

The Study Performance Appraisal for Counsellors in Private Higher Vocational Colleges by using 360 degrees Proformance Management : A Case Study of Nanchong Vocational College of Science and Technology

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ABSTRACT

Due to the demand for massification and diversification of higher education, private higher education in China has experienced a development process from scratch and from existence to abundance. Private higher education has become an important part of China's higher education system. Compared with public institutions, private higher vocational colleges and universities are facing many challenges and difficulties in terms of the quality of student sources, faculty strength and educational orientation. As a crucial part of the teaching team, counsellors are responsible for ideological and political education, daily class affairs management, career planning, employment guidance, and other essential tasks. Counsellors have both educational and managerial roles as intermediaries connecting students and schools. They are the central link in the university's adherence to the policy of 'nurturing morality and talent'. However, the special situation of private higher vocational colleges and universities affects the stability and sense of achievement of the counsellor's team. Private higher vocational colleges and universities should establish effective and fair performance appraisal mechanisms for counsellors and adopt incentives to promote overall educational improvement. This article takes Nanchong Vocational College of Science and Technology as the research object, combined with Chinese education policies, proposes measures for a relatively complete performance evaluation system for counselors, in order to form a relatively complete performance evaluation system and make some contributions to the construction of the counselor team in private vocational colleges in China.

KEYWORDS

360 degree performance management; Private higher vocational school; Instructor; Learning performance evaluation

Analysis of the basic status of the counselling workforce

According to the statistics, Nanchong Technology Vocational College has more than 9200 students, the counsellor team is configured according to the ratio of not more than 1:200 as stipulated by the Ministry of Education of the People's Republic of China, and at present there are 58 full-time and part-time counsellors in total, of which 41 are full-time counsellors and 17 are part-time counsellors.

1 Current status of performance appraisal in the College

1.1 The College's current pilot semester performance appraisal system

Due to the short period of time since the founding of the school, all aspects of the school's rules and regulations are in the initial stages of development. At present, the school has set up a set of performance appraisal system for counsellors, which is still in the trial stage. The appraisal takes the counsellors' work duties as the main content, is based on work performance, is based on basic and characteristic work, and adopts the methods of quantitative assessment, qualitative assessment, and the combination of self-assessment and school appraisal. The total assessment score can be set at 100 points, of which: 60% for the daily work of student management, 25% for the work of student entrepreneurship and employment, and 15% for the innovative work of student management, The Department of Student Work in conjunction with other functional departments in accordance with the main observation points of the counsellors this semester counsellor's work and status of all-round assessment.

1.2 Comparative analysis of performance appraisal data of counselors

From the results of the survey, the evaluation results of counsellors based on the existing performance appraisal system of the Ministry of Academic Engineering and the results of the superior leaders, students and counsellors' self-assessment have a small overall difference, and only in the three parts of the ratings of the students' employment, education and party building work have a large difference, and the ratings of the Ministry of Academic Engineering are generally lower than the ratings of the other departments. It can be seen that the existing evaluation system in the student employment, education, party building work there are still some problems, according to the interview content can be seen, some counsellors believe that it is due to the counsellors work miscellaneous, chaotic, and more than the work of the counsellors to cope with the work of the counsellors to the work is too much to handle. It is difficult to carry out detailed and in-depth employment guidance, party building and political work. On the other hand, some counsellors reflect that the performance appraisal system fails to fully cover the scope of work of counsellors. Counsellors are responsible for helping students to establish a correct outlook on the world, life and values, guiding students to develop good study habits and good character, and helping to manage and educate their classmates. Counsellors often pay attention to the psychological condition of students, talk to students, hold class meetings, and hold class group activities, however, these are not included in the performance appraisal of counsellors, and the existing performance appraisal system lacks the assessment of the process and hidden events.

2 Unfocussed appraisal

Through the analysis of interviews, the indicators and weights of the existing counsellors' performance appraisal are not too reasonably designed, leading to the lack of focus in the appraisal. For example, mental health, methodological innovation and thematic education, which are difficult to quantify, also occupy a certain percentage of points in the assessment. Scoring in the above aspects will dilute the weight of other indicators to a certain extent, leading to bias in the assessment results. In addition, in the actual performance appraisal and evaluation process, the operability and scientificity of the scores of several modules are very poor, and it is very easy to bring in personal emotional colours, which ultimately leads to the failure to judge truthfully, accurately and objectively.

3 Lack of timely performance feedback

The performance appraisal form for counsellors is submitted to the Student Affairs Office for review and confirmation after self-assessment by the counsellors, evaluation by the students and departmental leaders, and the final appraisal result is submitted to the Personnel Office for public announcement, and the appraisal work is then completed. The only performance feedback mechanism is only for outstanding counsellors and counsellors with unqualified ratings. The university did not provide feedback and interviews on the performance appraisals of all counsellors, nor did it provide any counselling or make some performance improvement plans for the counsellors. more than 70% of the counsellors believed that the rewards of the performance appraisal were not motivating, and that the difference in salary was still mainly determined by the number of students under management, rather than by the good or bad performance appraisal. Therefore, performance appraisal not only fails to provide timely feedback to counsellors and prompt them to improve their work, but also makes counsellors indifferent to performance appraisal, and the existing performance appraisal is actually not binding on counsellors, which reduces the supervision of counsellors.

4 Optimising the design of performance appraisal system for counsellors

4.1 Clarify the subject of the assessment

The work of counsellors is more extensive, and their business scope involves various levels inside and outside the school related to students, mainly including students' ideological and political education, safety education, employment services, school registration management, dormitory management, etc. They work with various departments such as the Security Office, the Academic Affairs Office and other full-time teachers, other counsellors and other staff personnel. According to the 360-degree performance appraisal method, the body of counsellors' performance appraisal should be enriched. Since the college student party branch and students are the groups that have the longest contact time with counsellors, the weight of the evaluation of the college student party branch and students as the main body should be increased in the performance appraisal system, which constitutes the satisfaction measurement dimensions of counsellors in terms of professional morality, ideological education, party and group construction, routine work, and executive ability. On the other hand, the work evaluation of the counsellors by the full-time teachers of the classes for which the counsellors are responsible can be added to the performance appraisal. The full-time teachers have the most say in the class style construction and students' learning attitude of the class in charge of the counsellors, so they can refer to the evaluation of the full-time teachers in the assessment of class construction.

4.2 Selection of key indicators

The complexity of counsellors' work tasks is the difficulty of counsellors' performance evaluation. According to the relevant principles of key performance (KPI), the key performance dimensions of the school about student work are determined firstly, and then the relevant indicators are determined to the second-level colleges, and the colleges form the KPIs of the counsellors according to the actual situation of the department and the requirements of the school about the student work. The author combined with the actual situation of Nanchong Technology Vocational College, extracted and focused on the following key indicators: student education. The main contents are: help students establish a correct worldview, outlook on life, values; organise students in the responsible class to carry out the second class quality education related courses teaching

activities; organise regular class meetings; organise students to participate in on- and off-campus volunteer services, on-campus teaching assistants, assistants, winter and summer internships, paid internships and other content for practical exercise. Student Management. The main contents are: class management and construction and cadres selection, training, guidance, assessment; organisation of class academic style construction and evaluation of excellence, conduct assessment; guidance of the student party group and the class group organisation construction; class student safety education and disciplinary events investigation, handling; class dormitory culture construction. Service work. The main contents include: supervising and guiding students' studies; organising and implementing the work of awards, grants, loans, diligence, reductions and supplements; providing employment guidance and employment information consulting services; and building class student records.

5 Combination of long-term and short-term

The development and training of students is a long-term process, and similarly, the work of counsellors is also a process of continuous improvement. The performance appraisal indicators and incentives for counsellors should also focus on the combination of short-term and long-term. Party building, team building work and attendance rate can be short-term performance assessment, but in the innovation and student psychology need to be assessed in the long term. Incentives also need to be the same, short-term incentives are to reward the counsellors for the achievement of milestones in their work, while long-term incentives to the counsellors' personal career planning and quality enhancement and the long-term development of the school is bound. Therefore, the school should build a combination of short-term incentives and long-term incentives pay system, a single performance assessment system of incentives can not give counsellors to the school's long-term sense of identity and sense of belonging.

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