

Construction and empirical research on performance evaluation system of school enterprise cooperation project in Vocational Colleges

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Abstract: When carrying out the school enterprise cooperation (BEU) project, vocational colleges must reasonably construct the performance evaluation index system to ensure the orderly progress of the project. Relevant principals of vocational colleges must attach great importance to the importance of BEU project performance evaluation index system, set corresponding assumptions, clarify the framework and specific indicators of the system, and clearly understand the meaning of evaluation indicators and their application significance in specific work, so as to ensure the effectiveness of the constructed project performance evaluation index system. This paper evaluates the current situation of BEU project between the school and an enterprise, and uses empirical research methods to provide relevant countermeasures and suggestions for creating an efficient and interactive school-running mode of BEU and realizing the organic combination of BEU in vocational education.

1. Introduction

The social function of vocational colleges is to cultivate high-end skilled talents that are urgently needed in production services and construction for the society. Vocational education must be oriented by the needs of corporate talents, and must implement the talent training model of "BEU, Combination of Work and Study", which has become the consensus of China's vocational education circles [1]. However, after more than ten years of vigorous development of higher vocational education in China, there are few successful and reproducible cases between vocational colleges and enterprises. The BEU projects of many colleges and universities may be mere formalities. There are mere manifestations, or they may be scratched by the boots, and they may not stop at all [2]. Analyzing the reasons for the blocking of BEU in Chinese vocational colleges, from the macro level, the state lacks effective top-level design for the operation and guarantee mechanism of vocational education, the government, vocational colleges and industrial enterprises can not form a reasonable social division of labor, and the system and cultural system for promoting the development of Vocational education in Chinese society has not yet taken shape, These reasons lead to the lack of great external driving force for BEU in Vocational Colleges [3]. From the micro level, the deficiencies of Vocational Colleges in BEU's strategic positioning, institutional setting, system construction, capital investment and personnel allocation may make vocational colleges unable to stimulate the driving force to promote BEU from the inside [4]. The change of external environment has a tendency, and the process of change is uncontrollable. Only by deepening the reform, improving the management level and stimulating the internal motivation can the managers of vocational colleges adapt to the requirements of the times of vocational education development and gradually realize deep integration with industries and enterprises [5]. Vocational colleges should establish a benign BEU operation and incentive mechanism, and the construction of BEU project performance index system is a basic work. If there is no performance evaluation index system, the operation of various BEU systems in schools will lack fulcrum and guarantee, and become a castle in the air [6]. This paper studies the performance indicator system of the BEU project evaluation of vocational colleges, uses the system to objectively and truly evaluate the status quo of cooperation projects, analyzes the results, and finds all aspects of the project that need to be improved, so as to improve the quality of school-enterprise project cooperation and promote education and teaching reform in the future. guide.

2. Construction of performance evaluation index system of BEU project in Vocational Colleges

2.1. Connotation of BEU mode

BEU is a cooperative way of talent training and technology development based on the goal orientation of market and social needs, giving full play to the advantages of schools and industrial enterprises. Its essence is to closely link vocational education with economic and social development, take the two-way participation of schools and enterprises as the way, take mutual service as the purpose, realize industry university research cooperation, resource sharing and benign interaction, and form a "win-win" situation. Its basic connotation is mainly as follows: first, based on human resources cooperation, realize the innovation of talent training mode. Second, by means of sharing resources and information, we can achieve mutual benefit between schools and enterprises. Third, taking technical service as the driving force, the school-enterprise cooperation can be realized. Fourth, take cultural exchanges as a link to achieve deep integration between schools and enterprises. Running a school with BEU is the only way for the development of higher vocational education. Therefore, accurately grasping the connotation of BEU can effectively promote the connotative development of BEU, deepen the reform of vocational education, enhance the efficiency of running a school and the competitive advantage of talents of enterprises, and finally promote the development of social economy.

After more than ten years of development, the BEU of vocational colleges has evolved from a traditional and single model to a modern and diverse model. It has shifted from a cooperation model with universities as the main body to a cooperation model with equal emphasis on schools and enterprises, and has developed a professional, Features such as mutual benefit, innovation, diversity and culture. The BEU model has also been gradually improved, becoming a "win-win" model that focuses on the quality and practicability of talent training, on school learning and business practice, and on resources and information sharing between schools and businesses. This model is more conducive to mobilizing the enthusiasm and initiative of enterprises, and is conducive to meeting the needs of enterprises for talents.

2.2. Construction of performance evaluation index system

As for the level of performance evaluation index system in BEU project of vocational colleges, the specific contents are as follows:

First, design principles. Although the BEU project covers a lot of areas. However, it is always inseparable from people, materials and finance, so these three aspects can be used as evaluation indicators and incorporated into the performance evaluation system, so as to establish a set of scientific and reasonable performance evaluation system. At the same time, for the construction of the performance evaluation system, relevant personnel must strictly follow the five aspects of feasibility, objectivity, comprehensiveness, systematicness and consistency, and carry out the specific evaluation process in strict accordance with these five aspects.

Second, the analysis of key factors. Vocational colleges can select dozens of representative projects from their own BEU projects for many years to analyze, and analyze the cooperation forms such as project outsourcing, teaching probation, off-campus training base and work-study alternation among these projects, and find common key factors, namely BEU resources, BEU effectiveness and BEU process, and then decompose these factors into sub-factors to obtain performance evaluation indicators.

Third, establish an indicator system. For the construction of the performance evaluation model, vocational colleges can proceed according to the specific performance indicator level, key factor level and overall goal level. Among them, the key factor level is the premise of the specific performance indicator level. By further decomposing the key factor level, The quantitative indicators for evaluation can be obtained to ensure the smooth progress of the evaluation process. For the BEU project of vocational colleges, the main goal of the performance evaluation system is to continuously train and transport excellent talents for enterprises. The degree of realization of this goal can be determined according to whether the performance indicators and monitoring indicators

meet the relevant standards. Figure 1 illustrates the main body, method and process of performance evaluation of BEU project after the establishment of a full-time BEU organization. Table 1 lists the decomposed four performance indicators and their main meanings.

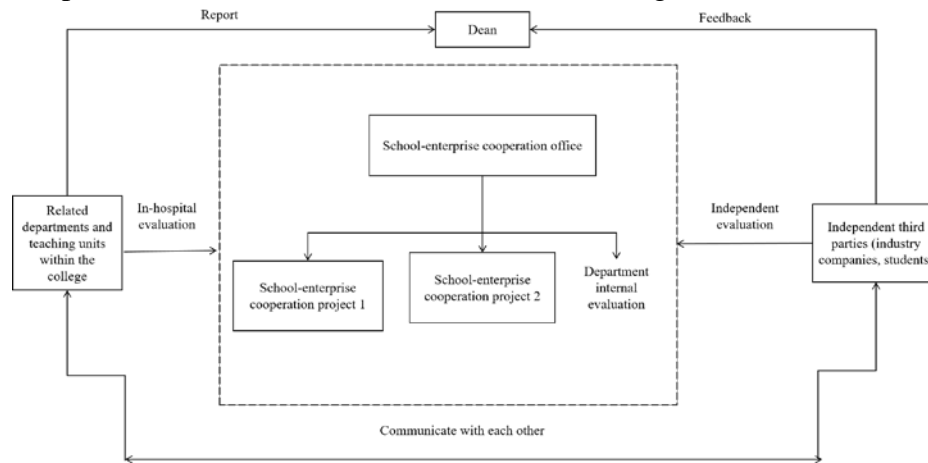


Figure 1 Schematic diagram of the evaluation work of school-enterprise cooperation projects

Table 1 Performance indicators of school-enterprise cooperation projects and their meanings

Index hierarchy	Indicator name	The meaning of the indicator	Weight coefficient
Performance index	1. The number of students participating in this BEU project that year	Reflect the influence and attractiveness of the company and its cooperative projects in the school	W_{p1}
	2. Number of graduates who were employed in cooperative enterprises that year	Reflect the direct results of the talent transfer of this cooperative project that year	W_{p2}
	3. The total number of graduates who were still working in the company that year	Reflect the historical basis of this cooperative project and the degree of recognition of the graduates to the company	W_{p3}
	4. The number of in-service employees trained for the company that year	Reflect the ability and results of the school to carry out training services for cooperative enterprises	W_{p4}
$W_{pi} \geq 0, W_{p1} + W_{p2} + W_{p3} + W_{p4} = 1$, The value of each weight is determined by the school administrator according to the development plan			

3. Empirical analysis

3.1. Effective way

Whether it is the integration of resources between vocational education and industry, the integration of resources within vocational education system, or the integration of resources of the whole economic system, the success of each development model is difficult to achieve only by a single subject, that is to say, government departments are an indispensable and important force. By allocating and integrating resources, coordinating the interests of all parties, and formulating laws, regulations and related incentive policies, government departments can promote the innovation of vocational education development mode and promote the optimal allocation of resources.

To be able to successfully carry out the integration of production, education and research in vocational colleges, it is also necessary for the government to establish an operation mechanism for the integration of production, education and research that conforms to the laws of the market economy. The focus is to give full play to the role of non-governmental organizations as a bridge, establish a tripartite intermediary that connects enterprises, schools and the government, and dynamically organize experts to conduct serious demonstrations, and gradually form a "five-in-one"

school model to promote the common development of enterprises and schools .As shown in Figure 2.

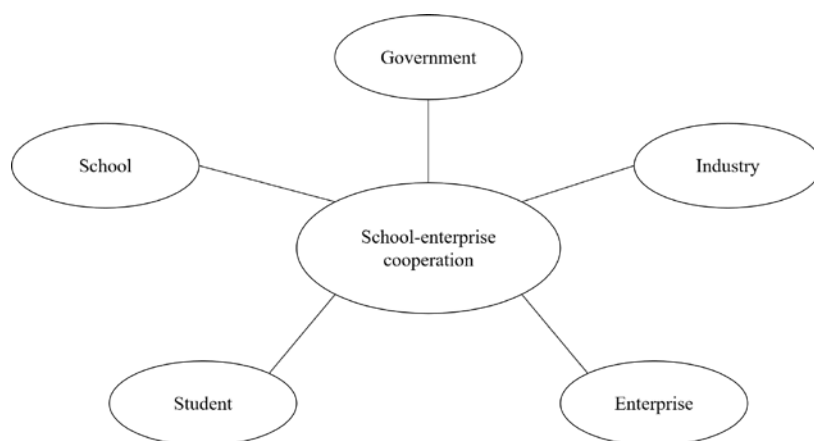


Figure 2 "Five in One" school-enterprise cooperation model diagram

The curriculum of higher vocational education must make an appropriate choice between practicality and theory. It should not only combine strong practicability with necessary theory, but also combine professional theory courses with professional practice courses and closely combine professional technology courses with professional training courses. Integrate the syllabus, teaching venues, teaching materials and teachers of corresponding professional teaching, and promote the close combination of theory and practice. Encourage and train double qualified teachers, integrate the teaching contents of theoretical courses and practical courses, reduce repeated teaching, and improve teaching efficiency.

3.2. Empirical analysis

In order to understand the current situation of BEU in vocational schools and make this research more scientific, we conducted a questionnaire survey on some graduates from four higher vocational colleges and managers of cooperative enterprises from March to July 2020. 600 questionnaires were distributed, of which 515 were recovered, and the recovery rate was 86%. It involves 36 enterprises including finance and insurance, logistics, airlines, star-rated hotels, large supermarkets, large hotels and industrial enterprises. It involves different majors such as financial accounting, logistics, cooking, tourism and hotel management, automobile maintenance, chemical industry and property management.

Lack of funds is the main factor affecting business cooperation, resulting in reluctance to invest valuable funds in projects where BEU investment returns are not significant. In addition, it is difficult to provide students with internship positions due to the "one radish, one pit" arranged by corporate personnel. Other factors mainly refer to the main leaders of state-owned enterprises focusing on short-term interests and lack of long-term plans for talent training, BEU's impact on the production and safety of enterprises, and the current job market is still a buyer's market.

According to the survey, the order of enterprise selection is: tax preference, the government provides special fund subsidies, the school pays training fees for interns, actively publicizes the corporate image and provides corresponding human support for enterprises. The government should focus on tax and government subsidies to attract enterprises to actively participate in BEU.

Teachers and students surveyed generally believe that the curriculum and teaching materials deviate from the actual situation of work and are far from the post requirements. At the same time, teachers' practical operation ability also affects the development of BEU. Others mainly refer to the poor quality of students and the lack of attention of schools. In the five-in-one BEU school-running mechanism, deepening teaching reform, perfecting management mechanism and strengthening students' practical ability are important reform measures and contents. According to this survey, in the suggestions for schools in BEU, the arrangement of professional courses and teaching materials should be put in the first place, and at the same time, the training of "double-qualified" teachers should be strengthened to improve students' comprehensive quality.

4. Conclusions

For vocational colleges, in order to improve the quality of running schools and increase the employment rate of students, they must attach great importance to the development of the BEU project. To achieve this, colleges and universities must carry out a series of comprehensive work. The most critical point is the construction A set of scientific and reasonable BEU project performance evaluation index system is used to help colleges and universities have a clearer understanding of the evaluation direction of BEU project effectiveness, explore the potential of BEU more deeply, and promote the development of BEU in a deeper direction. The performance evaluation index system of BEU project constructed in this paper is designed according to the general requirements of BEU work in higher vocational colleges. In practical work, college managers can use this as a reference to design a performance evaluation index library, select the most practical indicators from the index library according to the BEU development plan of the college, and give different weights in combination with the importance of the indicators, so that the final performance evaluation can meet the value orientation of school management. In the five-in-one BEU school-running mechanism, deepening teaching reform, perfecting management mechanism and strengthening students' practical ability are important reform measures and contents. According to this survey, in the suggestions for schools in BEU, the arrangement of professional courses and teaching materials should be put in the first place, and at the same time, the training of "double-qualified" teachers should be strengthened to improve students' comprehensive quality.

Acknowledgements

An empirical study on the construction of performance evaluation system of school-enterprise cooperation projects in vocational colleges-taking three school-enterprise cooperation project classes in their units as examples

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