

Research on the quality evaluation system and operating mechanism of graduate education in the new era

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Abstract. With the continuous expansion of graduate education scale and the continuous improvement of evaluation systems, corresponding educational evaluation activities have also been carried out, gradually forming a relatively standardized, wide-ranging, and various types of evaluation systems. This article introduces a new approach to the evaluation system of graduate education quality in the new era based on the actual situation of our school's graduate students, and provides a reasonable operating mechanism.

1 Introduction

The report of the 20th National Congress of the Communist Party of China pointed out that education, technology, and talent are the fundamental and strategic support for the comprehensive construction of a socialist modernized country. We must prioritize the development of education, promote technological self-reliance and self-improvement, and drive talent development. We must strive to cultivate top-notch innovative talents and gather talents from all over the world to use them. The cultivation of innovative and top-notch talents cannot be separated from high-quality graduate education. In recent years, the number of master's students in China has increased at a rate of approximately 25% per year, and graduate education has developed rapidly, resulting in a diversification of degree types and training models. So how to ensure the quality of graduate education and ensure its sustainable and healthy development is an important issue that urgently needs to be solved. At present, China has become a major country in graduate education, and the scale, structure, and type of graduate education have undergone significant changes. How to judge the quality of graduate students is increasingly receiving widespread attention from graduate schools and society. Establishing a new era graduate education evaluation system has become a major practical issue.

2 Factors affecting the quality of master's education

After the promulgation of the Regulations of the People's Republic of China on Academic Degrees, graduate education began to develop on a large scale. With the continuous

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expansion of the scale of graduate education, the cultivation of graduate education has been impacted to a certain extent, and the factors that affect the quality of graduate education are highlighted, mainly as follows.

2.1 Single source of students, limited enrollment quality

In previous years, although enrollment has been increasing year by year, almost all enrollment sources were from students from our school or our province. This greatly affects the quality of enrollment to a certain extent, which is very unfavorable for the development and promotion of graduate students' majors.

2.2 Full enrollment and insufficient teaching staff

According to the requirements of the graduate enrollment system, due to the annual enrollment situation of each major, it will directly affect the enrollment of the next year, which makes it difficult to ensure the full enrollment of students in each major. On the one hand, it cannot guarantee the quality of students, and on the other hand, it brings great pressure to graduate supervisors.

2.3 Lack of management and confusion in student goals

Due to the insufficient number of mentors, the selection criteria for mentors have decreased, resulting in poor mentoring and teaching abilities, and many students lack clear goals for professional learning. As a result, the quality of graduate education has decreased, and the overall quality is not high, making it difficult to achieve the training goals of graduate education.

3 Research on the quality evaluation system and operating mechanism of graduate education in the new era

In recent years, with the continuous deepening of graduate education reform in schools, the evaluation of graduate education quality and the evaluation system have been continuously developed and improved. A series of educational evaluation and award activities have been carried out, gradually forming a relatively standardized, wide-ranging, and various types of evaluation systems.

3.1 Graduate evaluation plan

According to the overall requirements of the school's evaluation and award, a complete set of evaluation and award rules shall be formulated based on the principles of fairness, impartiality, openness, and the selection of the best among the best. Therefore, the college adopts both qualitative and quantitative evaluation methods, while focusing on the principle of quantitative evaluation. Table 1 below is a quantitative statistical table for student evaluation and awards.

3.2 Education quality evaluation system

According to the 'Several Opinions of the Ministry of Education on Further Strengthening and Improving Graduate Ideological and Political Education' and 'Opinions on Accelerating the Reform and Development of Graduate Education in the New Era', as well

as the spirit of the National Graduate Education Conference, it is necessary to develop an appropriate education quality evaluation system for schools, in order to improve the quality of enrollment and education and teaching in schools.

Table 1. Quantitative Statistics Table.

Project	Category	Score
Progress Thought	Special contributions	
	Propaganda positive energy	
	Volunteers	
Academic performance	Excellent	
	Good	
Academic Achievements	Provincial projects	
	Score school level project	
	SCI thesis	
	Core thesis	
	Provincial papers	
Competition Achievements	National grade	
	Provincial grade	
Academic Reports	Outside school	
	Inside school	
Learning Disciplinary	Cut classes	
	Arrive late or early leave	
	Assimilate leave	
Activities	Full attendance	
	Leave more than 2 times	
Violations of discipline	Criticized by notification	
	Warning	

Establish a ‘three in one’ evaluation model, which includes feedback from oneself, schools, administrative departments, and society (see fig. 1.)



Fig. 1. Trinity mode.

At the same time, we divided the various indicators for evaluating the quality of graduate education and teaching in universities into seven categories, and presented them in Table 2.

Table 2. Seven categories and 30 factors influencing the graduate evaluation system.

Order number	Seven categories	Influence factor
1	Ideological and political qualities	Political Theory Learning
		Honors of Award
		Social practice volunteer service activities
		Promotion report
		Special Contributions
		Compliance with discipline
2	Professional theoretical level	Professional course grades
		Publication status of professional papers
		Professional project application status
		Professional discussion class situation
		Academic Reports
		Participation in professional competitions
3	Foreign language and computer proficiency	Foreign Language Course Score)
		Foreign Language Level 4
		Foreign Language Level 6
		Computer level exam scores
4	Graduation thesis Level	Publication status of partial Thesis
		Scientificity
		Systematicity
5	Social evaluation	People's satisfaction with campus management
		The completeness of the social security system
		Student employment rate
6	School support efforts	Per capita ownership of scientific research funds
		Per capita ownership of teaching funds
		Teacher's teaching level and research ability
		Investment in scientific research and teaching
7	Professional management ability	Analysis of factors affecting grades
		Test paper analysis
		Teacher self-evaluation
		Expert review

Through Table 2, a more comprehensive evaluation of the quality of graduate education in the new era can be achieved.

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