

Research on College Student Management Methods Based on Evaluation of Educational Policy Performance

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Abstract: With the development of education, more and more educational policies are issued. After the educational policies are issued, it is necessary to evaluate their performance. The policy issuing department should adjust the educational policy or provide reference suggestions for the forthcoming educational policy according to the results of the evaluation of educational policy performance. In this process, it is necessary to improve the system and procedural standards of the educational policy evaluation. Through the analysis of the existing literature, the characteristics of evaluation of educational policy performance are summarized. It is found that the participation of college students, the important audiences of educational policies, can not only improve the scientificity and rationality of educational policy, but also have positive significance for the innovation of student management methods. Promoting college students to participate in the evaluation process of educational policy performance can improve their comprehensive quality.

1. The Significance of Evaluation of Educational Policy Performance

Students are the starting point of educational activities, and school teaching activities are all carried out around students. Students are the important audiences of educational policies and the successors of national development and construction. Therefore, a scientific and reasonable educational policy is of great significance to the development of college students. The effectiveness of evaluation of educational policy performance includes multi-level contents, and its clearest purpose is to find the best combination of educational policy effect, efficiency and benefit through research to provide effective basis for the improvement of existing educational policies and the formulation of future educational policies.

With the development of education and teaching, more and more educational ideas are integrated into the daily study and life of college students. Among them, the "participatory" teaching concept is widely used, which gives students more time and opportunities for free thinking and application, and provides more personalized teaching methods. Through continuous practice, the "participatory" teaching concept provides a good theoretical basis for the cultivation of college students' comprehensive quality. With the promotion of "participatory" teaching, college students have begun to make suggestions on their own study and life at this stage and have had the basic ability to participate in the performance educational policy evaluation. Therefore, their active participation in

the educational policy evaluation can promote them to think about problems from the perspective of administrator, thus improving the implementation effect of educational policies and providing method innovation for college student management.

In addition, the development of educational technology and various educational evaluation institutions and platforms provide organizational guarantee and technical support for evaluation of educational policy performance. On this basis, after the release of the educational policy, the scientific participation of colleges students in the educational performance evaluation can not only help relevant departments to adjust and optimize the educational policy, but also provide innovative management methods for college students.

2. The Basic Requirements of Evaluation of Educational Policy Performance

2.1. Diversified Dimensions

The release of educational policy involves a wide range of aspects, including many organizations and individuals. The interests of different individuals on the same issue are different. [1,2] In the educational policy evaluation performance, it is necessary to consider different dimensions of the collective or individuals, and carry out extensive research to ensure the effectiveness of the research results. Multi-dimensional evaluation should evaluate the educational policy from the perspective of each subject, and ensure that the research is comprehensive and scientific, so as to avoid the limitation caused by the simplification of dimensions.

The implementation of multi-dimensional evaluation requires the diversity of evaluators. The evaluators should be composed of different levels and types of personnel, including the issuing unit, the implementing unit and the affected unit of educational policies and individual representatives. The most important purpose of multi-dimensional evaluation is to coordinate the interests of different collectives and individuals on the same educational policy, to ensure that all stakeholders can actually get feedback of interests, and to avoid the bias of policies caused by single focus on a certain collective or individual in the evaluation. Taking the school as an example, the evaluators should include educators and college students. The process of both parties participating in the same educational policy evaluation is the process of finding and narrowing the differences between them, which can effectively narrow the distance between educators and college students and improve the fitness of of educational policies to the actual needs of college students.

2.2. Extensive Participation

The release of educational policy has a wide influence, so the effectiveness of educational policy performance is also widely concerned by the society. The broad masses can directly or indirectly participate in policy evaluation to satisfy their concern for education. [3] To ensure the fairness and social participation of educational policy evaluation, this process should be open, transparent and traceable. [4]

The educational performance evaluation process should ensure that all levels speak and discuss together, and all members of society can put forward opinions according to their own opinions. However, after the evaluation results are generated, this part of the data should be objective and rigorous, and should not be subject to any subjective modification or unauthorized interference. The independence of the research results should be guaranteed. To ensure that the evaluation results are scientific, reasonable and unaffected, in the evaluation process of, a third-party supervision organization is set up to avoid the problem of personal interest orientation, and to make the educational policy evaluation more authoritative, comprehensive and professional. The true thoughts of college students' educational policies can be retained to the greatest extent, which can also form a benign management system in which students are willing to speak and schools are willing to solicit students' opinions.

2.3. Program Standardization

The process of educational policy evaluation is very complicated, and the evaluation objects, methods and processes are interrelated. Any deviation in any link will affect the educational policy evaluation. [5] Whether the selection of object, method and process of the evaluation of educational policy performance is standardized directly affects the evaluation effect of educational policy performance. If they are standardized and reasonable, the evaluation effect of educational policy performance will be good and standardized. On the contrary, if they are unreasonable and non-standardized, the evaluation effect of educational policy performance will be far from reality.

The active participation of college students in the educational policy evaluation can reflect the objective requirements of policy implementation and promote the education department adjust educational policy pertinently. Thus, it is even more necessary to pay attention to the selection of appropriate evaluation methods and evaluation processes. For example, focusing on qualitative research and neglecting quantitative research in terms of evaluation-related methods will easily lead to the difficulty in quantitative analysis of statistical results. Methods and processes should be designed according to the actual needs of college students.

3. Positive Influence of Educational Policy Evaluation on College Student Management

3.1. Helping College Students Understand Laws and Popularizing among Them

In the concept of management, public participation means that the public intervenes in decision-making through a series of formal and informal mechanisms. [6] The process of public participation is the process of expressing personal feelings and demands. The people reflect their own interests in the government's public policies and participate in the formulation of government policies. [7] After the release of the educational policy, the largest audience group is college students. Most of the educational policies for college students are related to their study and life. Nowadays, college students often violate the law and discipline because of their weak legal awareness, and schools are constantly trying to combine college students' legal education with online media to improve their awareness of law and popularize laws among them. [8]

Therefore, college students' active participation in the evaluation of educational policy performance can strengthen their understanding and mastery of relevant educational policies and become the executors and popularization of relevant laws and regulations.

3.2. Enhancing College Students' Sense of Ownership

College students' participation in the evaluation of educational policy performance is an important manifestation of their participation in national and school events, which is conducive to enhancing their sense of ownership and making scientific, reasonable and perfect national and school-related educational policies. For college students' participation the evaluation, schools should improve the relevant management system, and the most direct thing is to improve the student representative participation system. The selection of student representatives should follow the requirements of equal election, wide coverage and balanced interests. Equality and wide coverage means that the opportunities of representatives participating in the selection should be equal, and everyone has the opportunity to participate in the election, instead of appointment. This can ensure the universality of participants to the greatest extent. Balanced interests are to reflect the requirements of different groups for different interests of the same educational policy. The suggestions of different groups should be adopted as much as possible, which also requires that student representatives should have different ages, genders, subject categories and viewpoints.

3.3. Protecting the Legitimate Rights and Interests of College Students

At present, most college students are post-00s only children. They have rich material life, shallow and insufficient social experience, and weak awareness of prevention and self-protection, which leads to frequent safety injury accidents and privacy problems of college students. [9] After the crisis, the educational policies are also unbalanced, and many educational problems have developed to a certain extent before considering the formulation or improvement of policies. In the process of making educational policies issued in a short time, the pertinence of a certain problem is strong, while the comprehensiveness needs further practical investigation. Therefore, in the evaluation process of educational policy performance, the participation of college students can effectively check the gaps to make the educational policy more comprehensive and make the educational policy an effective way to safeguard the legitimate rights and interests of college students. The protection of the legitimate rights and interests of college students also plays an active role in the positive promotion of school management.

4. Conclusion and Prospect

The integration of policy performance evaluation and college student management requires education departments and schools to define their tasks according to their own functions. At the educational level, an authoritative coordination department should be set up to make a unified plan for the educational policy performance information published by various government departments. Efforts should be made to break the time-space boundary, open up educational information exchange channels, inform the society of the evaluation of educational policy performance, and establish an expert and scholar consultation database to facilitate public consultation and reply. At the school level, to better integrate management elements into the evaluation process of educational policy performance, it is also necessary to design evaluation methods and processes from the perspective of students, and carry out teaching performance evaluation activities by student associations, which can reduce the distortion of information in communication and enhance college students' sense of trust and belonging to the school. This method drives students to improve their own quality in the evaluation process, helps schools find problems in management methods, and provides schools with measures to improve management methods.

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