

Original Research Article

Research on the construction of freshman archives evaluation system integrating "management ability index"

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Abstract: Freshmen's archives evaluation is the key link between freshmen's pre-enrollment characteristics and undergraduate training needs. However, the traditional archives evaluation model has the problems of attaching importance to studies and neglecting comprehensive ability, which is difficult to support the adaptive training of freshmen. Based on many years' work practice, this paper focuses on the core literacy dimension of "management ability", analyzes the problems existing in the traditional freshmen's archives evaluation system by summarizing the management ability indicators, and finally explores the strategy of building a freshman's archives evaluation system that integrates the management ability indicators, aiming at helping freshmen to adapt to undergraduate education smoothly and providing scientific support for accurate education in colleges and universities.

Keywords: management ability; freshman archives; adaptability; evaluation system

1. Introduction

With the continuous updating and development of educational ideas, the society pays more and more attention to students' professional comprehensive quality, which forces colleges and universities to change the traditional evaluation model that focuses on academic performance and pay more attention to students' all-round development and improvement of comprehensive quality^[1]. As an important material to record students' pre-school experience and ability, the scientific and comprehensive evaluation system of freshmen's archives plays a key role in understanding students, formulating personalized education programs and promoting students to adapt to undergraduate education mode as soon as possible^[2]. As an important part of comprehensive quality, "management ability" plays an unattainable role in students' study, life and future career development. Therefore, colleges and universities should combine the characteristics of college-upgraded students to design a freshman archives evaluation system that integrates management ability indicators, so as to guide students to pay attention to the cultivation of their own management ability, promote their all-round development in the university stage and future career, and cultivate more outstanding talents with comprehensive literacy and management ability for the society.

2. Overview of management capability indicators

Management ability is an individual's comprehensive accomplishment of overall planning, coordinated implementation and dynamic adjustment by integrating various resources such as manpower, time and information in order to achieve the set goals. The management ability of freshmen from junior college is the comprehensive quality of planning, coordinating and controlling their own behaviors and resources in order to meet the needs of academic autonomy, independent life and social cooperation in the scene of freshmen's transition from junior college education mode to undergraduate education. It is the key basic ability to connect junior college and undergraduate and support subsequent academic and personal development.

Different from junior college study, undergraduate study not only improves the academic difficulty, but also pays more attention to students' autonomous learning and inquiry spirit. From the perspective of freshmen's adaptability, management ability indicators mainly cover the following contents: First, academic cognition and target management ability. Setting clear academic goals is the basis for adapting to undergraduate education.

After entering an undergraduate college, students need to clearly understand the academic differences between undergraduate and junior college. For example, the courses in junior college have risen from "applied operation" to "theoretical depth+practical innovation" in undergraduate stage, and the assessment standard has changed from single grade to "paper+project+process performance". Therefore, students need to set adaptive goals based on the differences in educational models to avoid the dislocation of goals due to vague cognition. The second is the ability to integrate learning methods and resources management. The learning in junior college is mostly guided by "skill application", and the learning method is "passive", relying too much on teachers' classroom indoctrination, and consolidating knowledge through mechanical brushing after class. However, the undergraduate stage focuses on "theoretical depth" and "thinking cultivation", and the knowledge system is more complicated. Students need to actively adjust their learning methods, build closed-loop learning logic, and form the habit of reviewing questions before class, breaking through difficulties in class, and building a knowledge system after class. At the same time, in view of some students' confusion of "having resources but not using them", colleges and universities need to cultivate students' ability to integrate educational resources, so that students can adapt to the pace of undergraduate study as soon as possible and achieve the dual goals of improving their academic qualifications and ability. The third is the ability to manage pressure. After entering vocational colleges, students will face various pressures, such as academic pressure, maladjustment in the new environment, future employment anxiety, etc., which requires students to have the ability of stress relief, such as communicating with tutors, joining the learning community of junior college to exchange experiences, etc., to alleviate their adaptation anxiety and avoid the impact of learning effect due to chaotic rhythm or pressure overload.

3. Problems existing in the traditional evaluation system of freshmen's archives

The traditional evaluation system of freshmen's archives takes academic achievements as the core and static records as the carrier, and the evaluation content focuses on quantitative indicators such as course scores and skill certificates in freshmen's junior college stage. Most of the experiences involved in social practice are mainly described in words, lacking systematic classification and evaluation. This static recording model lacks in-depth processing and value mining of information, making archives only an "experience list" rather than a "portrait of ability"^[3].

3.1. Neglect of management ability, out of touch with the adaptive needs of undergraduate students

The core requirements for freshmen in the undergraduate stage have changed from "mastering specialized skills" to "autonomous learning, collaborative inquiry and coping with stress", while the traditional system only pays attention to academic performance and basic skills, and completely lacks the evaluation dimension of management ability. For example, a freshman has achieved excellent results in specialized courses in junior college, but the archives does not reflect whether he has the ability to make a learning plan independently (academic cognition and target management) and whether he has the experience of "integrating internship units' resources to complete tasks" (resource integration management). Universities can't predict whether he can adapt to the "unsupervised autonomous learning mode" and "project research that requires cross-departmental cooperation" after entering the school based on his grades, which is likely to lead to the lack of management ability of freshmen.

3.2. The value of information is difficult to transform, and subjective judgment is biased

Due to the lack of "ability-related" evaluation criteria for non-quantitative information such as social practice and campus activities, archives audit relies on the subjective experience judgment of auditors, which leads to the lack of objectivity and consistency of evaluation results. For example, both freshmen recorded "participation in campus public welfare activities" in their archives: Freshman A is responsible for activity planning, personnel division and progress tracking (reflecting the ability of target management and coordination), while Freshman B is only responsible for on-site material distribution (showing no management ability), but the traditional system does not set evaluation indicators such as "responsibility weight" and "ability relevance", and the auditors may classify them into the same evaluation level because of vague information description, which can not accurately

distinguish the differences of freshmen's management ability, thus affecting them.

3.3. The evaluation results are out of touch with adaptive training, lacking educational orientation

The evaluation results of the traditional system are mostly used as the "basis for the examination of admission qualifications", that is, to judge whether the freshmen have reached the threshold of achievement and skills for undergraduate admission, which has not been linked with the follow-up education and teaching links. For example, colleges and universities can't identify freshmen with "experience of community organization but weak ability to resist pressure" through archives evaluation (such as "quitting halfway because of great activity pressure" mentioned in the archives), so it is impossible to carry out targeted stress counseling courses at the early stage of enrollment; It is impossible to identify the freshmen who have the experience of integrating internship resources but lack the ability to use academic resources, so it is impossible to guide them to learn the use of academic databases in the library in advance. This mode of "evaluation is the end point" makes archives lose its core value of "serving for educating people" and cannot provide effective support for colleges and universities to formulate adaptive training programs and guide freshmen's ability improvement.

4. Strategies for the construction of the evaluation system of new students' archives with management ability indicators.

4.1. The framework of the evaluation system of new students' archives integrated with the management ability index

The evaluation system of freshmen's archives is the key link between the past experience and future training of freshmen in colleges and universities. Integrating management ability indicators into the evaluation system of freshmen's archives is the key to solve the traditional evaluation problem of freshmen's archives. The evaluation system of freshmen's archives, which is integrated with management ability indicators, takes "adapting to undergraduate adaptability and advanced supporting ability" as its core goal, and forms a four-layer structure of "target layer-criterion layer-indicator layer-observation layer", and the criterion layer focuses on freshmen's core management ability and divides it into three dimensions to ensure that the evaluation has both logical support and practical operation (as shown in **Table 1**).

Table 1. Evaluation framework of "three dimensions and four layers".

levels and ranks	Core content	specify
Target layer	Comprehensive evaluation of freshmen's management ability level provides a basis for undergraduate adaptive training and personalized education program formulation.	Break the single evaluation goal of "only looking at achievements", incorporate "management ability adaptability" into the core evaluation orientation, and connect "admission screening" with "follow-up training"
Criterion layer	Academic cognition and target management, integration of learning methods and resources, stress resistance and emotional management (three core management abilities)	Based on the scene demand of "college-undergraduate transition" for freshmen from junior college, the management ability dimension that has the most critical impact on adaptability is screened to avoid the generalization of indicators.
Index layer	The detailed division of the criterion layer forms the specific ability direction that can be evaluated.	Academic cognition and target management: undergraduate college difference cognition, academic goal clarity and goal disassembly feasibility. Integration of learning methods and resources: frequency of making autonomous learning plans, utilization rate of academic resources (databases/lectures), and initiative of adjusting learning methods. 3. Stress resistance and emotional management: the effectiveness of stress coping style, the speed of emotional adjustment, the consciousness and behavior of seeking help.
Observation layer	Specific observation carriers of corresponding indicators (information that can be recorded and verified in archives)	1. awareness of differences: the description of academic differences in the "undergraduate study planning form" filled out by freshmen before entering school. 2. Resource utilization rate: the record of using academic resources in the library at the specialist stage and the proof of participating in skill training/academic lectures. 3. Stress coping: "Reasons for social practice withdrawal", "Self-report of mental state" in freshmen's archives, or the description of "anti-pressure performance" in the comments of the head teacher of the college.

4.2. Implementation path

4.2.1. Reconstruct the archives information and establish a "management ability related" record paradigm

In order to improve the accuracy of freshmen's archives evaluation, vocational colleges should break the traditional record mode of "academic record+certificate+scattered practical experience" and "classify and label+supplement in depth" the archives information according to the dimension of management ability, so as to make the hidden ability manifest: First, academic information is related to "target management ability", and through supplementing details, labeling logic and related results, it can "set goals, disassemble tasks and achieve results". For example, attach "Description of Target Management Association" to the academic report card to form a three-dimensional record of "achievement+process+goal". Second, practical information is related to "resource integration ability". Breaking the traditional mode of recording only "participation events" in archives, focusing on the logic of "resource identification-deployment-transformation", the details are supplemented according to practical scenarios, so as to make the hidden ability explicit. For example, the information of community archives should focus on "manpower, time, materials and publicity information", the enterprise internship should focus on "internal data, cross-departmental manpower, post technology and workflow", and the competition project should focus on "professional knowledge, team manpower, rule information and external guidance". Through the recording mode of "scene dimension+process action+achievement correlation", the initiative and effectiveness of freshmen's integration resources can be evaluated, and the ability misjudgment caused by vague information can be avoided. The third is the "ability to resist pressure" associated with psychological and adaptive information. Focus on the logic of "stress scene-coping behavior-result feedback" to supplement the details, give priority to include the key stress scenes of freshmen in the past, such as specific situations such as "conflict in preparing for exams in multiple courses", "risk of overdue practice tasks" and "difficulty in interpersonal adaptation in the new environment", and then record the coping behavior accordingly to supplement the result feedback. In addition, the comments of the head teacher/counselor on freshmen's "anti-frustration performance" can be included through "scene concretization+behavior"

4.2.2. Construction of "quantitative+qualitative" fusion evaluation method

In order to accurately evaluate the information value of freshmen's archives, colleges and universities should aim at the characteristics of "some can be quantified and some need subjective judgment" in traditional archives evaluation, and combine with "expert empowerment+data support" to avoid evaluation deviation. First, quantitative evaluation focuses on observable objective indicators, extracts directly quantifiable management ability related data from archives, and realizes accurate measurement through assignment. For example, in the dimension of "academic cognition and target management", the "frequency of making academic plans" and "goal achievement rate" of freshmen in junior college are counted; In the dimension of "integration of learning methods and resources", according to the "academic database usage times" and "academic lecture participation times" recorded by the library system; In the dimension of "stress management", the number of times of active help-seeking in stress scenarios is counted, and the interference of subjective judgment on evaluation results is reduced through objective data assignment. Second, qualitative evaluation introduces the dimension of multi-agent participation. Aiming at the information of management ability that is difficult to quantify in archives, a multi-evaluation team of "professional teachers+specialist counselors+undergraduate seniors+industry tutors" was set up, and an objective conclusion was formed through "collegiate system". Professional teachers focus on evaluating "the adaptability between academic goals and undergraduate training"; Based on past contacts, college counselors supplement "the real performance of freshmen in stressful situations"; Undergraduate seniors judge "the feasibility of freshmen's learning methods and resource integration methods" based on their own adaptation experience; Industry tutors evaluate "the matching potential between freshmen's management ability and job requirements" from a professional perspective. The "Behavior Anchoring Evaluation Scale" is adopted in the evaluation, and the abstract ability corresponds to the specific behavior, and each subject scores independently and then takes the average value to avoid the subjective deviation of a single subject and ensure the comprehensiveness and objectivity of the qualitative evaluation.

4.2.3. Build a closed loop of "evaluation-feedback-cultivation" and make rational use of the evaluation results

The evaluation results of archives are the basis for accurately reflecting the comprehensive quality of

freshmen. Vocational colleges should deeply bind the evaluation results of archives with the adaptive training of freshmen after entering school, and build a closed loop of "evaluation-feedback-training" to avoid the evaluation becoming a mere formality. Firstly, a "Portrait Report on Management Ability" is generated, which clarifies the "advantages", "shortcomings to be improved" and corresponding training suggestions for each freshman, and synchronizes them with counselors, professional tutors and freshmen themselves, so that all parties can clearly understand the status quo of cognitive ability. Secondly, accurately connect training resources: for freshmen with insufficient learning methods, set up "undergraduate learning skills workshop"; Freshmen with "weak pressure resistance" are included in the "adaptive group counseling" of the psychological center; For freshmen with outstanding management by objectives, it is recommended to participate in the "preparatory camp for scientific research projects" to achieve "what is missing". Finally, dynamically track the training effect, add the improvement of freshmen's management ability to the archives, and adjust the training plan at the end of each semester based on the evaluation results of new data, forming a virtuous circle of "evaluation guidance training and training optimization evaluation", and effectively help freshmen adapt to undergraduate study and improve their comprehensive quality with the evaluation results.

5. Conclusion

In a word, the construction of the evaluation system for freshmen's archives, which integrates "management ability indicators", is not only a breakthrough in the limitation of traditional archives management that "records are valued but value is ignored", but also a deepening of the concept of "promoting education by evaluation and educating people by evaluation" in colleges and universities. In the future, the improvement of this system can be further combined with digital technology, using big data analysis to optimize the index weight, and realizing real-time updating and sharing of archives information through intelligent platforms, so that the management ability evaluation is more timely and accurate; At the same time, it can also be linked with the practical needs of enterprises, and the management ability requirements in professional scenes can be integrated into the index design, so that the evaluation system can better meet the expectations of the society for the cultivation of high-quality talents, and provide more solid support for colleges and universities to improve the quality of talent cultivation and help students develop in the long run.

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