Paradigm Basis and Practice Choice of Satisfaction Evaluation of College Student Affairs Management Performance in China

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Abstract: In China, from the theoretical level, the basic extension of College student affairs management determines the necessity of introducing student satisfaction measurement into its performance evaluation, and the confirmation of higher education service attribute and the emergence of education satisfaction theory construct the feasibility for it. From the perspective of practical needs, the differences between schools, the unity within the system and the lag in practice all put forward the urgent requirements for the implementation of satisfaction measurement. Therefore, in the choice of practical path, the performance satisfaction evaluation of college student affairs management should focus on the integration of theoretical paradigm, the improvement of methods, the optimization of index system and the strengthening of feedback incentive.

1. Introduction

With the rapid transformation of China's higher education from elitism to popularization, the management mode of college student affairs inevitably encounters many difficulties and challenges in the process of follow-up and adjustment. The subjectivity of the object, the experience of the way, the expansibility of the activities, the diversity of the standards and the human nature of the means have become the key content and main direction of the transformation of the current college student affairs management mode. The construction of the performance evaluation system based on student satisfaction has become the inevitable choice for the development of college student affairs management.

2. Paradigm Basis of Performance Satisfaction Evaluation of University Student Affairs Management

2.1 Basic Contents of Student Affairs Management in China

Although the concept of "student affairs management" has been widely used, there is no universally accepted authoritative definition in the research field of higher education and higher

education management in China. There are also different opinions in the academic circles about its basic content, such as "dichotomy", "trinity", "quartet" and so on. Zhang Weigui believes that the management of student affairs in Chinese colleges and universities includes two aspects: one is the ideological and political education of college students, and the other is the daily management of college students.[1] Huang Xiaobo proposed that the management function of college student affairs "has expanded from the simple 'education' in the past to the trinity of 'education, management and service', and the function of 'service' has become increasingly prominent".[2] Fang Hongjian et al. believed that "a relatively complete student affairs management system has been formed in China", which mainly includes four aspects: "counseling", "life service", "financial aid" and "campus management activities".[3]

To sum up, from the basic connotation of student affairs management and its historical evolution, characteristics of the times, its content is mainly reflected in three aspects: ideological education, party and League organization construction, campus culture and social practice as the core content of student education; the Subjective content ,such as student status management, rewards and punishments, evaluation and other student management; the basic content, such as psychological counseling, Employment guidance, subsidizing students with difficulties and organizing work study activities.

2.2 The Introduction of Satisfaction Paradigm

2.2.1 The Service Nature of Higher Education

On the attribute of higher education, Chinese traditional view holds that "the product of higher education is human". Along with this, the whole college student affairs management system takes students as "products" to organize "flow production" in the way of "anonymization", and the individual subjectivity, initiative and selectivity are seriously ignored. With the establishment and improvement of China's socialist market economy, this traditional concept, which is limited by the "non-commodity nature of labor force" and the planned economic system, has been fundamentally impacted. According to the perspective of market economy, college students themselves are not owned by colleges, and the "tripartite agreement" of graduates does not reflect the commodity exchange relationship between colleges and employers. The purpose of paying tuition fees and sacrificing the potential benefits of early employment is to "improve the quality and quantity of their own labor commodities and enhance their own quality" in order to "obtain higher labor remuneration and higher social status in the future." [4]

The essence of higher education for students is a kind of human capital investment. The cost sharing and compensation mechanism of higher education determine the service relationship between them. The "product" of colleges and universities is just a kind of "education service". This kind of service "is a kind of non-material product for educational consumers, which is used to improve or improve the intellectual quality and ideological quality of the educated, and promote the appreciation of human capital of the education demanders." [4] As consumers, the educated obtain knowledge and skills through lectures and practice, and improve their quality, so as to complete the consumption of educational services. The confirmation of "educational service attribute" of higher education lays a foundation for the introduction of "educational satisfaction" theory.

2.2.2 The Theory of Educational Satisfaction

In 1965, Cardozo, an American scholar, first introduced the concept of "customer satisfaction" into the business field, and the research on service quality gradually rose in western countries. From the initial "service implementation survey" to the American scholar Fornell's "satisfaction index

model survey" to "satisfaction + user experience" and "satisfaction + service management", the relevant paradigms have undergone 10 generations of technological changes for different needs, and have been widely used in various fields, including education. In 1966, the American Board of education measured freshmen's satisfaction after entering school, which is the first study on student satisfaction. In 1995, Noel Levitz developed the satisfaction scale for college students, which is widely used. After 2000, a large number of relevant researches have emerged in Chinese academic circles. In early 2013, the Ministry of Education launched China's first national scale education satisfaction evaluation work, focusing on key issues such as model construction, scientific sampling, calculation method and index system, to establish "evaluation system suitable for China's national conditions". [5]

In China, College student affairs management is an important part of higher education services, the quality and effect of student affairs management is an important indicator to measure the quality of education and teaching. Bringing student satisfaction into the performance evaluation system of college student affairs management is not only the proper meaning of college student affairs management, but also conducive to enhancing the competitiveness of colleges and universities in the two-way choice of higher education consumer market competition. Through the evaluation of students' satisfaction, we can provide a smooth way for students to express and feedback their opinions, and constantly improve and perfect the relevant management and services to meet the needs of students' learning and life. The school can not only obtain students' recognition and social praise, but also gradually establish its own good image and reputation, so as to win more opportunities in the lifelong education service in the era of knowledge economy opportunity.

3. The Practical Needs of the Performance Satisfaction Evaluation of College Student Affairs Management in China

3.1 There Are Significant Differences between Schools

From the perspective of system setting, there are significant differences in the ideas, mechanisms and models of Student Affairs Management in different universities, especially between key universities and ordinary universities, public universities and private universities. Private colleges and universities are relatively strict, personnel, facilities, resources are relatively intensive, in order to maximize the benefits, more emphasis on fine management. However, public colleges and universities with relatively loose management, especially some key colleges and universities, have more regulations on management principles. Some colleges and universities do not have relevant evaluation system and do not carry out special assessment.

From the perspective of technical operation, the current performance evaluation of Student Affairs Management in Colleges and universities lacks a unified standard, especially its foothold mainly focuses on the effect of student affairs management, such as the excellent rate of moral education assessment, the proportion of Party and League members, the number of scientific research papers published by students, the employment rate of graduates and other projects as the evaluation reference index, and the lack of students as the evaluation subject, The evaluation method of student management service provided by the school.

3.2 Lack of Unity in the System

The current performance evaluation of Student Affairs Management in Colleges and universities lacks a unified standard, and most of them have some problems, such as unclear evaluation objectives, inconsistent evaluation indicators, and no obvious practical effect. The specific performance is as follows: (1) insufficient system integration. It is common to set up in accordance

with administrative sections, overlapping, or in accordance with administrative levels, leaving a blank, the connection between horizontal modules and vertical levels is not tight, and the index setting and weight are not reasonable; (2) the feedback mechanism is not smooth. The results of performance evaluation cannot be effectively linked with the incentive measures such as salary setting, promotion decision-making, excellent evaluation and so on, and the guidance and incentive functions are limited; (3) lack of object evaluation. It is difficult to give full play to the objective and effective function of indicating the path and direction of countermeasures.

3.3 There is a Certain Lag in Practice

The concept of "people-oriented" and "scientific development" has gradually become the dominant principle in the reconstruction of the traditional management mode of higher education in China. However, the renewal of ideas, the transformation of system and the optimization of the team are not overnight. In particular, the upgrading of colleges, the expansion of students and the rise of private education further aggravate the competition and challenges faced by colleges and Universities under the condition of socialist market economy. The development of social economy and the transformation of higher education challenge the original system and mode of Student Affairs Management in Colleges and universities. How to pay more attention to the actual feelings and needs of students in the process of work, overcome the double lag between the updating of educational philosophy and the ability and means of management and service, better implement the concept of management and service education, adapt to the requirements of society and the development of the times, and create and maintain the core competitiveness and vitality, has become a major issue in front of colleges and universities.

4. Practical Path of Performance Satisfaction Evaluation of College Student Affairs Management in China

4.1 Integration Theory Paradigm

The research and practice of the performance evaluation system of College Student Affairs Management in China started late. Although some scholars have tried to establish the evaluation model and index system, there are still some deficiencies in the scientificity of the index setting, and its practicability is limited to a certain extent. At the same time, the established model index systems are quite different from each other, and the methods are diverse, which needs further systematic research. In this situation, it is necessary to integrate the two basic paradigms of "satisfaction" and "performance evaluation" into an interdisciplinary one, so as to make them an internal part of college student affairs management. Therefore, on the basis of closely tracking the latest achievements of customer satisfaction evaluation and college student affairs management research at home and abroad, we must seek the logical framework and theoretical basis that can support the relevant practice, as well as the theoretical tools needed for empirical analysis.

4.2 Improvement Methods

This paper constructs a performance evaluation model of College Student Affairs Management Based on student satisfaction, aiming to improve the quality of work by finding the key indicators and weak links in college student affairs management. But raw data from surveys often hide the truth. Therefore, it is the key to master the students' satisfaction whether we can summarize and screen the applicable statistical methods to effectively calculate and analyze the survey data. From the perspective of objectivity, simplicity and operability, discriminant analysis can effectively

identify the key indicators that have a greater impact on student satisfaction evaluation; correlation analysis can identify the key points of different student groups to evaluate the quality of Student Affairs Management in Colleges and universities; quadrant chart analysis can help colleges and universities find the advantages and disadvantages of student affairs management. Comprehensive use of the above methods can effectively determine the direction and way of service quality improvement.

4.3 Optimize the Index System

Based on the theory of service satisfaction in China and foreign countries and the performance evaluation of Student Affairs Management in Colleges and universities, combined with empirical investigation, this paper summarizes and selects the key indicators affecting student satisfaction, and then uses the above statistical analysis method to determine the weight of the indicators, so as to achieve the goal of "taking work performance as the main content and student satisfaction as the main indicator", setting comprehensive, non-repetitive and reasonable weight. At the same time, pay attention to verify the rationality and applicability of the evaluation system, ensure the effectiveness, rationality and scientificity of the whole evaluation system framework setting and result analysis, and finally build a scientific and effective performance evaluation model of College Student Affairs Management Based on student satisfaction.

4.4 Strengthen Feedback Incentive

The basic logic of carrying out the relevant evaluation is: with the help of student satisfaction survey data, based on the guiding function of frontier theory and the supporting function of empirical data, give full play to the dual advantages of the performance evaluation model of University Student Affairs Management Based on student satisfaction, and put forward systematic and targeted improvement suggestions and countermeasures according to the evaluation results, so as to effectively improve the quality of university student affairs management level. The key link is that the results of performance evaluation are linked with incentive measures. Specifically, it includes two aspects: (1) individual level: the results of performance evaluation can be used as the basis for individual evaluation of student affairs management personnel, such as the promotion of excellent students and the payment of subsidies; (2) organizational level: the results of performance evaluation can be used as the basis for the approval and allocation of reward funds and the assessment of competent leaders, and can also be used as the basis for the training and investigation funds, work funds, etc. of units with excellent evaluation results There is an additional requirement in terms of usage.

In short, based on the actual situation of colleges and universities, the construction of student affairs management performance evaluation system based on student satisfaction is an important means to enhance the management efficiency, student satisfaction and social reputation of colleges and universities, and plays an important role in the implementation of "people-oriented" and the realization of "scientific development" of Student Affairs Management in Colleges and universities.

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