests, ideological and behavioral performance, retribution. Student achievement is accounted for 75-85% proportion of the whole, the largest weight in the rules of the colleges. Finally, the rules will be assessed before implementation to match the school's revision for points.

2.3 Academic Evaluation of S University

The academic evaluation based on student evaluation regulations is made by teachers. In general, academic evaluation includes the usual performance and the final grades, the proportion of them is 3:7 or 4:6.While few will be 5:5 or 7:3, and in some occasion, the usual performance will not be counted. The usual performance includes attendance, tests, group reports, classroom interaction, and mid-term examinations while the final grades are mainly from examinations or papers writing.

Teachers mainly evaluate students' academic achievement in a course adhere to the "SU rules." The college has no mandatory provisions on teacher's evaluating work. So, teachers have greater freedom, and the quality of student evaluation depends largely on individual teacher.

3. Analysis of the Present Situation of Students' Evaluation in S University

Based on analyzing the present situation of student evaluation of schools, colleges and teachers, the study found that student evaluation in SU has the advantages of being systematic and normative, but the problems of following aspects are prominent: value orientation of evaluation, content standards and concrete implementation.

3.1 Evaluation Objectives Emphasizing Commonality, While Lacking Attention to Personality Development

No matter schools, colleges or teachers, they tend to use a same standard to measure students whose background, personality and development may be totally different. Although the evaluation measures for student evaluation are becoming increasingly rich, examination is still the main way of checking. Students' scores are still viewed as a symbol of their comprehensive development. In fact, students have a strong experience of individual differences and they are looking forward to a personalized assessment. As the student Li said, "Teachers should use more individualized evaluation measures if they want to do the job well" (20151203SLX).[1] The reason given by the student Wang is, "because there

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[1]Extracted from interview record of student LX on December 3, 2015. 20151203 stands for interview time for students, S means the interviewee is student, LX is the first letter of full name of the student interviewed. The following are same.

are two tendencies among students, one is more to like learning while do not like participating in activities; one is to participate in activities actively while learning is not that good" (20151205SWXT). Some students like Su even think, "The curve wrecker of our class is completely unequal to his performance. Some people learn well but the results are not necessarily good" (20151205SSYF).

Since the main goal of student evaluation is on the intellectual development, the SU student evaluation system focuses on student performance evaluation, pays attention to guide students to publish research results and participate in various competitions. Although in the comprehensive evaluation part, college rules add the evaluation of the student's ideological and behavioral performance, the weight is too low for the final results to have any effect. So, the evaluation still depends greatly on academic performance. Finally, in the teacher-level student evaluation, the number of quantitative evaluation is more than qualitative evaluation; the scores, especially the final scores have a heavier weight. Therefore, some students like Wang said, "for science students, the evaluation in university is as same as that in high school. Basically, there is no essential difference except for usual results. That is, the full mark of final test paper is reduced from 100 points to 80 points only" (20150930SWPY).

In the university student evaluation, it is necessary to examine students' knowledge and skills based on unified standard. However, students are not containers of knowledge. The purpose of higher education is not only conducting intellectual education, but also promoting the personalized and diversified development of students. Higher education shouldn't be dominated by the value of "educating for tool man," which just cultivates uniform "screws" for social development. Therefore, the university student evaluation should not only refer to the common requirements of knowledge and skills, but also to the goals beyond cognitive development, so as to provide more space for students' individualized growth.

3.2 Evaluation Content Emphasizes on the "Two Basics" (Basic Knowledge and Basic Skills), and the Evaluation of Emotion and Attitude Is Weak

Basic knowledge and basic skills, good attitude and learning habits, the correct values and world view, they are all necessary for all-round developed students to adapt to society and future life. However, the study found that although many of the teachers of SU are aware of importance of evaluating students' emotion and attitude, it is hard to operate in practice.

Teacher Zhu said, "More emphasis is put on the knowledge and skills aspects, while the emotional aspect is difficult to examine, as it is an ideological assessment" (20151208TZJ).[2] Teacher Li hold the idea that evaluation emphasizes more on cognition, skills also involved, like doing reports. There is usually some bias towards the application in examinations which examine skills. As for the emotional development, what teachers should do is not testing it, but paying more attention to it in teaching process (20151202TLBL).

The students agreed with teachers' neglecting of emotional evaluation. Student Dai said teachers did want to evaluate from cognitive, skills, emotional dimensions, but in the end they did not. Just like he wanted to cultivate students' carefulness in the experiments, while only gave a score in the end (20150929SDQC). Some students thought evaluating the emotion or not mainly depends on individual teacher. Student Jiang and Li said, "For example, some of our teachers train our ability of reading literature out of class, so that we can ask him some questions, and enhancing communication between teacher and students. He tend to emphasize emotional and attitude guidance" (20151203SJSY).

Although many teachers recognize that learning to survive, to work, to cooperate and learn are four pillars of the 21st century, but not all teachers have received professional training on the education evaluation. So, they will feel confused when conduct an evaluation of emotional and attitude in practice, especially making a quantitative evaluation. Perhaps it would be helpful to provide teachers with appropriate training on professional evaluation of education, or introduce support from evaluation specialists and professional firms. However, except for the technical support, it is necessary to amend the student evaluation objectives which emphasize commonality while ignore personality development in order to solve this problem fundamentally.

3.3 The Evaluation Subject Is Single, While Practice and Theory Is Deviated

Evaluation is a process of value judgment, democratic participation, consultation and communication. Therefore, the value of diversity, respect for differences should be the basic spirits of student evaluation in the new era (Zhang, 2000). When talking about evaluation subject, theorists generally advocate

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[2] Extracted from interview record of Teacher ZJ on December 8, 2015. 20151208 stands for interview time for teachers, T means the interviewee is teacher, ZJ is the first letter of full name of the teacher interviewed. The following are same.

establishment of a scientific evaluation community. Teachers, peers, community staff, students themselves are all the multiple subjects of the student evaluation. Because different requirements and focuses of the multiple evaluation subjects will contribute to a multi-dimensional understanding of students, and also promote the comprehensive development of students. Although theorists praise multiple evaluation subjects, the study found that SU teachers and students held a dispensable attitude toward self-evaluation and peer evaluation. Teachers often think that student self-evaluation is more subjective. A teacher said, "Students tend to give themselves a higher mark like 90 points when having a self-evaluation, regardless of the usual performance, which lacks objectivity. As the student's self-evaluation score is not objective, teachers rarely count it to the final score.

Table 3. Percentage of Teacher Using Different Evaluations in SU

Number of Interviewed Teachers	Number of Using Self-Evaluation (%)	Number of Using Peer Evaluation (%)	Number of Using Teacher Evaluation (%)
17[*]	1 (5.88%)	2 (11.76%)	17 (100%)

Source: This study.
Note: [*]There are 20 teachers interviewed, three of them are administrative staff.

Concerning the self-evaluation and peer evaluation, many students think it will be too subjective. Jiang thinks subjectivity of self-evaluation will be relatively strong. The teacher faces all the students, he or she tends to evaluate students objectively; students generally give their own team high marks (20151203SJSY). Li said, "Self-evaluation involves more subjective factors. As a teacher, he or she will be responsible for the scores. Even if he or she has different emotions, generally, the scores will not have too much difference" (20151203SLX). Zhao said, "Self-evaluation is just a fake. Everyone will get very high scores. There was a course which let you fill up a small table. You filled your name and scores you desire. The score you wrote is your self-evaluation score" (20151204SZWL). On the other hand, self-evaluation and peer evaluation lack authority, students do not agree with each other. Wang said, "The result of self-evaluation and peer evaluation is not true; there is no authority at all" (20150929SWLC). Su and Yuan said, "Firstly, personal evaluation is quite annoying; Secondly, there is no sense to ask your peers to evaluate, after all, your own learning and your academic performance do not equal what kind of being you are in the relationship" (20151206SYJL). Finally, the peer assessment

will affect relationship among students. Zhao said, "There should not be peer assessment. There will be competition among students, so mutual evaluation is not very good. There was a mathematical modeling competition which asked peer assessment, but the scores were very low. Maybe everyone is at the similar level of scientific research, but there is no such ability and the scientific literacy to judge others. Teachers will be fairer as they have a better understanding of the entire subject system" (20151204SZWL).

The reasons to reject multiple subjects of the student evaluation in SU might be: the multi-subject assessment has little superiority in Chinese traditional culture. The dignity of teacher in Chinese culture is still dominant, and the authority of teacher is still very obvious even in universities appreciating democracy and open university. This tradition leads to the fact that even if teachers realize that multiple subjects in student evaluation is theoretically feasible, but it is difficult in practice. In addition, in the evaluation system emphasizing the indexes of knowledge and skills, both teachers and students recognize the teachers as the authority of knowledge should be the main body of the evaluation.

3.4 Evaluation Criteria Is Established for the Convenience of the Management, the Normal Distribution Rules of Student Achievement Is Not Widely Accepted

The school constitution stipulates that the student scores in each teaching class should be distributed normally. In principle, 90 points or more should not be more than 15%, 65 points or less should not be less than 3%. Its original intention is to standardize the teacher's evaluation and facilitate management. However, the study found that only 11.76% of teachers will adjust scores in strict accordance with the normal distribution in the student evaluation. Most teachers will not deliberately pursue a normal distribution. Because students have their own characteristics in different year and teacher Xing said he did not deliberately follow the rules. It varies since sometimes students do learn better, sometimes relatively poor (20151124TXGW). Secondly, the teaching level of each teacher is changing over years. There are too many uncontrollable factors, so the rules cannot be fully guaranteed. Teacher Zhu said, "I have to say some words, because I do statistics. Normal distribution is not entirely fit to all data. It is actually a problem if forced to make scores normal distribution, because students and our teaching will change over years, and the ability of teachers and students

is not consistent across years (20151208TZJ). Finally, the normal distribution is just an ideal state. In order to pursue the normal distribution of scores and deliberately pulling down the results of students is not fair." Teacher Li said, "It is not necessary. Students are different every year. What students should do is just finishing our requirements. Why must we follow that standard? That is unfair." (20151202TLBL) Most teachers did not deliberately obey the normal distribution of scores. However, this provision has brought trouble to the administration staff, such as teacher Liu. Some teachers had deliberately pursued the normal distribution which led to some students' scores being pulled down and in turn cause unfairness of student scholarship assessment (20151202TLY). In addition, some special teachers do not pursue the normal distribution of the results. As a result, teacher Liu was often criticized by the school since too much students got 90 points (20151202TLY).

Students also agreed that the normal distribution lacks fairness and it does not meet the common sense. Students Dai said, "Though school rigidly requires normal distribution, I did not hear of in our department. But it is said the normal distribution is required in the Department of psychology. We all work very hard. But if school must ask normal distribution and distinguish one from another, it is not fair for many people" (20150929SDQC).

Perhaps in a large sample, that is, when there are a lot of students enrolled in the course, student performance of the course will be close to the normal distribution; or student performance of the course over years will be close to the normal distribution. However, as the teachers and students said in the interview, student investment and mastery in a course will vary from academic years, and even teacher's instruction will fluctuate. It is indeed a more rigid requirement to demand student performance of the course in each academic fit to the normal distribution. Although this demand has the effect to regulate college administrators and facilitates teachers' evaluation for student academic achievement, it reflects the lack of consideration of students' individual differences and cohort effects in the formulation of student evaluation policies.

3.5 Highlighting the Selection Function and Ignoring the Improvement of Feedback

The ideal student evaluation is not just to use a score to identify and select students, it should help students know themselves, find disparity, inspire and guide students to develop. Therefore, the feedback of evaluation is indispensable.

Lacking the targeted improvement suggestions and intervention will inevitably lead to alienation and wakening of the evaluation function.

However, the study found that the feedback of student evaluation in SU is very weak. If the students do not get the feedback of evaluation, it will not be conducive to improving the education and teaching quality. For the students, if all the evaluations reduced to a cold number, they cannot understand themselves more clearly, let alone have self-improvement.

Student Zhao said, "Sometimes the feedback is useless; we do not know why we get the test scores (20151204SZWL). The school asks us, students to evaluate the teacher, but we rarely know whether the teacher will read our evaluation or not. As far as the test paper, we even do not know where the mistakes are." Fang said, "If the student does not be given a complete feedback, his or her usual results will be influenced more or less. For teacher it just a feedback, but it matters for a student since it may influence his or her usual performance" (20150926SFJH). The majority of students hope the teacher will give them a more complete feedback so that they can know their weaknesses of the discipline.

However, most of teachers are unaware of the problem. The teachers know that the feedback of student evaluation is weak, but they think it is ok that school provides students with the opportunity to check the test paper, so the feedback function will be achieved." Teacher Ai said, "Generally, they do not provide feedbacks, but students have the opportunity to check their test paper. If the results have come out, we will give students access to examine the final and the usual results" (20160529TAQ). "Most teachers said that since the course just last for a semester, teachers no longer have the opportunity to give class feedback after the final exam. As for the usual quizzes, either the analysis or feedback is few. Only several students have the chance to communicate with the teacher." Student Dao said, "Once my paper got 95 points, my teacher and I talked about the paper, I was heavily criticized by my teacher from the title to the summary, the keywords to the introduction, the literature review to the body" (20160524SDR). Students said although being criticized, they were very satisfied with the teacher's feedback because of the growth. However, not all students can receive individual feedback from the teacher. No feedback, no progress. Student Zhang wrote papers diligently, but in the end she only got a mark. "Perhaps the teacher is used to give high points. So I do not know whether my method is right or wrong. I just keeping on my own way. It is quite subjective. I have no idea if I should improve my way of doing assignments or not" (20160423SZD).

If the purpose of higher education is only cultivating qualified builders for the social development, then it is enough for teachers in universities to screen qualified students in accordance with the established criteria, they naturally do not have to worry about the evaluation feedback. However, from the perspective of humanism, both in elementary education and higher education, the student evaluation is not only used for screening and filtrating students, but also should help each student to gradually improve themselves on their original basis, and encourage more students to achieve better and higher goals. That is to say, assessment should provide information to students about how well they are doing and how they can improve their learning (Carless, Joughin, & Mok, 2007). And feedback is a necessary and iterative part of learning through assessment (Boud & Molloy, 2013). The evaluation lacking of feedback cannot direct student efforts and cannot effectively promote the personal development of students.

3.6 Clear Discipline Differences in the Implementation of Evaluation

In this study, there were significant discipline differences in student assessment of SU, as shown in Table 4.

Table 4. Comparison of Discipline Differences of SU Student Evaluation

Discipline	Evaluation Method	Evaluative Content	Evaluation Subject
Arts	Attendance, quiz, group report, based on final papers, supplemented by final examinations.	Cognition Skills Emotion	Teacher-based Students-supplemented
Science	Attendance, quiz, less group report, final based on examinations, supplemented by final papers.	Cognition Skills-based Less emotion	Teacher-based
Social subjects	Attendance, quiz, self-evaluation, peer evaluation, group report, based on final examinations, supplemented by final papers.	Cognition Skills Emotion	Teacher-based Student-supplemented

Source: This study.

In the evaluation of science students, special attention is paid to whether students achieve the knowledge and skills goals or not, and less attention is paid to the achievement of process and method goals; especially the emotion, attitudes and values are neglected. Students were seen as the "abstract being," an independent subject opposed with the object, a result of interaction of uncontrollable genetic and environmental factors. While in the student evaluation

of liberal arts, the three-dimensional goal of knowledge and skills, process and method, emotion and attitude and value is relatively balanced. And we should try to integrate "the society self" and "the individual I" into the value pursuit of man's all-round development, and pay attention to assess them in student evaluation, and finally promotes the reform and development of student evaluation (Pan, Cheng, & He, 2011).

4. The Reflection of Student's Evaluation

The above findings based on student evaluation of SU actually reflect that the value of university student evaluation in mainland China is still dominated by the social-oriented standard instead of the individual-oriented standard, which means lack of consideration of students` individual differences. The social oriented education views the social value as the center of education, develops and constructs educational activities mainly in accordance with social development need. The individual development depends on the development of society (Hu, 2000). The value of society is higher than the value of the individual, and the quality and effectiveness of education are evaluated by various indicators of social development. In contrast, the individual oriented education refers to the fact that education centers on personal values, and mainly develops and constructs educational activities according to the spiritual needs of individual improvement and development. It advocates that the primary purpose of education is not to seek national interests, but to seek the development of human reason and make a person truly human (Zuo, 2000).

From the perspective of society, China's cultural and educational tradition see "social standard" as the human's paradigm, emphasizing the common constraint while lacking the individuality care. China began using subject-based imperial examination to select officials from Sui Emperor Wen period, and the imperial examination system formalized in Sui Emperor Yang period. The traditional notion, "A good scholar will make an official," "electing scholar for the country" have been inherited over 1,500 years. So the concept of cultivating talents for social and country has been a tradition in China for a long time. Therefore, in the student evaluation, we pay more attention to assess whether the students have mastered necessary ability and skills to support themselves in society, and focus on if the examinations can provide qualified builders for social development through screening and selection (Black & Wiliam, 2010).

Education should serve for construction and development of a county.

But if education is solely defined by "social standard" and becomes tool-maker for social development, it will become mechanized and industrialized (Cheng, 2003). But if blindly emphasizing the individual-centered education, it will also go into another "dead end." After all human are social beings that cannot exist if separated from society. As Dewey puts it in My Pedagogic Creed, "I believe that an educated individual is an individual of society, and society is an organic union of many individuals. If we remove personal factors from society, we will be left with a rigid collective without vitality" (Dewey, 2001, p. 135).

Pragmatism objects to dualism view tearing the two opposing objects apart, and claims to regard them as a continuous, unified whole (Hu, 1997, p. 59). As for the issues of the social standard and individual standard of education, if we review the history of education in China and the world, we can easily find that education is moving forward in the pendulum of social-oriented standard and individual-oriented standard, and not taking the middle line between the two equally.

We must recognize that social-oriented standard and individual-oriented standard are two sides of value evaluation, and the binary oppositions cannot contribute to education and even the long-term development of society (Pan, Cheng, & He, 2015). We should not just blame for the current situation of education or go from one trend to another one, but try to make corresponding improvement on the basis of problems. Education, especially higher education must go ahead of society development. The university authorities should accurately grasp the fluctuation rhythm of social-oriented standard and individual-oriented standard pendulum, adjust the pendulum in advance and establish the student evaluation policies which appropriately emphasize on the social standard or the individual standard, in order to responsibly play the leading role of education and promote the development of individual, society and even the country.

In today's increasingly strong context of concerning about personal growth, individual development, perhaps our student evaluation and education does need to shift to individual-oriented standards appropriately. It is obvious that education takes responsibility of transferring knowledge, accelerating social development and country's progress on the premise of promoting personal development. By formulating the student evaluation policy of university in a proactive manner to response to the social development trend and integrating it into practice, can the higher education go further and promote individuals, society, countries and even the world's development.

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