Research on the Evaluation System for the Construction of Ideological and Political Education through Reading in Colleges and Universities Based on the Performance Excellence Model

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Abstract: The Performance Excellence Model adheres to principles that emphasize goal orientation, scientific rigor and systematicity, diversity of evaluation subjects, dynamic adjustability, and operability. It delves into an in-depth analysis of its compatibility with ideological and political education through reading, focusing on evaluation concepts, criteria, indicators, and outcomes. Based on this model, an evaluation index system for the construction of ideological and political education through reading in colleges and universities is constructed by integrating seven vertical dimensions and three horizontal levels.

Keywords: Performance Excellence Model; Ideological and political education through reading; Evaluation system

1. Introduction

Currently, Chinese colleges and universities are actively constructing a comprehensive "ideological and political education" framework, continuously promoting the coordinated development of "ideological and political education integrated into courses" and "ideological and political courses" in the same direction. However, during the implementation process, issues such as limitations imposed by time and space, and ineffective extension of educational scenarios have emerged. Against this backdrop, promoting ideological and political education through reading can effectively address these bottlenecks, expand the dimensions of education, and deepen its impact.

However, at present, reading-based ideological and political education is still in an active exploration stage, with its supporting assessment and evaluation system not yet complete or mature, and the incentive and guiding functions played in the implementation of related activities are not pronounced. This is primarily because, on one hand, reading-based ideological and political education is a new concept proposed in the field of ideological

and political education, and its fundamental connotations, underlying logic, and implementation pathways are still being explored [1]; on the other hand, the target groups for reading-based ideological and political education are diverse, so the evaluation indicators that need to be considered when designing the evaluation system are numerous and complex.

Continuous and in-depth exploration of the evaluation system for the construction of reading-based ideological and political education will effectively leverage the functions of the evaluation system, such as value guidance, effectiveness assessment, and continuous improvement, for various entities and links involved in the construction of reading-based ideological and political education [2]. It will also play a catalytic role in promoting the wider dissemination of reading-based ideological and political education and strongly supporting the high-level development of ideological and political education in universities.

2. Principles for the Construction of the Evaluation System for Reading-based Ideological and Political Education

The evaluation system for reading-based ideological and political education is guided by the principle of meeting the goal of all-round student development. It adheres to the developmental laws of talent cultivation and education, reflects the objectives and main connotations of reading-based ideological and political education, objectively and truthfully mirrors the construction level of reading-based ideological and political education, continuously optimizes the construction strategies and approaches for reading-based ideological and political education, and promotes its development towards high quality.

2.1. Principle of Goal Orientation

The evaluation system should closely revolve around the core objectives of reading-based ideological and political education, namely, aligning with China's various educational policies and guidelines, meeting the requirements and spirit of contemporary ideological and political education, and focusing on implementing reading-based ideological and political education to achieve the goal of cultivating students with moral integrity, intellectual competence, physical vigor, aesthetic appreciation, and labor skills [2]. Ultimately, this approach aims to cultivate socialist builders and successors who embody all-round development in morality, intelligence, physical fitness, aesthetics, and labor. Universities should promote and advance the implementation of reading-based ideological and political education, utilizing various settings such as libraries, classrooms, playgrounds, and dormitories as "battlefields." The workforce involved in library-based ideological and political education, including part-time ideological and political education teachers within the library, professional course instructors from secondary colleges, and counselors, can all serve as "combatants." Meanwhile, the command center should be situated within the organizational leadership of the university. Therefore, the organizational leadership should serve as the primary evaluation criterion for reading-based ideological and political education in universities. It should closely adhere to the top-level design of reading-based ideological and political education, steering it in the right direction, and actively create platforms, provide preferential policies, and offer resources and guarantees for its development. A multi-dimensional evaluation system should be established, encompassing the degree of responsibility implementation at the university, college, and class levels, the smooth operation of the evaluation system, and the level of supporting measures provided. When evaluating the personnel involved in reading-based ideological and political education, criteria such as their ideological and political proficiency, awareness of reading-based ideological and political education, organizational and coordination skills in activities, and their ability to guide classic reading should be used. By skillfully integrating ideological and political work into students' reading

activities, reading-based ideological and political education can become a purposeful and planned form of ideological and political education.

2.2. Principles of Scientific Rigor and Systematicness

The evaluation of reading-based ideological and political construction should adhere to both scientific rationality and a macroscopic, systematic perspective throughout the entire process.

Firstly, it should integrate qualitative and quantitative approaches. This involves conducting in-depth qualitative analyses based on students' satisfaction surveys regarding reading-based ideological and political activities, the frequency of sharing reading reflections, and the impact of reading on personal cognition or behavior. Additionally, it requires straightforward quantitative assessments using metrics such as the average number of books read per student, participation rates in activities, the number of events held, the overall coverage of reading-based ideological and political activities across the school, and the frequency of promotional coverage.

Secondly, it should adopt a holistic systems perspective. This entails objectively evaluating the rational allocation of invested funds, resources, and manpower, the efficiency of event organization, the number of students participating in reading-based ideological and political activities, and the overall improvement in students' moral qualities.

2.3.Principle of Diversified Evaluation Entities

When constructing an evaluation system for reading-based ideological and political construction, it is essential to establish the principle of coordinated diversity among evaluation entities to ensure the objectivity, authenticity, and comprehensiveness of evaluation results.

Firstly, a dedicated evaluation team from the school library will conduct daily monitoring and promptly provide feedback on the monitoring results to the construction team.

Secondly, universities with the necessary conditions can introduce third-party evaluation institutions, such as professional assessment companies, to participate in the evaluation of key aspects of the construction.

Thirdly, feedback from teachers and students after participating in reading-based ideological and political education activities will be collected through methods such as questionnaires and online ratings, in order to stimulate participants' subjective initiative throughout the entire construction process.

2.4. Principles of Dynamic Adjustability and Operability

Firstly, dynamic adjustment. Evaluation indicators are not static and need to be regularly revised based on actual conditions to flexibly meet the requirements of ideological and political education for college students in the current new era, avoiding rigidity.

Secondly, simplified operation. Utilize artificial intelligence and big data technologies, such as AI data analysis, to enhance the efficiency of data collection and analysis.

3. Alignment between the Excellence Performance Model and the Evaluation of Reading-based Ideological and Political Education Construction

3.1. Excellence Performance Model

The Excellence Performance Model was established in 1987 by the Baldrige organization in the United States. Currently, it is a widely recognized performance evaluation model internationally. In 2004, based on this model and incorporating China's national conditions, China made adaptive modifications and formulated the national

standard "Criteria for Performance Excellence" (GB/T 19580-2004) [3]. In 2010, to meet the educational sector's pursuit of excellence, the Standardization Administration of China initiated the project plan for formulating the national standard "Implementation Guidelines for Performance Excellence in the Education Sector" [4], emphasizing a student-centered management philosophy aimed at fostering the individual development of students towards excellence. The specific model is illustrated in **Figure 1**.
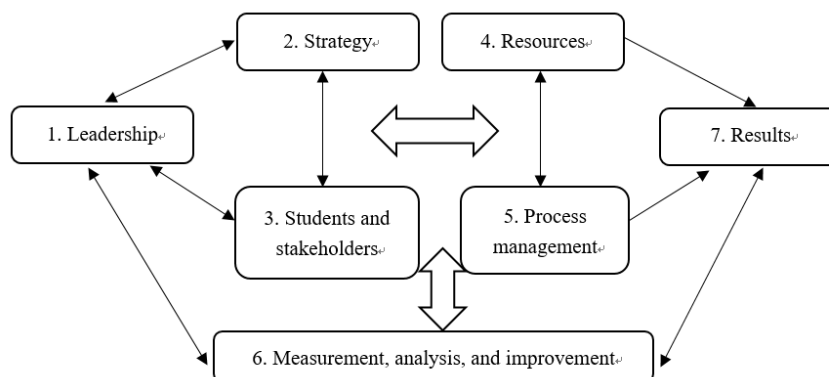

Figure 1. Application Model of the Excellence Performance Model in the Education Sector

As depicted in the figure above, the seven evaluation indicators mutually influence and interact, forming two small triangular closed loops on the left and right sides, as well as an overall closed-loop system. Among them, the closed-loop triangle formed by the first three indicators (indicators 1-3) possesses a driving force that can significantly enhance the school's educational performance. The closed-loop triangle composed of indicators 4, 5, and 7 exhibits a driven nature, providing supportive functions for improving educational performance. The sixth indicator acts as a "crankshaft" that runs through both closed-loop triangles, driving the "impellers" of performance optimization and improvement.

3.2. Appropriateness Analysis

The appropriateness of the Excellence Performance Model for the construction of ideological and political education through reading in universities is manifested in the following four aspects.

3.2.1. Guiding Orientation of Evaluation Concepts

The Excellence Performance Model emphasizes goal orientation and quality standards, focusing not only on the organization's future development but also on identifying issues and continuous improvement during the process [5]. It serves as a behavioral guide for the pursuit of excellent quality in higher education, continuously optimizing and improving the behavioral system. This characteristic aligns with the strategy of small-scale trials followed by large-scale promotion adopted in the construction of ideological and political education through reading in universities. It assists universities in promptly "diagnosing and assessing" various landmark and exemplary reading-based ideological and political activities, sorting out issues and summarizing experiences, facilitating subsequent promotion.

3.2.2. Universality of Evaluation Criteria

Although the Excellence Performance Model currently boasts a relatively mature performance evaluation framework, it lacks explicit and singular evaluation indicators, making it applicable to a broader range of target

entities. Higher education institutions can construct interconnected quality objectives centered around core performance indicators, thereby fostering continuous improvement in the performance evaluation system for reading-based ideological and political education.

3.2.3. Systematic Nature of Evaluation Indicators

The Excellence Performance Model emphasizes both the intrinsic unity of implementation processes and outcomes, as well as the dynamic management of model indicators. By leveraging this model, universities can seamlessly integrate reading-based ideological and political education into the model indicators after identifying its general patterns, thereby maximizing the initiative of all stakeholders and achieving the goal of ideological and political education.

3.2.4. Value-added Nature of Evaluation Results

The Excellence Performance Model places importance on both vertical self-enhancement and horizontal relative enhancement for individuals and organizations. Emphasizing the value-added nature of evaluation results in higher education institutions not only encourages the strengthening of the "trinity and complementary synergy" between reading-based ideological and political education, ideological and political courses, and curriculum-based ideological and political education but also assists the personnel involved in reading-based ideological and political work in reinforcing a student-centered work ethos. They observe the shining points in each student's individual development with a "discovery" mindset. Through regular horizontal comparisons, they can identify areas of progress and shortcomings in the performance of students and organizations during reading-based ideological and political activities, thereby clarifying directions for subsequent improvements.

3.3. Construction of an Evaluation System for Reading-based Ideological and Political Education in Colleges and Universities

Based on the Excellence Performance Model Drawing on the Excellence Performance Model, the construction of an evaluation system for reading-based ideological and political education in colleges and universities is considered from "seven dimensions." These dimensions enable a comprehensive and detailed analysis of key factors involved in reading-based ideological and political education, such as top-level design, strategic planning, resource support, and implementation [1]. By comparing indicators, the degree of goal attainment can be determined.

3.3.1. Visionary leadership serves as the primary driving force for constructing an evaluation system for reading-based ideological and political education

The Excellence Performance Model emphasizes the critical role of leadership. Therefore, leadership is evaluated based on five indicators: decision-making ability, overall planning, organizational arrangement, inspection and guidance, and publicity and promotion. In the construction of an evaluation system for reading-based ideological and political education, university leaders play a pivotal role in guiding the direction and overseeing the overall situation. Firstly, they should clarify the general direction of the evaluation system, make macro-level plans accordingly, and continuously enhance the scientificity and rationality of top-level design. Secondly, they should focus on improving the working mechanisms of the evaluation system and fostering innovation. Thirdly, by introducing a series of policies and measures that facilitate the implementation of reading-based ideological and political work, they should actively create a favorable atmosphere for it. Fourthly, they should provide relevant suggestions and initiatives when necessary.

3.3.2. A scientific and rational strategy is the key driving force for enhancing the quality of the evaluation system for reading-based ideological and political construction

Based on the objective requirements of reading-based ideological and political construction, a strategy of overall planning, full coverage throughout the entire process, ease of implementation, and continuous optimization and improvement should be adopted for the evaluation system. This will result in the formulation of a reasonable and effective work plan that achieves distinctive and innovative ideological and political education in universities.

3.3.3. Students and employers serve as significant driving forces for the healthy development of the evaluation system for reading-based ideological and political construction

The primary focus of reading-based ideological and political education in universities is on students. Genuine feedback from students regarding their satisfaction, gains, and subsequent changes in ideological and behavioral manifestations during their participation will contribute to the continuous improvement of the evaluation system. Furthermore, stakeholders such as employers, upon recognizing and affirming the practical significance and role of reading-based ideological and political education, can also provide support and assistance for its construction. This will strongly drive the evaluation system for reading-based ideological and political education towards a healthy and virtuous cycle of development.

3.3.4. Robust resources constitute the core safeguard for the optimal development of the evaluation system for reading-based ideological and political construction

Human, material, and financial resources provide support for the construction of the reading-based ideological and political education evaluation system. It is essential to actively encourage and mobilize the enthusiasm and initiative of the personnel involved in reading-based ideological and political education work. Periodically organizing reading-based ideological and political education exchange meetings both within and between schools allows for the analysis and discussion of emerging issues, as well as the sharing of work insights and experiences. Continuously allocating necessary materials and special construction funds serves as a powerful "booster shot" for the development and security of the evaluation system.

3.3.5. Appropriate and Compliant Process Management Serves as an Effective Grip for the Evaluation System of Reading-Based Ideological and Political Education Construction

To effectively achieve established strategies and implement planned arrangements one by one, process management acts as an invisible "grip." Through it, key aspects such as process design, implementation, and improvement can be accomplished. During the construction of reading-based ideological and political education, it is crucial to fully leverage the grassroots roles of university libraries, secondary colleges, and individual classes. This involves implementing comprehensive and standardized supervision and management of the implementation process, as well as continuously improving various work mechanisms to, in turn, reinforce the close connection between reading-based ideological and political education and educational teaching.

3.5.6. Measurement, Analysis, and Improvement Represent Scientific Methods for the Evaluation System of Reading-Based Ideological and Political Education Construction

By measuring, analyzing, and improving performance, it is possible to effectively promote a high degree of alignment between implementation outcomes and strategic objectives. Universities should establish a key performance indicator

(KPI) system for measuring the reading-based ideological and political education evaluation system. Additionally, by enhancing the measurement frequency of relevant indicators and clarifying analytical methods, an overall performance monitoring of the reading-based ideological and political education construction evaluation system can be conducted. In this context, universities should also clarify the experiences and shortcomings of the reading-based ideological and political education construction evaluation system and improve its rationality.

3.5.7. Outcomes are the ultimate reflection of the reading-based ideological and political education construction evaluation system

The ultimate goal of the excellence performance model is to achieve satisfactory and outstanding results. These outstanding results encompass performance in areas such as leadership, strategy, students and stakeholders, resources, process management, as well as measurement, analysis, and improvement. In the "Criteria for Performance Excellence Evaluation," the outcomes section accounts for 40% of the total score [3], and the realization of strategies is ultimately judged through a consistency evaluation of the objectives, measures, and outcomes of reading-based ideological and political education.

From the perspective of internal organization and implementation in universities, schools, secondary colleges, and classes each bear different responsibilities. They not only serve as the main entities for conducting reading-based ideological and political education construction in universities but also constitute the primary levels for evaluating such construction [3], as shown in **Table 1**.

Table 1. Reference Evaluation Points for Reading-Based Ideological and Political Education Construction Evaluation Indicators at Different Levels

Indicator	University Level	College Level	Class Level
Leadership	Party-Administration collaboration establishes a leading work group, with the library taking primary charge.	Key faculty members act as responsible leaders, setting examples.	Student cadres are responsible for the daily operation of reading-based ideological activities.
Strategy	Develop and refine the top-level design; formulate university-wide goals and plans for reading-based ideological education.	Formulate specific implementation plans within the college.	Define clear objectives and plans for reading-based ideological development.
Students & Stakeholders	Guide secondary colleges in conducting surveys of students and relevant stakeholders.	Conduct surveys on student needs and satisfaction; gather feedback from stakeholders.	Collect and organize feedback information from students and stakeholders.
Resources	Establish policies to provide human, financial, and material support for the working team.	Strengthen the selection of classic reading materials; organize the teaching team for reading-based ideological education.	Effectively utilize selected reading materials; provide feedback information on reading activities.
Process Management	Strengthen process management of reading-based ideological education; guide the team development in secondary colleges.	Develop grassroots organizational structures and conduct team member training.	Complete phased tasks of reading-based ideological education according to the arrangement.
Measurement, Analysis & Management	Innovate teacher performance incentives and promotion systems; expand publicity and promote successful experiences.	Combine phased and outcome-based assessments; evaluate and diagnose the effectiveness of implementation.	Analyze the achievement of set objectives and make timely adjustments based on improvement suggestions.
Results	Achieve positive feedback and effectiveness; summarize experiences and lessons to forge a methodology, create guidelines, and promote externally.	Achieve high student evaluation rates; demonstrate clear educational effectiveness; relevant teachers receive recognition and awards.	Significantly improve the overall moral literacy of students.

5. Conclusion

Against the backdrop of the "Grand Ideological and Political Education" framework, universities should establish an ideological and political education model for reading that involves collective participation from leaders, teachers, students, and relevant stakeholders. Universities should, based on students' learning conditions, encourage and support secondary colleges in continuously reforming and innovating evaluation indicators, and improving evaluation strategies, so as to construct a scientific and reasonable evaluation system for the construction of reading-based ideological and political education. This will continuously enhance the overall effectiveness of ideological and political education in universities.

Funding

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