Research on the Reform and Practice of Student Management in Higher Vocational Colleges Under the Background of "Double High" Construction

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Abstract: To promote the reform of student management in higher vocational colleges, this study focuses on the core connotation and target tasks of the "Double High" initiative, and analyzes the characteristics and existing deficiencies of current student management work. On this basis, it proposes optimized strategies for the current working mode from three dimensions: educational philosophy, operational mechanism and practical implementation. The student-centered educational philosophy featuring targeted and precise management, the collaborative education mechanism integrating moral cultivation and technical training, and the online-offline integrated practical approach that unifies knowledge and practice are scientific and feasible. The research findings can provide practical references for the reform of student management in higher vocational colleges.
Key words: "Double High" construction; higher vocational colleges; student management

Introduction

The educational focus of higher vocational colleges is to continuously deliver high-quality technical talent, so they are the closest to students and employing enterprises in China's talent training chain and run through the whole process. However, for a period in the past, higher vocational colleges kept expanding on a large scale, and the quality of education was once out of touch with real employment needs. To solve the problem that "colleges can be established, but the educational effect is poor", the Ministry of Education and the Ministry of Finance jointly issued the Opinions on Implementing the Plan for Building High-Level Higher Vocational Schools and Specialty Groups with Chinese Characteristics (the "Double High Plan"). This plan sets hard requirements on the conditions of school operation, specialty construction and industry-education integration, and also places higher expectations on the overall quality of talent training and the effectiveness of fostering virtue through education. In this context, higher vocational colleges need to reconstruct the paradigm of student management in accordance with their own development laws, realize the modernization of the institutional governance system and governance capacity, and promote the effective implementation of the "Double High Plan".

1. Core Connotation and Target Tasks of "Double High" Construction

As a national-level project in the field of vocational education, the "Double High Plan" requires that, by building high-level higher vocational schools and high-level specialty groups, higher vocational education should shift from scale expansion to connotative quality improvement. That is, all sections of a college — hardware educational conditions, student management, teaching staff, practical training modes and so on — must be combined with fostering virtue through education, so as to deliver to society a large number of highly skilled talents aligned with industrial

development. Therefore, the core connotation of "Double High" construction can be positioned as two orientations: a high level of school-running capability and a high quality of industry-education integration.

From the launch of the first round of construction in 2019 to the start of the second phase in 2025, "Double High" construction has always had clear target tasks. Specifically, at the macro level, it aims to build a batch of higher vocational colleges and specialty groups with a demonstrative and leading effect, and to form replicable and promotable vocational education reform experience for cultivating great craftsmen and skilled craftsmen. At the micro level of school operation, the tasks involve specialty curriculum reform, the construction of practical training bases, and the reshaping of the student management system. Taking the reshaping of the student management system as an example, some "Double High" construction colleges need to reduce the simple restrictive disciplinary clauses in the original student management system and add content such as comprehensive quality evaluation and the construction of student self-governance organizations. At the same time, an online information channel among college, enterprise and family should be built to improve the pattern of "three-wide education" (all-round, whole-process and all-staff education).

2. Characteristics of Student Management Work in Higher Vocational Colleges and the Gap with "Double High" Construction

Compared with ordinary undergraduate education, higher vocational colleges closely follow the needs of industrial posts and integrate professional norms and post standards into the whole process of educational management. Therefore, their student management work has prominent occupational, practical and dynamic characteristics. For example, the intelligent manufacturing specialty of a college incorporates safety production norms, equipment operation procedures and post responsibility awareness into students' daily assessment system; the e-commerce specialty regularly organizes students to participate in campus livestreaming practical training and enterprise agency operation projects. At the same time, because the student sources of higher vocational colleges include general high school graduates, secondary vocational school graduates, age-eligible veterans and new-type migrant workers, whose academic foundations, learning rhythms and growth goals differ greatly, student management work has been dynamically adjusted according to the learning situation — including, but not limited to, increasing cultural courses for students from secondary vocational sources to make up for their theoretical shortcomings, and flexibly adjusting the work-study arrangements of in-post migrant worker students to adapt to their fragmented learning needs.

Although student management work in higher vocational colleges has been continuously optimized and adjusted and has achieved considerable development, compared with the core connotation and target requirements of "Double High" construction, it is not difficult to find that an obvious gap still exists between the two. First, from the perspective of service orientation: "Double High" construction requires colleges to deliver high-quality technical and skilled talents for the industry, and also attaches importance to promoting students' comprehensive quality improvement, long-term career development and realization of life value. But in some higher vocational colleges, student management work emphasizes industry over people, one-sidedly pursues skill success and rapid employment, and often ignores students' individualized demands. This leads to the solidification of students' growth paths and the weakening of their personal subjective initiative. From the perspective of quality orientation: "Double High" construction requires the deep integration of the cultivation of ideological and moral character, professional ethics and craftsman spirit with the cultivation of technical skills, which is a brand-new quality orientation of education. However, most higher vocational colleges take the employment rate, certificate examination pass rate and practical training pass rate as core assessment indicators, and rarely carry out targeted education on professional integrity, post responsibility, honest practice and zero safety accidents. This management model of "emphasizing skills and neglecting moral education" naturally does not meet the requirements for cultivating high-quality technical and skilled talents for high-end industries. This is also the bottleneck restricting the reform of student management in higher vocational colleges. From the perspective of type orientation: "Double High" construction requires student management work to highlight the characteristics of type education, being different from general liberal education and also clearly demarcated from secondary vocational education. Yet in reality, some higher vocational colleges simply stack practical training, internship and management

content without fully leveraging the advantages of industry-education integration, so that the "vocational" characteristic is not prominent. Some colleges copy the secondary vocational education model, focus excessively on basic skill training and neglect the cultivation of students' higher-order technical thinking and innovative R&D ability, so that the "high" positioning is not clear enough.

3. Practical Paths for Advancing the Reform of Student Management in Higher Vocational Colleges Under the Background of "Double High" Construction

3.1 Establishing the Educational Philosophy of "Student-Centered, Precise Implementation"

To ensure that the above theoretical analysis results can be translated into practical guidance, higher vocational colleges should first take the overall educational requirements of "Double High" construction as the guideline and change the philosophy of student management work. That is, transform "control" into "governance", adhere to being student-centered, and serve development. First, it is necessary to ensure that student management standards align with industry standards, post norms and industry needs, and to eliminate empty preaching. Second, colleges should step out of the misunderstanding of skill-only and attach importance to the development of students' moral cultivation, professional quality, innovative ability and psychological quality.

At the beginning of enrollment, the college can organize counselors to hold one-on-one interviews with students in their classes to understand students' daily learning status and family growth background, and to inquire about their future development intentions. At the same time, professional course teachers are arranged to grasp students' cultural course level, learning ability, comprehension ability, and the strengths and weaknesses of professional prerequisite skills through the enrollment basic assessment. The two parts of information are summarized and entered into a dedicated learning-situation ledger. Integrating all learning-situation data, the school needs to build a hierarchical, classified and precisely empowered education model. If a student has a solid practical foundation, outstanding hands-on ability and a strong willingness to work and develop in front-line technical posts, the school can focus on arranging these students in subsequent teaching to participate in provincial and national vocational skill competition training, or recommend them to enter cooperative enterprises to take part in middle and high-level practical projects such as fine equipment adjustment and process optimization. In this way, students' refined operational ability and adaptability to higher-level posts are polished. If a student is active in thinking, good at delving into problems and has a strong interest in innovative projects, the school can try to set up school-level skill innovation workshops or student science and innovation teams, equipped with professional backbone teachers and enterprise technical R&D mentors, to guide students in carrying out small reforms, small innovations and small inventions. If a student's communication, coordination and overall planning abilities are prominent and the student is willing to develop in managerial or service posts, the school should, outside the skill training framework, appropriately connect with the needs of enterprise grassroots management posts such as team leaders and on-site management, and organize students to participate in special learning such as workplace etiquette training and team management practical training. In this way, students' personal strengths and development intentions can be deeply bound with the industrial quality improvement and talent optimization tasks of "Double High" construction, and higher vocational colleges can simultaneously achieve the goals of precise talent cultivation and boosting industrial development.

3.2 Building the Educational Mechanism of "Collaborative Linkage, Simultaneous Cultivation of Virtue and Skill"

In the process of "Double High" construction, fostering virtue through education has always been a key direction. For higher vocational colleges, implementing the fundamental task of fostering virtue through education requires the participation of multiple subjects so as to form a collaborative educational pattern. In practice, schools should take Party building as the guide and promote the comprehensive integration of Party building and student affairs work. That is, a group of student Party members and teacher Party members with excellent comprehensive quality should be

selected; each student Party member pairs with one dormitory and, every day through patrol and conversation, grasps the dormitory's learning atmosphere and discipline status. Every week, the student Party member leads dormitory members in one online or offline micro ideological and political learning activity, promoting the benign transformation of the dormitory's study style and conduct. Each teacher Party member connects with one class, and carries out at least two targeted ideological and political lectures and one full-coverage heart-to-heart talk every month. The lectures and talks should take into account the academic pain points, practical training difficulties and workplace confusion of higher vocational students, and clearly explain the characteristics of higher vocational specialties and posts, the current state of industry development and the talent training standards of "Double High" construction. Teacher Party members should also attend to common problems such as students' vague professional cognition and one-sided industrial cognition, and answer their questions about studies, careers, post quality and employment situation.

It is particularly worth emphasizing that the requirement of "Double High" construction for fostering virtue through education is to adhere to the synchronization of curriculum-based ideological and political education and ideological and political courses. In view of this, while integrating Party building and student affairs, schools should promote teaching collaboration, that is, enable academic tutors and moral education tutors to cooperate with each other. Academic tutors are professional course teachers, who follow students' professional growth throughout the process and precisely make up for students' professional skill shortcomings by standardizing practical training behavior and guiding career development. Moral education tutors are counselors, who, by supervising students' practical training attitudes and performance integrity, help them gradually establish a correct career outlook and ease their growth confusion. The two tutors hold an online or offline joint consultation once a week, focusing on the two-way exchange of students' real performance during the week — for example, whether there are problems such as disconnection in practical training operations, omitted procedures or unsound skill mastery, or misconduct such as deliberately concealing practical training loopholes, tampering with practical training data or passively coping with assignments. In response to these problems, the two tutors should jointly formulate rectification plans: if analysis determines that students' irregular practical training procedures are caused by weak skills, the academic tutor takes the lead, focusing on fine teaching methods such as hand-by-hand demonstration and step-by-step error correction to help students make up for their shortcomings; if it is judged that the problem is caused by subjective factors, the moral education tutor needs to carry out special professional quality education combined with real industry dishonesty cases, industry disciplinary regulations and industry codes. This serves to correct students' wrong perceptions such as "practical training is just an assignment, and right or wrong does not matter", and to help students reshape rigorous professional values.

3.3 Implementing the Educational Practice of "Unity of Knowledge and Action, Online-Offline Integration"

In addition to continuously narrowing the gap between student management work and "Double High" construction in terms of service orientation and quality orientation, higher vocational colleges should also focus on the type orientation, optimize the practical education model and highlight educational characteristics. Specifically, much of the teaching content in higher vocational colleges differs in many respects from ordinary undergraduate and secondary vocational colleges, and involves high-risk, precision and high-consumption projects. The required equipment is expensive and the consumables are large; students' operational errors can easily cause safety accidents. In particular, novice students have very few error-tolerant practice opportunities. For this reason, schools can adopt high-quality virtual simulation systems to undertake teaching tasks such as zero-foundation pre-training, high-risk scenario simulation, repeated polishing of error-prone procedures and concrete disassembly of equipment principles. For example, when teaching CNC technology and intelligent equipment manufacturing specialties, a dedicated virtual simulation practical training system can be launched. Such systems can support practical training teaching such as virtual machining of CNC precision parts, virtual debugging of automated production lines and virtual troubleshooting of common machine tool faults. All new students and students who failed the previous round of practical training must complete different numbers of online prerequisite practical training tasks, such as no fewer than 50 standard equipment start-stop operations, no fewer than 20 typical troubleshooting drills and no fewer than 30 sets of machining parameter debugging exercises. The virtual system

records the detailed process of each operation of each student, marking specific errors such as reversed procedures, parameters exceeding standards and missed equipment points. This makes it convenient for students to repeatedly carry out rectification exercises according to the error list until the pass rate, standardization and accuracy of virtual practical training operations all reach over 95%.

While students repeatedly carry out online virtual practical operations, professional course teachers retrieve relevant data in real time and organize offline reinforcement teaching for common and individual problems involving high-frequency errors. For example, special intensive courses are set up to disassemble item by item the causes of deviations in the selection of tool-setting datum points for parts and errors in matching spindle speed parameters. At the same time, combined with physical cases in virtual scenarios, standard procedures are demonstrated against physical equipment and the differences between correct and wrong operations are compared, so that students can fully grasp the core logic of standardized operation at both the principle and practical levels. Then, teachers organize students to carry out offline repeated practice. Teachers stand by and verify; once a student's operational deviation is found, they immediately stop and correct it, enabling students to transform the operational experience accumulated in online virtual practical training into offline physical practical ability. Students' comprehensive online-offline practical training pass rate and error rectification completion rate serve as the standard for their selection for skill competitions. All students who pass the selection have the opportunity to train for competition projects such as more precise parts machining and complex fault linkage handling, so as to polish their on-the-spot adaptability for rapid troubleshooting and precise parameter debugging in real scenarios. This selection mechanism also helps mobilize the subjective initiative of all students to "learn from and catch up with one another".

Conclusion

In summary, "Double High" construction points out the direction for the transformation of student management work in higher vocational colleges in the new era. Colleges need to focus on the key tasks of "Double High" construction, such as fostering virtue through education and improving service capacity, comprehensively adjust their educational philosophy, reshape systems and mechanisms, and enrich practical paths. They should forge the soul of development through fostering virtue through education, and achieve students' brilliant lives through the simultaneous cultivation of virtue and skill. In the future, colleges should not only evaluate the educational effect of each strategy, but also pay attention to the practical achievements of key "Double High" construction units, draw valuable experience from them, and then optimize their work plans based on their own learning and teaching situations.

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