

Reflections on graduate education quality evaluation based on total quality and performance management elements

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Abstract: as the highest level of higher education, postgraduate education shoulders the important mission of cultivating top-notch and innovative talents, and is the basic layout to deal with the increasing global competition for talents. Improving the quality of graduate education is not only the need of the country, but also the need of the times. With the expansion of the scale of graduate education year by year, we should firmly establish the quality concept of graduate education and training, evaluate education from the perspective of educational performance in process management, and effectively undertake the main responsibility of training colleges and universities in the process of graduate education quality evaluation.

Key words: graduate education quality, graduate education performance, graduate education management, through thinking, systematic

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Quality is the lifeline of degree and postgraduate education. On the whole, the initiative of degree conferring units in China to ensure the quality of degree conferring is constantly improving, and the relevant systems are constantly improving. In order to ensure the stable improvement of the quality of postgraduate education in China, China started the quality project of postgraduate education as early as 2007. On September 28th, 2020, the Academic Degrees Committee of the State Council and the Ministry of Education jointly issued several opinions on further standardizing the quality management of academic degrees and graduate education (academic degrees [2020] No. 19). The opinions further strengthened the responsibility of the degree conferring units as the main body of quality assurance, strengthened the bottom line thinking, and maintained fairness. Quality assurance is the basic task of discipline construction and personnel training.

1. research background

In 2021, there were 3012 institutions of higher learning across the country, including 1238 undergraduate colleges. This year, a total of 1.1765 million postgraduates were enrolled across the country, including 125800 doctoral students and 1050700 master students; In 2018, there were 2663 colleges and universities nationwide, with 858000 graduate students enrolled, including 95500 doctoral students and 762500 master students. In the past four years, China's graduate enrollment has increased by 318500, an increase of 37.12%. How to ensure the quality of graduate education in such a scale is particularly critical. On the whole, the quality of postgraduate training in China is improving year by year, and the quality and system are constantly optimized and improved. However, in recent years, there will still be some negative news about the cultivation of graduate students in the newspapers. Therefore, the quality of graduate education is a continuous battle. Taking Jiangsu Province as an example, on December 7th, 2020, the Department of education of Jiangsu Province issued the notice on the implementation plan of Jiangsu graduate education quality improvement project (2021-2025) (sujiayuan [2020] No. 7), which proposed that training units should establish and improve the performance evaluation mechanism of graduate education quality, and strengthen the supervision of graduate education quality. We have launched eight plans, including the promotion plan for improving the quality and efficiency of Ideological and political education for postgraduates, the education plan for scientific ethics and academic norms for postgraduates, and the construction plan for high-quality teaching resources for postgraduates. We have formed a postgraduate education system with a more scientific scale and structure, a more perfect system and mechanism, and a more rational allocation of resources. The quality of postgraduate training has been significantly improved, The supply capacity of high-level innovative talents and the ability to serve economic and social development have been significantly enhanced, and the province has basically been built into a leading postgraduate education province with Jiangsu characteristics.

2. postgraduate education quality management and total quality concept

2.1 total quality management

Total quality management (TQM) can be defined as a long-term successful management approach that centers on quality and is based on the participation of all staff. It aims to benefit all kinds of participation. In general, the theory is a comprehensive and comprehensive management model and theory. Its fundamental purpose is to achieve the management purpose through user satisfaction, and then to maximize benefits. The main representatives of this theory are Daiming and Zhulan. In recent years, it has been widely used in the quality management of various industries. The excellent performance model, six sigma management, ISO9000 quality management system widely promoted by the business community can be regarded as various methods in the category of total quality management.

2.2 overall quality view of graduate education management in China

On June 14, the Ministry of Education held the fourth press conference of the "1+1" series of "education in the past decade", focusing on the effectiveness of graduate education reform and development since the 18th National Congress of the Communist Party of China. The conference focused on a series of measures taken by the Ministry of Education to ensure the steady improvement of training quality in the past decade. There are three key words: "big quality concept", "whole process supervision" and "endogenous quality culture".

“Endogenous quality culture” emphasizes the internal self-discipline of schools, tutors and students; The “big quality view” focuses on the comprehensive inspection of the quality of graduate education; The ‘whole process supervision’ reflects the idea of process management, and designs the whole process and full coverage system from enrollment plan formulation, enrollment, talent training, degree conferment to post supervision. The basic difference between the basic principle of total quality management and other concepts is that it emphasizes that in order to achieve real education and training benefits, the starting point of quality management is the standard demand of social development for education quality, and the end result is the satisfaction evaluation of postgraduate training ontology on education implementation.

3. graduate education quality management and performance view

3.1 education performance evaluation

Educational performance evaluation refers to the comprehensive reflection of three factors, namely, the progress of the completion of educational objectives, the allocation of educational resources and the progress of the arrangement of educational process, under the guidance of specific educational objectives. Compared with the traditional education quality evaluation, the most prominent advantage is the introduction of the concept of resource allocation evaluation on the basis of the original evaluation.

The construction of high-level universities stresses that “we should promote a number of high-level universities and disciplines to become one of the most popular or forefront in the world, enhance the comprehensive strength and international competitiveness of China’s higher education, cultivate first-class talents and produce first-class results”. As a research field of educational economics, educational performance evaluation directly reflects the “productivity” of education, the resource allocation of educational investment within education and the economic benefits of educational investment.

3.2 performance evaluation better explains the practical significance of quality management

The comprehensive process management problem brought by the comprehensive quality concept of higher education, and then fed back to the evaluation level, the most intuitive and more practical feedback is performance evaluation. With the transformation of China’s higher education from elite education to mass education. The cost of supporting the development of education at the national level has also increased significantly. Taking the financial allocation for education in 2021 (5trillion) as an example, the financial allocation for the past decade has increased from 2.4 trillion yuan in 2011 to 5.8 trillion yuan in 2022, an increase of 2.3 times, with an average annual increase of 8.6%. The inherent causality between input and output determines that development must be discussed in combination with cost and benefit. The performance evaluation of higher education is an important measure to solve the shortage of higher education resources, an important means to improve the efficiency of resource utilization, and a “baton” to improve the quality of teaching and the competitiveness of higher education. Higher education performance is the value judgment activity of judging the relationship between input and output of educational resources, comprehensively examining the utilization rate of university discipline resources and the development strength of university disciplines.

4. analysis on the evaluation of postgraduate education quality

4.1 lack of comprehensive or relevant graduate quality management concept

The process of postgraduate training is the manifestation of postgraduate education and the necessary process to achieve training performance. This process includes the allocation of enrollment resources, the setting of course content, the organization of teaching and activities, scientific research and practice, assessment and degree awarding. According to the idea of comprehensive process management, the above links can be understood as the process of raw material procurement, production and inspection, which is an important process to achieve product quality. In the process of engaging in quality management, school managers often pay more attention to the quality objectives and the quality of results, but ignore the most critical process quality management, and ignore the relevance between the source of students and the planning and distribution, curriculum training, scientific research practice and other links. It is difficult to form a working force in ensuring the quality of education.

4.2 graduate education quality evaluation model lacking performance thinking evaluation

Under the whole process management, it is ultimately judged and recognized through the improvement of the comprehensive ability of graduate students, the ability of employment and social service, the satisfaction and promotion of the school, and the career achievements of alumni. Its comprehensive ability, employability and career achievement are the most direct indicators of student education performance evaluation. However, due to the different characteristics of disciplines, there are often differences in the evaluation indicators of educational performance. Under the new development pattern, the evaluation or evaluation model of graduate education quality still needs to be improved. First, the system and orientation of performance evaluation need to be improved. Second, the multidimensional and effectiveness of performance evaluation needs to be improved. There are differences in the concept, orientation and basis of running a school among colleges and universities. The multidimensional indicators also lead to the lack of scientificity and pertinence in the performance evaluation of various categories. Third, the objectivity and authority of graduate education performance evaluation need to be strengthened. In a word, the construction of a graduate education performance evaluation model suitable for the characteristics of disciplines will play an important role in the process of graduate quality management.

5. application of total quality and performance management in graduate education quality evaluation

5.1 focus on talent training performance and build a classified multidimensional evaluation system

The quality self-assessment of graduate students in Colleges and universities should pay attention to the effectiveness of talent training, highlight the learning achievements, scientific research contributions, ability achievement, employment quality, development quality and other aspects, from the multi-dimensional perspective of graduate students during the semester, after graduation, mid-term career development and other aspects, analyze different degree levels (Master, doctor), different degree types (academic degree, master's degree), as well as different disciplines. Classify and evaluate the specialties, and feed back the construction of disciplines and specialties, the cultivation of high-level talents and the service of social needs.

5.2 focus on the development effect of talents' career selection and carry out the career development survey of graduate students

The cultivation of professional competence of Postgraduates in school determines the height of professional development towards society in the future. The quality of graduate education in Colleges and universities should be combined with the actual needs of social employers to carry out the research and construction of professional competency model of graduate students in Colleges and universities.

Subject evaluation, professional degree level evaluation and degree authorization point qualification evaluation all emphasize and pay attention to the quality of graduates' career development, aiming to further improve the training of talents and feedback mechanism in Colleges and universities. The effectiveness of graduate employment development determines the employment level of graduate students in a university, which should be considered in the comprehensive management of graduate education quality. At the same time, the quality of graduate education can also be included in the graduate education quality evaluation system as a separate assessment index.

5.3 appropriate introduction of third-party professional institutions for diagnostic assessment

Evaluation and evaluation is an important part of performance management. The introduction of third-party evaluation is also an important form of performance management for government and other departments. Due to the 'independence' attribute of the third-party assessment, as a necessary and effective external check and balance mechanism, it makes up for the defects of the traditional self-assessment and plays an irreplaceable role in promoting.

In China's traditional evaluation system, it is mainly the internal evaluation of the education administrative department system. This "working mode of being both a referee and a referee" lacks effective external supervision and restriction mechanism, which can not guarantee the objectivity and fairness of the evaluation results, and the public reliability is not high. When constructing the self-assessment system of graduate students' quality in Colleges and universities, we can appropriately introduce a third-party evaluation institution according to the actual situation of the University, focus on finding problems, and carry out more objective, fair and referential diagnostic evaluation according to the actual problems of the current development of the University.

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